

Emotional adjustment among higher primary and high school students of Mysuru city

Samia Ali Sharaf Al-Muntaser^{1*}, Siddalingaiah Hiremath²

ABSTRACT

The emotional adjustment refers to personal acceptance and adaptation to one's circumstance. The study investigated the emotional adjustment among government and non-government higher primary and high school students in Mysuru city. 240 voluntary participants in the age group of 12 to 16 years [boys 120 (12.57%); SD=2.89 and girls 120 (14.42%); SD=2.58 students of higher primary and high school students for class VII and VIII To assess the emotional adjustment in the participants used School Adjustment Inventory for School Students (AISS) (Sinha & Singh 2007). The random sampling method was adopted to collect the data. The data were analyzed using independent sample t-test. The findings of the study indicated a significant difference in some areas. The findings are discussed.

Keywords: Emotional, Adjustment, primary and high school students, Significant Difference

Psychologists operating in the educational setting, study the emotional, social and psychological feature methods concerned in learning and apply their findings to enhance the educational process. Some focus on the academic development of a particular group of individuals like adults, adolescents or children, whereas others concentrate on specific learning challenges like attention deficit hyperactivity disorder (ADHD) or learning disability. Devi (2002), studied the effect of sex and school location has no effect on rural students and urban students on emotional and General/Total adjustment. The review of the literature reveals that emotional adjustment of higher primary and high school students has been a part of many studies but rarely and study has been conducted on the emotional adjustment of higher primary and high school students. So, it is needed to conduct the present study on the emotional adjustment of higher primary and high school students. Akande and Ikediashi (2018) showed that secondary school students had a low level of emotional adjustment. There was no significant difference in the level of students' emotional adjustment on the basis of gender or school type. However, a significant difference was found between public and private school students in their level of emotional adjustment.

¹Post-Graduate Department of Psychology Teresian College, Mysuru, Karnataka, India

²Assistant Professor and Head of the Department Post-Graduate Department of Psychology Teresian College, Mysuru, Karnataka, India

*Responding Author

Received: September 09, 2020; Revision Received: November 07, 2020; Accepted: November 15, 2020

Emotional adjustment among higher primary and high school students of Mysuru city

Ayele (2018) explained that the findings of the quantitative study revealed that the total campus adjustment for students was modest and male students were found to be better balanced relative to female students in Ethiopia, Wolaita Sodo University. There has been a statistically important positive connection between the change of the students and their academic achievement. Sivakumar (2017) observed that adolescence is marked by heightened emotions. It is expressed in love, fear, anger, laughter, and tears, etc. It involves the feeling of jubilation or depression and the impulse to action and awareness of perception. Basically, human beings are a creature of feelings or emotions. With regard to the variable like gender and locality of the higher secondary school students have better emotional adjustment. Sarkar and Banik (2017) It noted that there were no important differences in academic and adjustment achievement between boys and girls in adolescence period. The outcome also showed a major variation in the adolescent-period among social adjustment, educational adjustment, emotional adjustment, and academic achievement. The investigator also found a positive significant relationship between girls and boys adjustment and academic achievement in West Tripura District during the adolescence period.

Igbo, et al. (2016), found that the emotional intelligence positively correlated with first-year student academic and social adjustment and that emotional intelligence greatly predicted first-year academic and social adjustment at school in the GEO-Political Zone of South East Nigeria. Richard and Sumathi (2015), found a significant difference in emotional adjustment with respect to gender between high school students, whereas boys score significant differences compared with girls. There is no significant difference in emotional adjustment with respect to government and private schools between high school students. Mahmood and Iqbal (2015), observed that there is a negative correlation between academic achievement and psychological adjustment of students who have passed O 'stage. The independent sample t-test showed that there is a significant difference in psychological adjustment between students who have passed the O 'stage. The findings also showed that girls have more emotional adjustment than boys. Subramanyam and Rao (2008), revealed that there is no significant difference among boys and girls with respect to their academic achievement, their emotional intelligence and there is no relation between emotional intelligence and academic achievement of secondary school students in Tirupati town in Andhra Pradesh. Usha (2007) Explained that a significant relationship exists between emotional adjustment and academic achievement, as well as with the child's family acceptance and child achievement and achievement in mathematics. There were no significant differences noted between the boys' and girls' Emotional Adjustment. In their Emotional Adjustment, the urban pupil was considered superior to rural pupils.

