A STUDY ON ADJUSTMENT LEVEL OF STUDENTS STUDYING IN UPPER PRIMARY SCHOOL OF JORHAT DISTRICT OF ASSAM

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Abstract: Adjustment is a state or condition in which the individual’s behavior confirms to the demands of the culture or society to which he belongs and at the same time, he feels that his own needs have been or fulfilled. It is a compromise between the needs of the individuals and the demands of the society in which he lives. School adjustment is the process of the adopting to meet academic demands in the school environments. Every individual from the time he or she steps out of the family and goes to school make a long series of adjustment with his / her environment. Adjustments are a normal part of every day life. It is a normal and natural part of how we respond to situations.

The objectives of this study are to study the emotional, social and educational adjustment of boys and girls student of upper primary school. Here we used descriptive survey method.

Keywords: Adjustment, Emotional, Social, Educational, School etc.

I. Introduction

Adjustment is a state or condition in which the individual’s behavior confirms to the demands of the culture or society to which he belongs and at the same time, he feels that his own needs have been or fulfilled. It is a compromise between the needs of the individuals and the demands of the society in which he lives. Adjustment is a continuous process in which a person varies his behavior to produce more harmonious relationships between himself and his environments.

According to Catter. V.Good. “Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment”.

According to Shaffer, L.S. “Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs”.

White said, “Adjustment represents a compromise between the needs of the society in which he lives.”

According to James Drever, “Adjustment means the modification to compensate for or meet special conditions.”

School adjustment is the process of the adopting to meet academic demands in the school environments. Every individual from the time he or she steps out of the family and goes to school make a long series of adjustment with his / her environment. School adjustment consists of many different aspects such as academic achievement, school engagement, school satisfaction and pro social behavior.

Kompal & Wadhawan (2018) found that there is a significant gender difference in the emotional adjustment of senior secondary school students. Girls are found emotionally more adjusted than boys of Panchkula.
Paramanik, Saha & Mondal (2014) found that there is no significant difference between adjustment of students residing either at rural or urban area and girls are better adjusted as compared to their boys counterpart.

Sekar & Lawrence (2016) found that there is a significant relationship between emotional social and educational adjustment of higher secondary students in relations to academic achievement.

Sankar & Banik (2017) reveal that there was no significant difference between boys and girls in adjustment and academic achievement in adolescent period.

Bhakta (2016) found that a positive significant correlation between adjustment level and academic achievement of students.

Singh (2006) examined that the boys were significantly better than girls in their health adjustment of different level of socioemotional climate of the school.

Bimla (2019) reveal that no significant difference was found in all the five areas of adjustment of college going students of science and non-science stream.

Rajeswari & Elso (2013) found that there exist low level of emotional adjustment ability among the adolescent school students.

Velmurugan & Balakrishnan (2011) found that social adjustment is independent upon gender and locality. The correlation of coefficient between social adjustment and self concept is found to be negligible.

Singh (2006) found that boys were significantly better than girls in their health adjustment at different levels of socio emotional climate of the school.

Raju & Rahamtutta (2007) found that adjustment of school children primarily dependent on the school variables like the class in which they are studying the medium of instruction and type of management of schools.

II. Need of the Study

An Individual needs emotional, social and educational adjustment because good adjustment helps them to overcome from different difficulties. It helps to make good relationship with the society and school also.

III. Operational Definition

i/ Adjustment- In this study the adjustment refers to the emotional, social and educational adjustment level of class VIII students of Jorhat block. Here adjustment level was assessed by A.K.P. Sinha and R.P.Singhs Adjustment Inventory.

ii/ Upper primary school students- Students studying at class VIII were considered as upper primary school students.

IV. Area of the study

The area of the present study falls in the Jorhat district of Assam. Jorhat is the administrative district of Assam situated in the central part of the Brahmaputra valley. The district shares its boundaries with Lakhimpur district on the north, Nagaland state on the south, Sivasagar on the east and Golaghat on the west. The maximum extension of Jorhat district is form east to west 101 km and north to south 60 km. It was the last capital of the great Ahoms and from 1980, it was formed as separate Jorhat district and also as the head quarter of it with an area of 2851 sq km, which is 3.7 percent of the total of Assam. It has two sub division Titabor and Jorhat, 8
community development blocks, 4 revenue circles and 5 educational blocks. Now the total number of population of Jorhat district is 10,92,255 with 535,451 male and 556,805 Female populations with sex ratio 912.

V. Delimitation of the Study

The present study conducted in Jorhat Block under Jorhat district. Only 100 students on the upper primary school students studying at class VIII are randomly selected for conducting the study. And this study covers the male and female students of class VIII only, not the other gender.

VI. Objectives

1. To study the emotional adjustment of boys and girls student of upper primary school.
2. To study the social adjustment of boys and girls student of upper primary school.
3. To study the educational adjustment of boys and girls student of upper primary school.

VII. Hypotheses

\( H_01 \) There is no significant difference between emotional adjustment of boys and girls students of upper primary school.
\( H_02 \) There is no significant difference between social adjustment of boys and girls students of upper primary school.
\( H_03 \) There is no significant difference between educational adjustment of boys and girls students of upper primary school.

VIII. Research Methodology

In the Present study, Descriptive survey method has been used.

Population and Sample
The population of the study consists all the Upper primary school students of Jorhat block under Jorhat District.

