

**ADJUSTMENT PATTERN OF SECONDARY SCHOOL STUDENTS
IN RELATION TO THEIR SOCIO-ECONOMIC STATUS**

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ABSTRACT

The present study is an effort in the direction of studying the adjustment pattern of secondary school students in relation to their socio-economic status. A sample of 200 secondary school students of Class 9th (100 girls and 100 boys) from govt. and private schools district of Ludhiana were collected for the study. The result shows that there exists significant difference between the adjustment pattern of secondary school students studying in private and govt. schools. The result also shows that there exists no significant difference between the adjustments of secondary school students on the basis of gender. The result shows that there exists no significant difference between the social-economic status of secondary school students studying in private and govt. schools. The result also shows that there exists no significant difference between the social-economic statuses of secondary school students on the basis of gender. It is revealed that there exists no significant difference between the adjustment patterns of secondary school students in relation to their socio-economic status.

Keywords: Adjustment pattern, Socio economic status, Secondary school student.

INTRODUCTION

Adjustment is a popular expression used by people in day to day life. Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and over comes the result in tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts. Thus adjustment maintains peace and harmony in home, school, and society and in the country. It frequently involves coping with new standards and values. Socio-economic status is an economic and zoological measure of a person's world experience and of an individual's economic and social position in relation to others,

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based on income, education and occupation. Adolescence is a period of great stress and storm. It has been called as terrible teens. During this stage the individual has to face adjustment problem with one's own self family and society besides being imposed to new social interacting skills other than those required in early childhood interactions. So, for a successful life, adjustment is essential and no one can deny the importance of adjustment in every stage of life. The present study is an effort in that direction as it aims at studying the adjustment pattern of secondary school students in relation to their socio-economic status.

ADJUSTMENT

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment. In other words adjustment is a state of equilibrium between an organism and its environment, a state wherein all needs are satisfied and all organismic functions are being carried out smoothly. The concept of Adjustment was first given by Darwin who used it as an adaptation to survive in physical world (Karl et. al., 2016). According to Symonds (1949), Adjustment is a satisfactory relation of an organism to its environment. According to Gates, Jersild and others (1970), Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment.

SOCIO-ECONOMICSTATUS

Socioeconomic status is the total measure of a person's work experience and of an individual's or family's economic and social position in relation to others, based on income, education and occupation. When analyzing a family's socio-economic status, the household income earner's education and occupation are examined. Socio economic status is typically broken into three categories: High SES, Middle SES and Low SES to describe three areas a family or an individual may fall into one. It maintains that socioeconomic status is construct that reflects the material goods, money, power, friendship networks, healthcare, leisure time or educational opportunities. (Obes and Rassi, 2003)

REVIEW OF RELATED LITERATURE

Paramanik, Saha & Mondal (2014) conducted a study on adjustment of secondary school students with respect to Gender and Residence revealed that there is no significant difference between adjustments of students residing either at urban or rural area. The mean adjustment score of girls is higher than those from boys which indicate that the girls are better adjusted as compared to their boy's counterpart.

Makwana & Kaji (2014) conducted a study on adjustment of secondary school students in relation to their gender and result showed that there is no significant difference in home, school and emotional adjustment of boys and girl's secondary school student. But there is significant difference in social adjustment of boys and girls secondary school students.

Singh and Choudhari (2015) conducted a study on adjustment among senior secondary school students in relation to emotional intelligence and mental health and results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health.

Yazdaniand Daryei (2016) conducted a study on parenting styles and psychological adjustment of gifted and normal adolescents. The results indicated that parents of gifted adolescents tend to be more authoritative than the parents of normal adolescents.

Environ, J. (2018) conducted a study on Socioeconomic Status in Adolescents: A study of its relationship with overweight and obesity and influence on social network configuration. He did find significant differences in the formation of networks according to SES in the overall sample and disaggregated by gender.

Barik, A. and Dhara, R. (2019) conducted a study on measurement of adjustment ability among secondary level school students of Purba Bardhaman District in West Bengal, India. The results of the study revealed that Adjustment Ability of the Students is being Moderate in the district of Purba Bardhhaman, West Bengal at Secondary Level. It was also explored that the Adjustment ability of female secondary school students is significantly better than that of Male secondary school students and the Adjustment ability of Secondary school students belonging to Rural Residence is significantly better than that of students belonging Urban Residence in the district of Purba Bardhhaman.