Nadeem and Ahmad (2016) noted that in the composite score of emotional intelligence male and female higher secondary students vary significantly. Moreover, the study stressed that higher secondary male students had higher academic performance than higher secondary female students. Katyal and Awasthi (2005), reported that Chandigarh's city low emotional intelligence had been significantly followed by the majority of students, girls, boys, and the total samples study. They consider girls to have higher emotional intelligence than boys. The difference touched only 0.01 point; hence findings are merely suggestive of the trend. Gakhar (2003) found that the emotional maturity of private and government school students at the University of Punjab, Chandigarh, is significantly different. There is a significant difference in the emotional maturity of students in day-scholars and hostels, and significant differences in boys' and girls' emotional maturity, a significant difference in the emotional maturity of students in urban and rural areas, and a significant difference in the emotional maturity of students studying in private and government schools. In this study, emotional

Emotional adjustment among higher primary and high school students of Mysuru city

adjustment scale response data were analyzed and interpreted. The objective of the study was to assess the Emotional Adjustment among higher primary and high school students. The hypotheses of the study were 1. There is no significant difference in emotional adjustment among government and non-government higher primary and high school students; 2. There is no significant difference in emotional adjustment among government and non-government higher primary and high school boys and girls; 3. There is no significant difference in emotional adjustment among boys between government and non-government higher primary and high school; 4. There is no significant difference in emotional adjustment among girls between government and non-government higher primary and high school; 5. There is no significant difference in emotional adjustment among government boys and girls of higher primary and high school girls and boys; 6. There is no significant variance in emotional adjustment among girls and boys of non-government higher primary and high school.

METHODOLOGY

In the present study, data were collected in Mysuru, Karnataka, from 7th and 8th class students from nine schools using a purposive sampling method.

Details of the participants

Investigator approached nine schools through proper channels and gave brief information to the participants about the study. A total of 240 students consented to participate in the study from seven schools.

Table-1. Participants' detail.

Participants	Govt.	Non-Govt.	Total	Mean	SD
Boys	60	60	120	12.57	2.89
Girls	60	60	120	14.42	2.58

In this study, both boys and girls of higher primary and high school students (age group 12 to 16 years) from Mysuru city were included.

Measures

School Adjustment Inventory for School Students (AISS) (Sinha & Singh 2005) A 60 items inventory indicating the significant problems of school students in the three areas. The inventory consisted of 60 items, 20 items in each area of adjustment viz., Emotional, Social, and Educational Adjustment. Item analysis, validity, Reliability, Norm, and Scoring was determined by the Split half method, test retest method and K-R formula-20 was reported by the authors (Sinha and Singh 2007). Mention reliability and validity value the split-half reliability is 0.95, test-retest reliability is 0.93 and K-R formula reliability was found to be 0.94. Whereas Validity coefficients were determined for each item by the biserial correlation method significant level being 0.001.

Procedure

Before the collection of data, the investigator approached the principals of the chosen schools to require authorization for data collection, by explaining the aims of the research. They were assured that the info will only be used for research purpose only and also the responses might be saved confidential. After obtaining the authorization from the principals, all possible efforts were made to make sure the most effective possible conditions for administering the assessments and to form the students feel comfortable and reply to the different tests with complete concentration without any embarrassment and were encouraged to answer freely. Personal information relating to gender, locality, class, and subject, etc.,

Emotional adjustment among higher primary and high school students of Mysuru city

were also collected through personal data proforma. Before distributing the tools of the specific test, the investigator read out loud and clearly the important instructions from the test regarding how to answer the questions. The participant's students were advised to be relaxed while responding to the tests with the promise that there will keep their answers confidential. An effort was made to help students to understand the items if they had doubts. Students were motivated continuously to carefully respond to the questions. Every conceivable exertion was made to get the most extreme cooperation from the students.

RESULTS

Only the response of the emotional adjustment scale response was subjected to analysis using an independent sample t-test (SPSS-Version-22). The result was described in detail.

Table-2 Showing Mean (M) Standard Deviation (SD) and significant difference Scores of emotional adjustments between government and non-government higher primary and high school students.

Managements	N	Mean	SD	t	df	Sig
Government	120	13.05	2.78	2.38	238	0.018
Non-Government	120	13.93	2.94			

Table 2 relates to the scores of emotional adjustments among government and non-government higher and high-schools' students in Mysuru. The mean score of government school students is 13.05 and SD is 2.78 whereas the mean of non-government school students score is 13.93 and SD=2.94. The 't' value is 2.388 with 598 degrees of freedom and Sig value is 0.018 hence, null hypothesis 1 has been rejected. In other words, there is a significant difference in emotional adjustment between government and non-government higher primary and high school students.

Table-3 Showing Mean (M) Standard Deviation (SD) and significant difference scores of boys and girls of higher primary and high school students.

