Adjustment Problems of New School Entrants' Girls

Miss Rani Pundir[1]*, Anuradha Dheeran[1]

ABSTRACT

The present study has been conducted with the aim to Adjustment problems of new school entrant's girls. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment of new school entrant's girls. Total samples of 382 new admitted students in 5th, 9th and 11th class's students. Educational, personal and social values were measured through self developed questionnaire tools. The data were analysis by Mean, SD and F-ratio. The analysis revealed that the adjustment problem of new school entrant; Educational and Personal adjustment of girl's different classes differ significantly where as no significant difference in social adjustment of girls from different classes.

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affected by either of these processes. It is used to emphasize the individuals struggle to along or environment.

Adjustment process is a way in which the individual attempts to deal with stress, tensions, conflict etc, and meet his or her needs (Kulshretha 1979). In this process, student also makes efforts to maintain harmonious relationship with the environment.

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment (Good 1959). It is a process by which living organisms maintain a balance in needs and the circumstances that influence the satisfaction of these needs (Shafer 1961).

In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors. The environment includes all the social factors and quality of socialization given to the child.

Every student from the time he or she steps out of the family and goes to school makes a long series of adjustments between the whole unique personality and the environment the ardent

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[1] Ph.d Research Scholar at Faculty Of Education, Banasthali Vidyapith, India
*Responding Author

desire of each boy and girl is to become an individual person having a healthy physique, a growing intellectual ability a greater degree of emotional poise, and increased participation in school in school group.

Addressing School Adjustment Problem

It is particularly to see a student who is trying hard, but is disorganized and cannot keep up. Every year, millions of children return to school eager and excited to begin another school year. It is only a matter of days (Some times weeks) after student enter a new school or begin a new year that it is clear to most teacher which student are experiencing difficulties adjusting for e.g., to new content and students, new school, new teachers, new classmates etc.

But in each school there school there is likely to be a handful of kinds who greet the New Year with fear and apprehension. Unaddressed, this anxiety may prevent them from bonding with their teachers and classmates. Impact academic achievement, and even lead to physical symptoms or depression. It these difficulties persist for a long time, student motivation for school dwindles and behavior problems increase.

Reasons for School Adjustment Problems

Before school adjustment issues can be properly managed, it is necessary for parents and professionals to identify the root causes of the student's reluctance to attend school. Some of the reasons why students may have difficulty transitioning back into school are as follows-

Fear of a New School Environment

A transfer to another school district or simply to middle school or high school can cause insecurity as the child wonders how he will manage the change. He may be unfamiliar with the building and routines and this uncertainly causes stress and anxiety. Children who have had problem at a previous school either academically or socially, or who need structure and stability to feel secure, may be at increased risk for this kind of adjustment problem.

Subject Problem

Student who have struggled academically are at higher risk of avoidance, and ultimately dropping out, than those who are successful. Ideally, school is a place that makes students feels competent and successful, which breeds motivation and self-confidence. For the struggling student, however, school is often places that only serve to reinforce his already low self- esteem. He does not see himself as a "good student", nor does he believe it is possible for him to ever become a good student, especially it he has participated in past interventions that have only proven to be frustrating and unsuccessful. The student attempts to avoid these feelings of failure by staying home. Sociologists, as well as educators, agree that the chief function of the secondary school is to develop in young people modes of behavior commensurate with the ideals and objectives of a democratic social order. The latter postulates a maximum of self-direction in the course of which new and more complex relationships are established between the individual and the environment. In most cases the transition from the elementary to the secondary level

confronts the pupil with the necessity for making adjustments to a new life situation. School subjects influence the student's personality both directly and indirectly. Directly, they affect (1) his characteristic pattern of responding to people and situations, and (2) his view of different school subjects and areas of life as sex appropriate or inappropriate (as masculine or feminine).Indirectly, they influence his personality through the effect they have on his attitude toward school and education in general. His attitude then affects his adjustments and the way he judges himself as well as the way others judge him.

Transition from high school to senior secondary

The transition to middle school or junior high school from elementary school interests develops mentalists because, even though it is a normative experience for virtually all children, the transition can be stressful. It is because the transition takes place at a time when many changes in the individual, in the family, and in school are taking place simultaneously (Simmons & Blyth, 1987).These changes include puberty and related concerns about body image, increased responsibility and independence in association with decreased dependency on parents, change from a small, contained classroom structure to a larger, more impersonal school structure, change from one teacher to many teachers and a small, homogeneous set of peers to larger, more heterogeneous set of peers, and increased focus on achievement and performance and their assessment. The written work is more frequent, reading assignments are lengthier, standards are higher, and the competition is more acute. They often must study harder, improve their study habits, and take school more seriously.