<table>
<thead>
<tr>
<th>Table 1.1 Distribution of Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>Gender</td>
</tr>
</tbody>
</table>

Table 1.1 has shown the sample distribution on the basis of gender

50 boys and 50 girls were selected randomly from 5 upper primary schools of Jorhat bock under Jorhat district of Assam.

Sample Techniques
In this study, Investigator used simple Random sampling techniques for the selection of the sample 100 students of upper primary school.
Sources of Data

i/ Primary Sources- Here the data collected through the A.K.P. Sinha and R.P.Singhs Adjustment Inventory

ii/ Secondary Sources- Data collected from various published Government report, journals, newspaper, dissertation etc.

Tools Used for data collection
A.K.P. Sinha and R.P.Singhs Adjustment Inventory for school students are used.

Statistical Tools
Mean, S.D. and t’ test was used for the statistical analysis of the study.

IX. Analysis of the Study

One of the most important steps in the process of research, after the collection of data is to analysis and interpretation of the data. The data has been interpreted and presented more clearly with the help of tables and diagrammatic representations.

Demographic characteristics of the sample of upper primary school of Jorhat block

Table 1.2
Gender wise distribution of sample

<table>
<thead>
<tr>
<th>Gender</th>
<th>No of sample</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Female</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Both the male and female students in the sample were equal in number; the percentage of sample was 50.

Table 1.3
Mean and S.D. of various dimension adjustment level of upper primary school students

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Total Number</th>
<th>Mean</th>
<th>S.D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Adjustment</td>
<td>100</td>
<td>11.90</td>
<td>1.41</td>
</tr>
<tr>
<td>Social Adjustment</td>
<td>100</td>
<td>14.74</td>
<td>3.21</td>
</tr>
<tr>
<td>Educational Adjustment</td>
<td>100</td>
<td>16.15</td>
<td>4.81</td>
</tr>
</tbody>
</table>

Table 1.3 has shown the mean score and standard deviations for emotional, social and educational adjustment level of the sample students. It is shown in the table that scores were more deviated from the mean in case of emotional adjustment level of the upper primary school students.

Table 1.4
‘t’ value of Emotional Adjustment of Boys and Girls Student of Upper Primary Level

<table>
<thead>
<tr>
<th>Factors</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional Adjustment</td>
<td>Boys</td>
<td>50</td>
<td>11.76</td>
<td>1.15</td>
<td>-1.32</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>50</td>
<td>12.16</td>
<td>1.80</td>
<td></td>
</tr>
</tbody>
</table>
From the above table it can be observed that the mean score of emotional adjustment both boys and girls students were 11.76 and 12.16 respectively when applied the t’ test to compare the mean score of both boys and girls student it was found that the calculated t’ value is grater than the table value at 0.05 level of significance. Thus, the null hypothesis is rejected. ie. There is a significant difference in emotional adjustment of boys and girls student of upper primary level.

Table 1.5
‘t’ value of Social Adjustment of Boys and Girls Student of Upper Primary Level

<table>
<thead>
<tr>
<th>Factors</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Adjustment</td>
<td>Boys</td>
<td>50</td>
<td>12.10</td>
<td>1.72</td>
<td>-1.26</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>50</td>
<td>12.54</td>
<td>1.76</td>
<td></td>
</tr>
</tbody>
</table>

From the above table it can be observed that the mean score of social adjustment both boys and girls students were 12.10 and 12.54 respectively when applied the t’ test to compare the mean score of both boys and girls student it was found that the calculated t’ value is grater than the table value at 0.05 level of significance. Thus, the null hypothesis is rejected. ie. There is significant difference in social adjustment of boys and girls student of upper primary level.

Table 1.6
‘t’ value of Educational Adjustment of Boys and Girls Student of Upper Primary Level

<table>
<thead>
<tr>
<th>Factors</th>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>‘t’ value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational</td>
<td>Boys</td>
<td>50</td>
<td>18.44</td>
<td>0.54</td>
<td>-3.03</td>
</tr>
<tr>
<td>Adjustment</td>
<td>Girls</td>
<td>50</td>
<td>18.88</td>
<td>0.87</td>
<td></td>
</tr>
</tbody>
</table>

From the above table it can be observed that the mean score of educational adjustment both boys and girls students were 18.44 and 18.88 respectively when applied the t’ test to compare the mean score of both boys and girls student it was found that the calculated t’ value is lesser than the table value at 0.05 level of significance. Thus, the null hypothesis is accepted.ie. There is no significant difference in educational adjustment of boys and girls student of upper primary level.

X. Findings and Result

On the basis of the analysis the results found that there, is a significant difference in emotional and social adjustment of boys and girls student of upper primary level schools in Jorhat block. The present study also found that there is no difference in educational adjustment of boys and girls students of upper primary schools students. The present study was mainly concerned with the emotional, social and educational adjustment level of Upper Primary School Students of Jorhat block. For the analysis and interpretation of this study, the researcher found that the emotional adjustment and social adjustment in boys and girls are significantly differ. But educational adjustment in boys and girls are not significantly differ. And also found that there is a significant difference in total adjustment between boys and girls students of Upper Primary School Students of Jorhat Block.
XI. Conclusion

From the above discussion, we concluded that adjustment are a normal part of every day life. It is a normal and natural part of how we respond to situations. Many methods are used for adjustment are also called defence mechanisms. This can be either adoption or maladaptive depending on the context and the use.

References