Gender	N	Mean	SD	t	df	Sig
Boys	120	12.57	2.89	5.21	238	0.000
Girls	120	14.42	2.58			

Table 3 In order to find out the significance of differences in mean values adjustment scores of Boys and Girls students with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table 2. In terms of emotional adjustment, scores of boys students are 12.57 and a standard deviation value is 2.89. While in Girls 14.42 and 2.58 respectively. The calculated 't' value is 5.21 with 238 degrees of freedom and Sig value is 0.000 hence, null hypothesis 2 has been rejected. In other words, there is a significant difference between boys and girls of higher primary and high school students in their emotional adjustment.

Table-4 Showing Mean (M) Standard Deviation (SD) and significant difference scores of boys between government and non-government school students

Managements	N	Mean	SD	t	df	Sig
Govt - Boys	60	11.72	2.33	3.34	118	0.001
Non-Govt-Boys	60	13.42	3.16			

Emotional adjustment among higher primary and high school students of Mysuru city

Table 4 results find out the significance of differences in mean adjustment scores of boys students in government and non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table 3. In terms of emotional adjustment, scores of boys of government school students are 11.72 and a standard deviation value is 2.33. While in boys of non-government schools 13.42 and 3.16 respectively. The calculated 't' value is 3.34 with 118 degrees of freedom and Sig value is 0.001 hence, null hypothesis 3 has been rejected. In other words, there is a significant difference of boys between government and non-government higher primary and high school in their emotional adjustment.

Table-5 Showing Mean (M) Standard Deviation (SD) and significant difference scores of girls between government and non-government school students

Managements	N	Mean	SD	t	df	Sig
Govt-Girls	60	14.38	2.57	0.14	118	0.888
Non-Govt-Girls	60	14.45	2.62			

Results in Table 5 find out the significance of differences in mean adjustment scores of girls students in government and non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table 4. In terms of emotional adjustment, the mean value of government school girls is 14.38 and the standard deviation value is 2.57. While in girls of non-government schools 14.45 and 2.62 respectively. The calculated 't' value is 0.14 with 118 degrees of freedom and Sig value is 0.888 hence, null hypothesis 4 has been accepted. In other words, there is no significant difference of girls between government and non-government higher primary and high school in their emotional adjustment.

Table -6 Showing Mean (M) Standard Deviation (SD) and significant difference scores between boys and girls among government school students

Managements	N	Mean	SD	t	df	Sig
Govt-Boys	60	11.72	2.33	5.95	118	0.000
Govt-Girls	60	14.38	2.57			

Result in Table 6 find out the significance of differences in mean adjustment scores of boys and girls students of government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table and Figure 5. In terms of emotional adjustment, scores of boys of government school students are 11.72 and a standard deviation value is 2.33. While in girls of government schools 14.38 and 2.57 respectively. The calculated 't' value is 5.95 with 118 degrees of freedom and Sig value is 0.000 hence, null hypothesis 5 has been rejected. In other words, there is a significant difference in emotional adjustment between boys and girls among higher primary and high school students in government.

Table -7 Showing Mean (M) Standard Deviation (SD) and significant difference Scores between boys and girls in non-government school students

Managements	N	Mean	SD	t	df	Sig
Non-Govt-Boys	60	13.42	3.16	1.94	118	0.054
Non-Govt-Girls	60	14.45	2.62			

Emotional adjustment among higher primary and high school students of Mysuru city

Results in table 7 find out the significance of differences in mean adjustment scores of boys and girls students of non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table and Figure 6. In terms of emotional adjustment, scores of boys of non-government school students are 13.42 and a standard deviation value is 3.16. While in girls of non-government schools 14.45 and 2.62 respectively. The calculated 't' value is 1.94 with 118 degrees of freedom and Sig value is 0.054 hence, null hypothesis 6 has been accepted. In other words, there is no significant difference in emotional adjustment between boys and girls among higher primary and high school students in non-government.

DISCUSSION

Results remarked a significant difference between government and non-government higher primary school students with respect to the emotional of school. Similar results were noticed by Chamyal and Manral (2017); Basu (2012); Yellaiah (2012); Ayele (2018); Gakhar (2003), here is a significant difference found between government and non-government schools with respect to the emotional adjustment. Whereas, these results are not consistent with that of Akande and Ikediashi (2018); Richard & Sumathi (2015); Nagra (2014); Rao and Harshitha (2006), who observed that the level of change between government and private secondary school students was not substantially different.

