

## Adjustment among High School Students

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### ABSTRACT

The present study aimed to know the adjustment among high school students. It also aimed to check adjustment with reference to gender and type of family. High School Adjustment Inventory (HSAI) constructed by A.K.Singh and A. Sen Gupta (2011) was used. The sample constituted total 140 high school students out of which 70 were from boys students (35 Joint Family and 35 Nuclear Family) and 70 from girl students (35 Joint Family and 35 Nuclear Family). The data was collected from Patan City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is no significant difference in the mean score of adjustment among the boys and girls high school students, (2) there is a significant difference in the mean score of adjustment among the high school students of joint and Nuclear family. Therefore it could be said that the high school students of the joint family group is having good adjustment than high school students of the nuclear family group and (3) There is a significant difference in the interactive effect of the mean scores of adjustment with regards to the gender and type of family. Therefore it could be said that the boy high school students of the joint family group is having good adjustment than boy high school students of a nuclear family group.

**Keywords:** Adjustment, Boys Students And Girls Students, Joint And Nuclear Family

What is the main objective of human life? All thinkers have tried to answer the question. Literary persons, saints, and visionaries of human life have the same answer - the main objective of human life is to gain happiness. Each individual desires happiness in his personal life. To gain happiness in personal life one has to adjust with the environment and also one has to adjust in society, family, job, society. One who adjusts himself can attain happiness. One has to be constantly aware to get himself adjusted.

The modern age is the age of change. It requires dynamism. Society is changing very fast with relation to social norms, values, and rules. Changing situation is a challenge to every individual for his ego and existence. This type of situation creates many problems of adjustment for individual Eastward At water; an author of the psychology of Adjustment has said that today's problems of adjustment are different from the same in the past. In countries like America radical change has occurred in the area of adjustment and social values, that has caused 'loneliness' in everybody's life. He has to face extremities and changing the situation of society singlehanded. It is challenging for his ego. Adjustment is difficult in these days

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only special type of personality persons can get adjusted. Such type of personality is called psychological handiness by Eastward Adwater.

Each individual's personality, needs, and environment are different. and dynamic. Everybody adjusts individually in his own environment. This is the objective of adjustment. Everybody is trying to satisfy his needs and demands. To satisfy needs he has to constantly adjust with a situation which interacts with changing the environment. A person has to change his personality for good adjustment. In short, adjustment means to show a compromising attitude. Even in unfavorable situation, a way is to be found out is the art of living. It is not a situation but a process. Adjustment is a matter of ever learning and gaining in life. It is related to the entire life. It is perpetual, never-ending. As soon as one need is fulfilled another takes its place. Every moment a new desire emerges. Process of adjustment continues forever to gain satisfaction. Man is a bundle of needs. Each need can be satisfied in a certain specific situation. Constant efforts are to be made to find a favorable situation. A bridge is constructed between an individual and the environment. Adjustment is an effort to establish cordialness.

Adjustment is an internal process between ourselves and our environment in which either we adjust or change it (Lehner and Cube). Adjustment is a cordial process between individual and environment (Sorenjon and Man).

**Family Adjustment:** A child is born, brought up in a family. A child lives with parents, brothers, sisters and other members in a family. A child's first interaction is with the mother. His social life starts with social relations with mother. A child has to make the first adjustment in a family with parents. Parents should create an unconditional, cordial and free environment in the family for a child to gain love and affection.

**Adjustment in School-College:** The child passes his early child at home. As he grows he goes to school. School is a totally new experience for the child. He has to adjust to various situations when he leaves his home and enters school. In school, he has to adjust to a wider community than family or home. A school going child has to adjust himself to his classmates, teachers, and study. Here he experiences a vast world. He learns to increase his adjustment competency. He has to adjust with rules, regulation, and norms of the school. He has to change his behaviour. He can not behave in school as he behaves at home. Child regulates his behaviour which helps him to adjust well and to develop his personality. With his arrival in college child's age growth, development of physical and mental faculties start, the wider area opens up for him for adjustment. Besides study, he has to adjust himself with an attraction towards the opposite sex, to achieve something, and many other responsibilities. The unhappy and poor economic family condition also is responsible for adjustment. The individual feels difficulty in adjusting in such conditions

Parmar Vishal & Kaji S.M. (2014) had conducted the study of the adjustment of boys and girls school level students in Ahmedabad. The sample consisted of 120 boys and girls school students out of which 60 were boys and 60 where girls students. The purpose of the investigation "Adjustment Inventory" by Dr. R. S. Patel was used. The obtained data were analyzed through "t" test to know the mean difference between boys and girls school students. The result shows that there was a significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There was no significant difference in school adjustment of boys and girls students in Ahmedabad.

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### Objective

The objectives are:

1. To Study of the adjustment among the boys and girls high school students.
2. To Study of the adjustment with regards to high school students of the joint and nuclear family.
3. To Study of the interactive effect of adjustment with regards to gender and type of family.

## METHODOLOGY

### Hypothesis

1. There will be no significant difference in the mean score of adjustment among the boys and girls high school students.
2. There will be no significant difference in the mean score of adjustment among the high school students of the joint and nuclear family.
3. There will be no significant difference in the interactive effect of the mean scores of adjustment with regards to the gender and type of family.

