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## ADJUSTMENT PROBLEMS OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO SOME SELECTED VARIABLES

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### Abstract:

*At every moment the individual is confronted with two kinds of demands; the demands of his physiological and psychological make-up, and the demands of the environment in which he lives. In order to live a contented and happy life he has to adjust himself to these demands. In other words he should achieve a harmony with in himself, and between himself and the social set-up: this harmony is known as adjustment.*

*The term adjustment has two meanings. In one sense it is the process by which a person changes his behavior to achieve a harmonious relation between himself and his environment; and in the other it is the state of such harmonious relationship. In the present study the researcher made an attempt to explore how the adjustment problems influence the higher secondary students in relation to some selected variables.*

### KEY WORDS:

Adjustment, Adjustment problems.

### 1..INTRODUCTION

Life is a continuous process of overcoming difficulties or of making adjustments [Darwin]. The process of adjustment is complicated because a person's interaction with one may come in conflict with the requirement of another. Conflict can arise either because two internal needs are in opposition, or because two external demands are incompatible with each other, or because an internal need opposes an external demand. Conflict presents special problems of adjustment.

An individual should aim at physical, mental, social, emotional and moral development. If the individual wish to achieve these things he should be able to adjust himself with the environment. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment [Carter V.Good (1959)].

### 2. THEORETICAL FRAME WORK

**2.1. Adjustment** -Adjustment means the modification to compensate for or meet special conditions. [James Drever (1952)]

#### 2.2. Adjustment problems

Difficulties arising in the process of finding and adopting modes of behavior. The problems of adjustment are sure to arise from his physiological needs such as food, sleep, shelter, protection, sex urge

and the like, psychological needs as affection, security, approval, freedom and so forth, and from the socio-cultural environment in which he lives.

#### **Types of adjustment problems**

Many a time problems arising out of adjustment are of three types: 1. Simple and easy;

2. Complex, complicated and 3. Difficult; too difficult for the individual to find solution.

#### **3. SIGNIFICANCE OF THE STUDY**

The adjustment does not imply passive acceptance of the influence and forces of environment, or slavish conformity to standards, customs and more prevailing in the community; nor does it mean any surrender or twist of one's personality, attitudes and values to conform them to the environment. On the other hand it involves active inter-action with, or participation in the participation in the environmental changes and influences, wherein the individual assumes responsibility or leadership.

It is believed that the adolescent stage correspondingly the higher secondary school stage have got significant role in one's life. The destiny of a nation lies in its classrooms. The modern society is engraved with the exhaustive problems of adjustment and adaptability of learners. It is also essential that the higher secondary school students as they enter the new stage suitable adjustment mechanism should be adopted to get along with the class room instructions and co-curricular activities in the school. So the investigator was interested in knowing the adjustment problems of the higher secondary school students in relation to some selected variables.

#### **4. OBJECTIVES OF THE PRESENT STUDY**

The main objectives of the present study are:

1. To find out the level of adjustment problems of higher secondary school students.
2. To find out whether there is any significance difference between male and female students in their adjustment problems.
3. To find out whether there is any significance difference between rural and urban students in their adjustment problems.
4. To find out whether there is any significance difference between government and private students in their adjustment problems.
5. To find out whether there is any significance difference between day's scholars and hosteller in their adjustment problems.

#### **5. METHOD USED IN THE STUDY**

Normative survey method has been used in the present study. The study was conducted on higher secondary students from various schools situated in the Thanjavur District of Tamilnadu, India. The sample size was 300. It was selected by using random sampling technique. This study tried to find out the adjustment problems of the higher secondary school students in relation to some selected variables.

##### **5.1. The tools used for study**

Adjustment problem inventory constructed by the investigator.

##### **5.2. Reliability and Validity of the Adjustment problem inventory**

The investigator found the reliability of the tool by using spilt half technique. It was found to [0.89]. Hence the tool is considered to be a reliable. To establish the validity of this tool experts' opinion was obtained.

5.3. Data Analysis: Statistical techniques such as Descriptive analysis, Differential analysis and Correlation analysis were employed to analyze the data.

Hypothesis 1. The adjustment problems of the higher secondary school students are low.

**Table 1: The mean and standard deviation of adjustment problems of the students.**

| Sample        | N   | mean  | S.D  |
|---------------|-----|-------|------|
| Entire Sample | 300 | 26.28 | 6.20 |

In order to find out the adjustment problems of higher secondary school students, the mean and standard deviation have been calculated. They were found to be 26.28 and 6.20 respectively. The calculated mean value (26.28) falls in the range of 15 – 30. It is concluded that the adjustment problems of the entire sample is average.