Aundoveh (2021) investigated the impact of socioeconomic status, entrance style, and instructional factors on mathematics learning in a literate community. He came to the

conclusion that socioeconomic status influences mathematical achievement. His study also shows that classroom teaching had no substantial influence on mathematical achievement.

Ahmed (2022) investigated the relationship between socioeconomic position and educational attainment. He determined that student from various courses do not accomplish at the same level. Lower-class pupils' performance was bad, and the cause he discovered was teachers' unsupportive attitude toward them.

NEED AND SIGNIFICANCE

Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13 to 18 years. The country's success in various fields of the life depends on the proper adjustment of adolescent students. But in recent times, newspapers report atleast 1 to 2 adolescent student's suicides which may be mainly due to lack of adjustment of the inability to solve the problem, they are faced with. It also was observed by WHO in 1993 that at least one in 10 may have serious emotional disturbance and adjustment problem. Scahefer & Bayley (1963) also studied the effect of home environment of child's adjustment and obtained high correlation between maternal love hostility and his/her adjustment. Verma (1974) study revolved the membership over the socio-economic status together with under achievement and failure in the school was factor influencing the adjustment of adolescent. So, at present problem of adjustment is becoming a major challenge to the parents, teachers, administrators, psychologist etc. Once the problems of the adolescents are known, they can be eliminated or minimized. Hence the present study is designed to find out the adjustment problem of secondary school students in relation to economic status.

OBJECTIVES

1. To study the adjustment pattern of secondary school students studying in Private and Govt. schools.
2. To study the adjustment pattern of secondary school students on the basis of gender.
3. To study the socio-economic status of secondary school students studying in Private schools and Govt. schools.
4. To study the socio-economic status of secondary school students on the basis of gender.

5. To study the adjustment pattern of secondary school students in relation to their socio-economic status.

HYPOTHESES

1. There exists no significant difference between the adjustment patterns of secondary school students studying in Private and Govt. schools.
2. There exists no significant difference between the adjustment patterns of secondary school students on the basis of gender.
3. There exists no significant difference between the socio-economic status of secondary school students studying in Private schools and Govt. schools.
4. There exists no significant difference between the socio-economic status of secondary school students on the basis of gender.
5. There exists no significant difference between the adjustment patterns of secondary school students in relation to their socio-economic status.

METHODOLOGY

Descriptive survey method was used to conduct the present study.

SAMPLE OF THE STUDY

A sample of 200 secondary school students of Class 9th (100 girls and 100boys) from Govt. and Private schools district of Ludhiana were collected for the study.

TOOLS USED FOR THE PRESENT STUDY

The following tools were used for the collection of data.

1. Adjustment inventory for school students by Dr. A.K.P. Sinha and Dr. R.P. Singh (2005).
2. Socio-Economic Status Scale (SESS) by Dr. Rajeev Lochan Bhardwaj, (Km) Shama Gupta and Dr. N. S. Chauhan (1971).

ANALYSIS AND INTERPRETATION

Distribution of Score with variables Adjustment and Socio-Economic Status

Variable	N	MEAN	MEDIAN	SD
Adjustment	200	46.755	47	7.80
Socio-Economic Status	200	97.94	98	11.08

INTERPRETATION

The mean of Adjustment of 200 boys and girls secondary school students of private and government schools is 46.755, median is 47 and SD is 7.80. The mean of Socio-Economic Status of 200 boys and girls secondary school students of private and government schools is 97.94, median is 98 and SD is 11.08.

HYPOTHESIS 1: There exists no significant difference between the adjustment pattern of secondary school students studying in private and govt. schools.

TABLE4.1: Distribution of scores of Private and Govt. secondary school students with variable Adjustment.