There can be positive aspects to the transition. Students are more likely to feel grown up, have more subjects from which to select, have more opportunities to spend time with peer and to locate compatible friends, enjoy increased independence from direct parental monitoring, and may be more challenged intellectually by academic work.

When students make the transition from high school to senior secondary, they also experience the top-dog phenomenon, the circumstance of moving from the top position (in elementary school, the oldest, biggest, and most powerful students in the school) to the lowest position(in senior secondary level, the youngest, smallest, and least powerful student in the school).

Student Mobility /School Change

Children going to their neighborhood public school, or, if their family could afford it, to a private school has been a thing of past. Today the options and choices have multiplied. It is truer in case of senior secondary school from elementary school or high school. The increase of parental options may also contribute over time to increased mobility. Student mobility refers to changes in school enrollment at times other than those prompted by program design (Staresina, 2004).

Before outlining the current research on the impact of student change / mobility on academic achievement, it is helpful to describe the variety of reasons for student change and variables to adjustment in new environment.

Although many (58%) of these changes are related to residential moves, 42% are initiated by the school or related to issues and problems arising at the school (Kerbow, 1996). Urban schools serving children whose families live in poverty often display high mobility rates.

In United States over their entire elementary and secondary careers, most students make at least one non-promotional school change (Rumberger et al., 1999). Many educators believe that student mobility is an inevitable result of students changing residences. However, research has also found that between 30% and 40% of school changes are not associated with residential changes (Kerbow, 1996; Rumberger et al., 1999). There have also been indications that welfare reform may affect moving, with parents moving to accept jobs. School factors such as overcrowding, class size reduction, suspension and expulsion policies, and the general academic and social climate also contribute to student mobility.

Many families move due to reasons beyond their control such as marital disruption or separation, death, eviction, job termination, or other negative circumstances (Mao, et al., 1998; Rossi, 1995). However, many families change residence voluntarily due to perceived needs of their family or to take advantage of improved employment opportunities. Many families change residence in search of larger homes following the birth of children, or to gain access to good schools and neighborhoods (Rossi, 1995).

Variables to School adjustment
Learning Environment: Size of school, size of classroom, sitting arrangement, and children work groups are some of the physical aspects of the learning environment that might affect children's adjustment to new school. Large classes (over 20 students) contain more cliques, less individualized student activity, more teacher discipline for misbehavior, and more negative student attitudes (Minuchin & Shapiro, 1983).

Classes are larger, instructors have differing teaching styles, the pace is faster, and In general, aspects of the physical setting of the school are difficult to separate from variations in teacher behavior, curriculum, and other components.

Some classroom environments are experienced more by women students as "chilly"; that is, women students may be addressed inappropriately and treated as less competent than male students.

The Peer Group: During adolescence, the social world of the child expands dramatically. Instead of sitting in the same classroom and having only a few teachers, students move between

classes and may have as many as seven or eight teachers. Adolescents develop peer relationships that satisfy mutual needs leading to the formation of gang, crowds and cliques. This is not so in case of school change.

Social support: Social support refers to various types of aid and succor provided by members of one's social networks. Friends may be good for mental health, as a moderator of stress. Establishing relationships may be a struggle for students who do not fit the institution's norms. This situation often results in initial feelings of marginalization and isolation. There also are often different types of relationships with teachers and peers than students may have experienced in previous educational settings.

For most intermediate students, the transition to the classroom requires an adjustment of academic habits and expectations.

Personality variables: Besides above discussed background variables, personality variables also play significant role in adjustment. Personality differences in coping with change contribute to different adjustment experiences among students. Neuroticism and extraversion are related to psychological and socio-cultural adaptation. Agreeableness and conscientiousness are also linked to psychological well-being (Ward et al. 2004).

Consequences of school change at Intermediate/ higher secondary level: The first year of school change can be difficult for many students. The drop in school satisfaction may occur regardless of how academically successful the students have had been. The transition and the mismatch between the young adolescent and the school can be especially problematic for poor urban/rural youth in resource poor schools.

In particular, school-related environment transitions are important because these occur during a period of drastic change in physical and psychological development. It is rather common knowledge that the first year of intermediate is one of the hardest and most difficult experiences of their lives. It is an adjustment and growth process that takes a lot of effort, patience and common sense, but above all, requires hard work.

Marked deterioration in school adjustment that may frequently follow the scheduled normative transition to senior school is not a short-term symptom. But it may have enduring consequences for adaptation. For example, later school failure and dropout, crime, and substance abuse have been reported to be highly associated to prior lower grades, higher rates of absenteeism, and lower self-esteem.