Hypothesis 2. There is no significant difference between male and female students in their adjustment problems.

**Table 2: Difference between male and female students in their adjustment problems.**

| Variables | N   | mean  | S.D  | Calculated 't' value | Significance at 0.05 level |
|-----------|-----|-------|------|----------------------|----------------------------|
| Male      | 120 | 23.89 | 4.96 | 6.0                  | Significant                |
| Female    | 180 | 27.86 | 6.44 |                      |                            |

The above table indicates that there is significant difference between male and female students in their adjustment problems. The critical ratio is found to be 6.0 at 0.05 levels. The calculated 't' value is higher than the table value. Hence, it is concluded that male and female higher secondary students differed significantly in their adjustment problems. While comparing the mean scores, the female students are better than the male students in their adjustment problems.

Hypothesis 3. There is no significance difference between rural and urban students in their adjustment problems.

**Table 3: Difference between rural and urban students in their adjustment problems.**

| Variables      | N   | mean  | S.D  | Calculated 't' value | Significance at 0.05 level |
|----------------|-----|-------|------|----------------------|----------------------------|
| Urban students | 143 | 25.29 | 5.93 | 1.83                 | Not significant            |
| Rural students | 157 | 26.90 | 6.39 |                      |                            |

The above table indicates that there is no significant difference between urban and rural students in respect of adjustment problems. The critical ratio is found to be 1.83. at 0.05 level. The calculated 't' value is lower than the table value, so, it is not significant. Hence, it is concluded that urban and rural higher secondary students do not differ significantly in their adjustment problems. Thus, the framed null hypothesis is retained.

Hypothesis 4. There is no significance difference between government and private school students in their adjustment problems.

**Table 4: Difference between government and private school students in their adjustment problems.**

| Variables         | N   | mean  | S.D  | Calculated 't' value | Significance at 0.05 level |
|-------------------|-----|-------|------|----------------------|----------------------------|
| Government school | 160 | 26.90 | 6.39 | 1.83                 | Not significant            |
| Private school    | 140 | 255.9 | 5.93 |                      |                            |

The above table indicates that there is no significant difference between government and private school students in respect of adjustment problems. The critical ratio is found to be 1.83. at 0.05 level. The calculated 't' value is lower than the table value, so, it is not significant. Hence, it is concluded that government and private students do not differ significantly in their adjustment problems. Thus, the framed null hypothesis is retained.

Hypothesis 5. There is no significance difference between day's scholars and hostellers in their adjustment problems.

**Table 5: Difference between day's scholars and hostellers in their adjustment problems.**

| Variables      | N   | mean  | S.D  | Calculated 't' value | Significance at 0.05 level |
|----------------|-----|-------|------|----------------------|----------------------------|
| Day's scholars | 162 | 24.62 | 5.40 | 5.7                  | Significant                |
| Hostellers     | 138 | 29.10 | 6.72 |                      |                            |

The above table indicates that there is a significant difference between day's scholars and hostellers in respect of adjustment problems. The critical ratio is found to be 5.7. at 0.05 level. The calculated 't' value is higher than the table value, Hence, it is concluded that the day's scholars and hostellers differed significantly in their adjustment problems. While comparing the mean scores, the hostellers are better than the day's scholars in their adjustment problems. .

#### FINDINGS

1. There is a significant difference between the male and female higher secondary students in respect of their adjustment problems. Moreover, the female students are found to be better than the male students in their adjustment problems.
2. There is no significant difference between urban and rural higher secondary students in respect of their adjustment problems
3. There is no significant difference between government and private higher secondary students in respect of their adjustment problems.
4. There is a significant difference between day's scholars and hostellers in their adjustment problems. Moreover, the hostellers are found to be better than the day's scholars in their adjustment problems.

#### 7. CONCLUSION

The study has revealed that majority of the higher secondary school students were having an average level of adjustment problems. The female students are found to be better than the male students in their adjustment problems. The hostellers are found to be better than the day's scholars in their adjustment problems.

The severity of the adjustment problem mainly depends upon (a) the intensity and extensiveness of the needs to be satisfied. (b). the potentialities available for securing satisfaction or for withstanding the frustration and tensions, and upon (c) the extent to which the environment favours need- satisfaction.

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