N	M	SD	MD	SE _M	df	t-Ratio	Value at 0.05 level	Remarks
100Private	48.33	8.05	3.15	1.08	198	2.91	1.97	Significant at t0.05 level
100 Govt.	45.18	7.24						

INTERPRETATION

The result shows that there exists significant difference between the adjustment pattern of secondary school students studying in private and govt. schools. So, hypothesis 1 is rejected.

HYPOTHESIS 2: There exists no significant difference between the adjustments of secondary school students on the basis of gender.

TABLE4.2: Distribution of scores of secondary school students on the basis of gender with variable Adjustment.

N	M	SD	MD	SE _M	Df	t-Ratio	Value at 0.05level	Remarks
100boys	47.27	8.23	1.03	1.10	198	0.93	1.97	Not Significant at 0.05level
100girls	46.24	7.35						

INTERPRETATION

The result shows that there exists no significant difference between the adjustment of secondary school students on the basis of gender. So, hypothesis 2 is accepted.

HYPOTHESIS 3: There exists no significant difference between the social-economic status of secondary school students studying in private and govt. schools.

TABLE 4.3: Distribution of scores of private and govt. schools with variable Socio-Economic Status.

N	M	SD	MD	SE _M	df	t-Ratio	Value at 0.05 level	Remarks
100Private	97.96	11.72	0.04	1.57	198	0.025	1.97	Not Significant at 0.05 level
100 Govt.	97.92	10.47						

INTERPRETATION

The result shows that there exists no significant difference between the social-economic status of secondary school students studying in private and govt. schools. So,

hypothesis 3 is accepted.

HYPOTHESIS 4: There exists no significant difference between the social-economic status of secondary school students on the basis of gender.

TABLE4.4: Distribution of scores of secondary school students on the basis of gender in socio-economic status.

N	M	SD	MD	SE _M	Df	t-Ratio	Value at 0.05level	Remarks
100 boys	99.34	12.77	2.8	1.56	198	1.795	1.97	Not Significant at 0.05 level
100 girls	96.54	8.94						

INTERPRETATION

The result shows that there exists no significant difference between the social-economic status of secondary school students on the basis of gender. So, hypothesis 4 is accepted.

HYPOTHESIS 5: There exists no significant difference between the adjustment patterns of secondary school students in relation to their socio-economic status.

TABLE4.5: Coefficient of correlation between the adjustment pattern of secondary school students in relation to their socio-economic status.

Variables	r-value	Value at 0.05level	Remarks
1. Adjustment	-0.027	0.138	Not Significant Relationship at 0.05 level
2. Socio-Economic status			

The value shows that there exists a negative and not significant relationship between Adjustment and Socio-Economic Status of secondary school students. Thus hypothesis 5 is accepted.

RESULTS AND DISCUSSION

The result shows that there exists significant difference between the adjustment pattern of secondary school students studying in private and govt. schools.

- (1) The result also shows that there exists no significant difference between the adjustments of secondary school students on the basis of gender.
- (2) The result shows that there exists no significant difference between the social-economic status of secondary school students studying in private and govt. schools.
- (3) The result also shows that there exists no significant difference between the social-economic status of secondary school students on the basis of gender.
- (4) It is revealed that there exists no significant difference between the adjustment patterns of secondary school students in relation to their socio-economic status.

EDUCATIONAL IMPLICATIONS

1. As secondary school students need support in personality dimensions like self-control, adjustment, leadership and mental health there is need to introduce support programs to develop self-control and leadership to preserve mental health. Leadership qualities can be developed by involving the adolescent more in decision making process and introducing self-governance programmes in schools and colleges.
2. As secondary school students socio-economic status of poor communities, those belonging to middle income group and those belonging to rich group do not differ in adjustment, the present educational system is not biased with respect to gender, caste, socio-economic status etc. The present school environment can be continued and further all types of discriminatory rules and regulations may be dispensed with.
3. The low score of secondary school students of private management school suggest the need to modify the day to day school practices to help the students to adjust in school environment.
4. As there is strong association between personality, adjustment and socio-economic status of secondary school students, school practices and procedures are to be ascertained for the holistic development of secondary school students.
5. The knowledge of the dimensions of adolescent's adjustment would help the teachers, parent's school administrations to support them to overcome their limitations in the adjustment process.

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