It certainly necessitates support from and collaboration among teachers, parents, counselors, and administrators in order to pave the way for the smoothest transition possible. Issues involving new academic challenges as well as emotional and social needs need to be addressed.

Investigation on interpersonal relationships (affecting children's academic motivation) contended that involvement, or the quality of a student's relationships with peers and teachers, is a powerful

motivator. Researches also indicated that children's loneliness and social dissatisfaction relate negatively to school change and school achievement. Moreover older children are apprehensive about leaving friends and establishing their identity in a new place.

A few empirical studies have documented achievement differences between mobile and non-mobile students (Ingersoll et al. 1989). The majority of studies examining the consequences of student mobility have focused on the educational effect of student mobility at the elementary or middle school level. Overall, the research findings (Benson et al. 1979; Crockett et al. 1989; Holland et al. 1974; Jason et al. 1992) suggest that mobile students experience problems adjusting both academically and socially to their new environment (Rumberger and Larson, 1998). Frequent mobility is associated with a delay in students' academic progress of an average six months (Temple and Reynolds, 1999).

It should be noted that not all mobility is equal. For example, students who change schools and enter better quality schools (e.g., magnets or academic academies) experience fewer negative consequences than students who transfer into other public schools (Temple and Reynolds, 1998).Based on the research conducted in a local public university in Malaysia, the adjustment difficulties faced by first year students were found to be academic problems, health problems, financial crisis as well as social and personal problems (Ahmad, Noran, Azemi & Zailani 2002).

REVIEW OF LITERATURE

Koizumi (2000) conducted study to find out the anchor points in transitions to a new school environment. For this purpose, an anchor point was defined in an ecological and developmental perspective as an element of the person-in environment system that facilitates transaction between the person and the environment. It was found that depending upon the context, anchor points can lead to adaptive transaction or maladaptive transaction. Positive anchor points lead to adaptive transaction and children's development in a new person-in-environment system.

Hllnlein and Shinn (2000) studied school mobility and student achievement in an urban setting among 764 sixth-grade students in a mobile school district in New York City, with mobility defined by school changes. Achievement was assessed with standardized tests and age–grade progress. Total mobility was related to sixth-grade achievement when earlier achievement was not controlled, but mobility after third grade was not related to sixth-grade achievement when third-grade achievement was controlled. Some authors suggest that a third variable, such as family background, accounts for both mobility and achievement.

Kaplan and associates (2005) studied school related stress in early adolescence and academic performance three year later; with hypothesis that educational expectations of junior high school students in interaction with school-related stress during early adolescence would adversely affect grades during high school. A total of 1034 students were tested during junior high school and 3 years later during high school. Multiple regression analyses of data supported the hypothesis that

early adolescent school-related stress both independently and in interaction with high academic expectations negatively affected academic performance 3 years later.

Checchi and flabbi (2005) conducted a study to find out the intergenerational mobility and schooling decision in Italy and Germany. Intergenerational mobility in income and education is affected by the influence of parents on children's school choices. To study the impact of parental education on track choice showed that the greater flexibility of the Italian system (where parents are free to choose the type of track) translates into greater dependence from parental background. These effects are reinforced when moving to post-secondary education, where the aspiration to go to college is affected not only by the school type but also (in the case of Italy only) by parental education.

Raju and Rahamtulla (2007) studied adjustment problems among school students. A sample of 461 students (197 boys, 264 girls) was randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. Standardized questionnaire developed by Jain (1972) was adopted for this study. The major findings revealed that adjustment of children primarily dependent on the school variables like the class (in which they are studying), the medium of instruction and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Benner and Graham (2009) studied the transition to high school as a developmental process among multiethnic urban youth. The high school transition was examined in an ethnically diverse, urban sample of 1,979 adolescents. Data were gathered on adolescents' perceptions of school climate, psychological functioning, and academic behaviors. Piecewise growth modeling results indicated that adolescents were doing well before the transition but experienced transition disruptions in psychological functioning and grades, and many continued to struggle across high school.

Puschner (2010) conducted a study to find out the transition from secondary school to secondary modern school within the German education system. The transition-experience among 82 pupils (12-14 years) who transferred from secondary school to secondary modern school in Germany compared with 1123 participants, who attended secondary modern school from the beginning. Results confirmed that the transfer was an important life event for the students and revealed, among the significance of peer-relations, the importance of social support in various ways.