Results revealed between boys and girls students to a significant difference with respect to the emotional of higher primary school students in relation to their gender. Present results are similar to that of several researchers like Akande and Ikediashi (2018), Sivakumar (2017), Sarkar and Banik (2017), Nadeem and Ahmad (2016), Igbo, et al. (2016), Richard & Sumathi (2015); Aiyappa and Acharya (2014); Gakhar (2003) who observed that there is a significant difference in the emotional adjustment of boys and girls in students of government and non-government schools. Whereas, these results are not consistent with that of Chamyal and Manral (2017); Rajkonwar, et al. (2014) Gill (2014); Yau and Cheng (2014); Benipal and Singh (2014); Gupta and Gupta (2011); reported that, no significant difference between emotional adjustments of the special school students belonging to boys and girls. Subramanyam and Rao (2008), the results revealed that there is no significant difference between boys and girls with regard to their emotional adjustment. Usha (2007), the results showed that no significant differences were noticed between the Emotional Adjustment of Boys and Girls. Gahlawat (2011), pointed out that there was no significance in the emotional, and total adjustment of boys and girls of class X.

Results found that there is a significant difference found between government and non-government schools of boys students with respect to the emotional adjustment. Present results are similar to that of several researchers like Akande and Ikediashi (2018), Sivakumar (2017), Sarkar and Banik (2017), Nadeem and Ahmad (2016), Igbo, et al. (2016), Richard & Sumathi (2015); Aiyappa and Acharya (2014); Gakhar (2003) who observed that there is a significant difference in the emotional adjustment of boys and girls in students of government and non-government schools.

Whereas the results noticed no significant difference in girls between government and non-government school students in respect of the emotional adjustments of schools. Present results are similar to that of several researchers like Akande and Ikediashi (2018), Sivakumar (2017), Sarkar and Banik (2017), Nadeem and Ahmad (2016), Igbo, et al. (2016), Richard & Sumathi (2015); Aiyappa and Acharya (2014); Gakhar (2003) who observed that

Emotional adjustment among higher primary and high school students of Mysuru city

there is a significant difference in the emotional adjustment of boys and girls in students of government and non-government schools.

The recorded findings between boys and girls students indicate a significant difference with respect to the emotional adjustment among government higher primary school students. The present investigation is in agreement with the previous results obtained by Chamyal and Manral (2017); Rajkonwar, et al. (2014) Gill (2014); Yau and Cheng (2014); Benipal and Singh (2014); Gupta and Gupta (2011); reported that, no significant difference in emotional adjustments of the special school students belonging to boys and girls. Whereas, the results of the study were found not consistent with the findings of Jaikumar and Muthumanickam (2010), Gupta and Gupta (2011) Basu (2012), Yellaiah (2012), and Rathore and Mishra (2015) they also found that female secondary school students have better adjustment than that of male secondary school students.

CONCLUSIONS

The following conclusions are framed according to the findings of the study indicated a significant difference between government and non-government higher primary school students with respect to the emotional adjustment of school. The significant difference with respect to the emotional adjustment of higher primary school students in relation to their gender. The significant difference found between government and non-government schools of boys students with respect to the emotional adjustment. No significant difference in girls between government and non-government school students in respect of the emotional adjustment of schools. Also, the findings between boys and girls students indicate a significant difference with respect to the emotional adjustment among government higher primary school students. Regarding boys and girls do no significant difference with respect to the emotional adjustment among non-government higher primary school students.

REFERENCES

- Aiyappa, S. and Acharya, Y.T.B. "Gender differences in emotional intelligence of adolescents." *International Journal of Scientific Research*, 3 no. 5 (2014): 525-526.
- Akande, J. A., and Ikediashi, N., N. "Level of Emotional Adjustment of Secondary School Students in The Federal Capital Territory." *Journal of Research in Humanities and Social Science* 6, no. 8 (2018): 50-55.
- Ayele, A. "Assessing major adjustment problems of first year students in Ethiopia, wolaitasodo university." *American Journal of Educational Research* 6, no. 9 (2018): 1326-1332.
- Basu, S. "Adjustment of Secondary School Students, Scholarly." *Research Journal for Interdisciplinary Studies* 1, no. 3 (2012): 430-438.
- Benipal, A.S. and Singh, J. "A study of academic achievement of adolescents in relation to their perception of classroom environment in Punjab." *Educationia Confab* 3, no 7 (2014): 18-26.
- Chamyal D., and Manral, B. "A Comparative Study of the Adjustment among Secondary and Senior Secondary School Students of Almora District." *International Journal of Indian Psychology* 4, no 2 (2017): 61-69.
- Devi, N. "A study of adjustment of students in relation to personality and achievement motivation." Maharshi Dayanand University, (2002): Retrieved from <http://shodhganga.inflibnet.ac.in:8080/jspui/handle/10603/113077>.
- Gahlawat, M. "A Study of Adjustment Among High School Students in Relation to their Gender." *International Referred Research Journal* 3, (2011): 14-15.