### Sample

The sample of the present study constituted total 140 high school students out of which 70 were from boys students (35 Joint Family and 35 Nuclear Family) and 70 from girl students (35 Joint Family and 35 Nuclear Family).

### Research Design

A total sample of 140 high school students equally distributed between gender and types of the family from Patan City selected for the research study.

### Showing the table of Sample Distribution

Type of Family	Gender		Total
	Boys students	Girls students	
Joint family	35	35	70
Nuclear family	35	35	70
<b>Total</b>	70	70	140

### Variable

#### Independent Variable

1. **Gender :** Boys and Girls students.
2. **Type of Family:** Joint family and Nuclear family.

**Dependent Variable:** Adjustment Score.

### Tools

High School Adjustment Inventory (HSAI) constructed by A.K.Singh and A. Sen Gupta (2011). The scale consisted of 150 items with 5 dimensions. The responses of 'yes' or 'no' are given in the answer sheet. There is no time limit for the test. But generally, the students take 40 to 45 minutes time in completing the test. Its has test-retest reliability 0.76 and split half reliability 0.82 and the concurrent validity correlation coefficient is -0.42.

### Procedure

The permission was granted from various high school students for data collection in Patan City after the establishment of rapport, personal information and the 'High School

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Adjustment Inventory (HSAI) was administered the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

### RESULT AND DISCUSSION

**Table: 1** The Table showing the sum of variance mean 'F' value and level of significance of gender and types of family.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS <sub>A</sub>	1	2021.60	1.71	N.S.
SS <sub>B</sub>	1	45216.11	38.14	0.01**
SS <sub>A*B</sub>	1	21775.11	18.37	0.01**
SS <sub>Error</sub>	136	1185.38	—	—
SS <sub>Total</sub>	139	230223.97	—	—

\*0.05=3.93, \*\*0.01=6.85, N.S.= Not Significant

A = Gender, B = Type of family

A<sub>1</sub> = Boys students B<sub>1</sub> = Joint family

A<sub>2</sub> = Girls students B<sub>1</sub> = Nuclear family

**Table: 2** The Table showing the Mean Score of adjustment of boys and girls students.

	A (Gender)		'F' value	Sign.
	A <sub>1</sub> (Boys students)	A <sub>2</sub> (Girls students)		
M	208.39	200.79	1.71	N.S.
N	70	70		

The above table no.2 shows the mean score of adjustment of boys and girls high school students. The mean score of the boy high school students group is 208.39 and girl high school students group is 200.79. The 'F' value is 1.71, which was found to be not-significant level at 0.05. Therefore the hypothesis no.1 that, "There is no significant difference in the mean score of adjustment among the boys and girls high school students" is accepted.

**Table : 3** The Table showing the Mean Score of adjustment of type of family.

	B (Type of Family)		'F' value	Sign.
	B <sub>1</sub> (Joint family)	B <sub>2</sub> (Nuclear family)		
M	222.56	186.61	38.14	0.01
N	70	70		

The above table no.3 shows the mean score of adjustment among high school students of the joint and nuclear family. The mean score of high school students of the joint family group is 222.56 and high school students of the nuclear family group are 186.61. The 'F' value is 38.14 is significant at the 0.01 level. This means that the two group interaction effect under study differ significantly in relation to adjustment and type of family. It should be remembered here that, according to the scoring pattern, a higher score indicates good adjustment. Thus from the result, it could be said that the high school students of the joint family group are having good adjustment than high school students of a nuclear family group. Therefore the hypothesis no.2 that, "There is no significant difference in the mean score of adjustment among the high school students of the joint and nuclear family" is rejected.

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*Table: 4 The Table showing the interactive effect of the Mean Score of adjustment of gender and types of family.*

			A		'F' value	Sign.
			A <sub>1</sub>	A <sub>2</sub>		
M	B	B <sub>1</sub>	238.83	206.29	18.37	0.01
		B <sub>2</sub>	177.94	195.29		
N			70	70		

The above table no.4 shows the interactive effect of adjustment among the gender and type of family. The mean score of boy high school students of the joint family group is 238.83, boy high school students of the nuclear family group are 177.94, girl high school students of the joint family group is 206.29 and girl high school students of the nuclear family group is 195.29. The 'F' value is 18.37 is significant at the 0.01 level. This means that the four group interaction effect under study differ significantly in relation to adjustment, gender, and type of family. It should be remembered here that, according to the scoring pattern, a higher score indicates good adjustment. Thus from the result, it could be said that the boy high school students of the joint family group are having good adjustment than boy high school students of a nuclear family group. Therefore the hypothesis no.3, "There is no significant difference in the interactive effect of the mean scores of adjustment with regards to the gender and type of family" is rejected.

## CONCLUSION

1. There is no significant difference in the mean score of adjustment among the boys and girls high school students.
2. There is a significant difference in the mean score of adjustment among the high school students of joint and Nuclear family. Therefore it could be said that the high school students of the joint family group is having good adjustment than high school students of a nuclear family group.
3. There is a significant difference in the interactive effect of the mean scores of adjustment with regards to the gender and type of family. Therefore it could be said that the boy high school students of the joint family group is having good adjustment than boy high school students of a nuclear family group.

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### ***Conflict of Interest***

The authors carefully declare this paper to bear not a conflict of interests

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