Statement of the Problem
Hence, in the light of above discussion the problem was stated as **"Adjustment problems of new school entrants"** the study was undertaken with a view to focus on addressing transition problems of children, when they are admitted in a new school. Once these issues are identified it

will be help in proper strategic planning for guidance and orientation programs hence enhancing engagement in learning.

OBJECTIVE

- To study the adjustment of new school entrants of different classes-with reference to Educational, personal, social issues
- To study difficulties faced by new school entrants in adjustment to different situations

Delimitations of the study

- The study was delimited to Banasthali Vidyapith School Campus.
- Only hostler girls were included in the study.
- Study has been delimited to the new admitted students of 5th, 9th and 11th, classes

Research Design

Methodology simply refers to the method or methods used in the conduct of an inquiry or scientific investigation. Methodology can be defined as a systematic and orderly procedure or process for attaining some objective, including description of method.

The methodology is not concerned with building knowledge but deals with the procedures conceptual, logical and research by which know is built. Methodology may either be quantitative or quantitative.

RESULTS AND DISCUSSION

The set of data colluded is considered as a base upon which the structure of research rests. It involve breaking down existing complex factors into simpler ones and putting the part together in new arrangement for the purpose of interpretation. The process of analysis and systemic data is the foundation stone of all specific method. The purpose of analysis is to summarize the completed observation in such a manner that they field answer to research problem in question.

The data collected during the investigation in connection with this study have been analyzed and presented in this study. As discussed earlier percentages, mean, standard deviations and analysis of variance (to facilitate interpretation of different classes with reference to in adjustment different areas) were used to analyze data.

Since it is a comparative study, separate data has been presented for the girls of different classes for adjustment in different areas. The significance level for F ratio was determined at 3.02 for 0.05 and at 4.66 for 0.01 levels. The table here mentions the statistics derived for the various groups of girls on the basis of score obtained on educational adjustment.

Educational adjustment

Table: 1 statistics on educational adjustment

Groups	N	Mean	SD
5th Class	33	17.06	1.148
9th Class	72	15.94	1.375
11th Class	277	16.24	2.419

Table: 2 Analysis of variance for educational adjustment

Source of variance	Degree of freedom	Sums of squares	Mean square variance	F
Between mean	2	28.57615	14.28807	3.248
Within group	379	1667.36	4.399	

*Significant at .05 level

The F ratio derived here on basis of analysis of variance is significant at 0.5 levels only and shows that the educational adjustment of the girls in different classes differs significantly. As evident from the table-1 educational adjustment of 5th class students 9th class students have low adjustment compared to 5th and 11th class. It may be due to the fact that at early stage of development girls feel more secure and adjustment to environment easily. Comparatively girls of 9th standard have to face more problems, may be due to the onset of pubertal changes.

Personal adjustment

The table here mentions the statistics derived for the various groups of girls on the basis of score obtained on personal adjustment.

Table: 3 statistics on Personal adjustment

Groups	N	Mean	SD
5th Class	33	19.87	1.409
9th Class	72	17.33	2.469
11th Class	277	16.91	1.680

Table: 4 Analysis of variance of groups on Personal adjustment

Source of variance	Degree of freedom	Sums of squares	Mean square variance	F
Between mean	2	258.3769	129.1883	38.38
Within group	379	1275.5634	3.3656027	

*Significant at .01 level

The F ratio derived here on the basis of analysis of variance is significant even at .01 levels. This shows that personal adjustment of girls different classes differ significantly. As evident from the table-3 5th class girls have better personal adjustment them 9th and 11th class students. 9th class girls also have better adjustment as compared to 11th class new entrants. This show that with increase in age adjustment to new situations becomes more difficult.

Social adjustment

The table here mentions the statistics derived for various groups of girls on the basis of score obtained on social adjustment

1. *Table: 5 statistics on Social adjustment*

Groups	N	Mean	SD
5th Class	33	19.87	1.392
9th Class	72	15.37	2.144
11th Class	277	16.45	1.7438

Table: 6 Analysis of variance of groups on Social Adjustment

Source of variance	Degree of freedom	Sums of squares	Mean square variance	F
Between mean	2	451.1589	225.5795	1.3532
Within group	379	63181.67	166.7063	

*Significant at .05 level

The F ratio derived here on the basis of analysis of variance is not significant. To conclude three is no significant difference in social adjustment of girls of $5^{th}, 9^{th}$ and 11th classes. They have more or less same level of social adjustment.

CONCLUSION

The finding and suggestion which have been deduced on the basis of analysis and interpretation of the data collected and reported in connection with this study. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment, adjustment process is a way in which the individual attempts to deal with stress, tensions, conflict etc, and meet his or her needs. In this process, students also make efforts to maintain harmonious relationships with the environment.

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