Emotional adjustment among higher primary and high school students of Mysuru city

- Gakhar, S.C. "A study of Emotional Maturity of student at secondary stage, self-concept and academic achievement." *Journal of Indian Education XXIX*, no 3 (2003): 100-106.
- Gill, S. (2014) "Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students." *International Journal of Scientific and Research Publications* 4, no 3 (2014): 1-4.
- Gupta, M., and Gupta, R. "Adjustment and scholastic achievement of boys and girls." *VSRD International Journal of Business and Management Research* 1, no. 1 (2011): 29-33.
- IBM Corp. "IBM SPSS Statistics for Windows Version 22.0. Armonk." NY: Released (2013).
- Igbo, J. N., Nwaka, R. N., Mbagwu, F., & Mezieobi, D. "Emotional intelligence as a correlate of social and academic adjustment of first year university students in south east geo-political zone of nigeria." *ABC Journal of Advanced Research* 5, no.1 (2016): 9–20.
- Jaikumar, S. and Muthumanickam, R. "Social adjustment of higher secondary school students." *International Journal of Recent Scientific Research* 1, (2010): 36-38.
- Katyal, S. and Awasthi, E. "Gender Differences in Emotional Intelligence Among Adolescents of Chandigarh." *Journal of human ecology* 17, no. 2 (2005): 153-155.
- Mahmood, K., and Iqbal, M. M. "Psychological adjustment and academic achievement among adolescents." *Journal of Education and Practice* 6, no.1 (2015): 39–42.
- Nadeem, N. A., and Ahmad, I. "A Study on the Emotional Intelligence and Academic Achievement of Higher Secondary Students." *International Journal of Scientific Research and Education* 4, no. 2 (2016): 4963–4972.
- Nagra, V. "Social intelligence and adjustment of secondary school students." *Paripex - Indian Journal of Research* 3, no. 4 (2014): 86-87.
- Rajkonwar, S., Soni, C., & Dutta, J. "A study of adjustment, level of aspiration, self-concept and academic achievement of visually handicapped school children of Assam." *International Journal of Development Research* 4, no. 4 (2014): 902–907.
- Rao, D. B. and Harshitha, D. "A Study of the Adjustment of Secondary School Students in Andhra Pradesh." *Journal for Social Development* 2, no. 17 (2006): 105- 123.
- Rathore, Y. and Mishra S. "A comparative study of adjustment and social intelligence of urban higher secondary school students in relation to their gender." *International Journal of Multidisciplinary Research and Development* 2, no.2 (2015): 149-151.
- Richard, J. A, and Sumathi, C. "A study of emotional adjustment and academic achievement among selected high school students in Coimbatore district." *Shanlax International Journal of Education* 3, no. 3 (2015): 50–54.
- Sarkar, S., and Banik, S. "A study on the adjustment and academic achievement of adolescent students." *Zenodo* 5, no. 6 (2017): 659–668.
- Sivakumar, G. "A study on emotional adjustment of adolescence students." *PARIPEX - Indian Journal of Research* 6, no. 1 (2017): 601–603.
- Sinha, A.K.P. and Singh, R.P. "Manual for Adjustment Inventory for School Students." Agra: National Psychological Corporation, (2005).
- Subramanyam, K. and Rao, K.S. (2008). "Academic achievement and emotional intelligence of secondary school children." *Journal of Community Guidance and Research* 25, no. 2 (2008): 224-228.
- Usha, P., "Emotional adjustment and family acceptance of the child, correlates for achievement." *Edutracks* 6, no.10 (2007): 25-27.
- Yau, H. K., and Cheng, A. L. F. "An empirical study into gender differences in the relationships among academic, social and psychological adjustments of university support." *Journal of Further and Higher Education* 38, no. 2 (2014): 268–282.

Emotional adjustment among higher primary and high school students of Mysuru city

Yellaiah. "A study of adjustment on academic achievement of high school students." *International Journal of Social Sciences and Interdisciplinary Research 1, no. 5* (2012): 84-94.

Acknowledgement

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interest.

How to cite this article: Al-Muntaser S. A. S. & Hiremath S. (2020). Emotional adjustment among higher primary and high school students of Mysuru city. *International Journal of Indian Psychology*, 8(4), 278-286. DIP:18.01.036/20200804, DOI:10.25215/0804.036