



SOCIAL ADJUSTMENT OF HIGHER SECONDARY STUDENTS – AN ANALYSIS

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Abstract

The research study focussed on the social adjustment of higher secondary students in the residential school. Survey method is employed to collect the data through questionnaire by adopting random sampling technique. The sample size of the study is 132. The main objectives of the study are, to assess the level of social adjustment among higher secondary school students, to find out the relationship between the dimensions of social adjustment. The major findings of the study show that higher secondary students in residential schools have low level of social adjustment. There is a significant positive correlation between the dimensions of social adjustment.



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Introduction

Social adjustment has been considered as one of the major contributing psychological factor in characterising the individuals. The learners have to develop the adjustmental ability which in turn will make the individuals to grow as responsible citizens of the society. The residential school students should have adjustment behaviour as they are aloof from the family. If the students lacking in their behaviour the institution has to take necessary measures to develop and acquire the skills of adjustment behaviour.

Need and Significance of the study

The primary goal of the research is to establish the different types of adjustment behaviour among higher secondary school students. Social adjustment on the part of Juveniles and also adolescents is considered to be one of the most leading public concerns. It is the responsibility of the educationists, parents and the care takers to imbibe social – values among juveniles. The victims of crime and delinquency often suffer high physical and psychological pain as well as financial loss. Where crime and delinquency rates are high, fear and distrust may rule roost. Given the diversity and gravity of these problems, there is an urgent need for strategies to combat such a complex social phenomena such as social adjustment.

Operational Definition

Social adjustment

Social adjustment in humans results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their well-being. Anxiety is an unpleasant state of inner turmoil, often accompanied by nervous behaviour.

In the present investigation, the social adjustment is assessed by the scores obtained from the residential school students using Social adjustment rating scale constructed by Karplus (2011).

Objectives of the study

1. To assess the level of social adjustment among residential school students.
2. To find out the relationship between the dimensions of social adjustment.

Hypotheses of the Study

There is a significant relationship between the dimensions of social adjustment.

Methodology and Area of Investigation

Survey method is employed to collect the data by adopting random sampling technique. The sample of the study is 132. The area of study is around 3 districts of Tamil Nadu. It was considered that this approach to the collection of data would render the results of study more realistic and in tune with ground realities.

Sample for the main study

After obtaining the prior permission from “**The Directorate of Social Defence**”, Government of Tamil Nadu, the data for the study was collected. A sample of about 132 Residential school students of age group between 15 – 18 years from 3 different districts in Tamil Nadu as scheduled by ‘The Directorate of Social Defence’ were considered to be the sample for the present study.

Description of tool

To verify the framed hypotheses the following tool has been used in the present study,

Social adjustment Inventory

Social adjustment Inventory was constructed and standardized by the Investigator under the guidance of Research Supervisor. The questionnaire comprising of 68 items under three dimensions namely,

S.No	Dimensions	Items
1	Conduct disorder	1 – 21
2	Personality disorder	22 – 44
3	Attention deficit hyperactive disorder	45 – 68

Every items in the inventory is being evaluated over three choices that are shown with the options ‘Usually’, ‘Sometimes’, ‘Never’. Scoring for this 3 point scale is assigned a weightage ranging from 3 to 1 as given in the tool. The maximum score is 204 and minimum score is 68.

Pilot Study

A random sample of 60 Residential school students was selected for the pilot study to establish reliability and validity. The reliability of the Social adjustment Inventory was found to be 0.77 using Karl Pearson product correlation method. Validity of the tool was found to be 0.87.

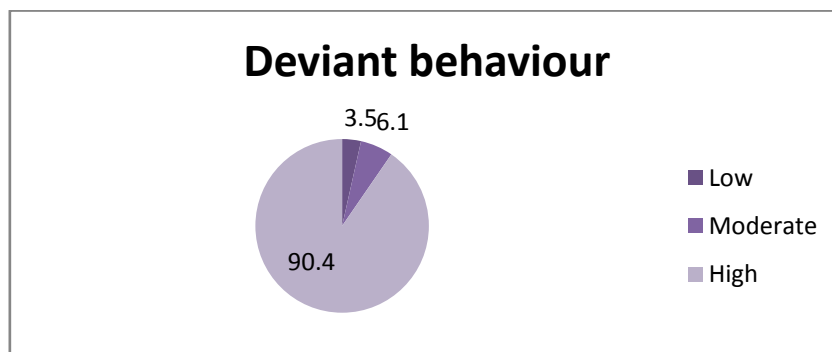
Hypothesis 1

The level of social adjustment among residential school students is moderate in nature.

Table 1 Level of social adjustment among residential school students

Variable	category	Frequency	Percent	Cumulative percent
Social adjustment	Low	38	3.5	3.5
	Moderate	40	6.1	9.6
	High	54	90.4	100.0
	Total	132	100.0	

From the above table, it is inferred that 90.4% of Residential school students have high social adjustment. 6.1% and 3.5% of Residential school students have average and low level of social adjustment. Hence the null hypothesis is rejected.



Hypothesis 2

There is no significant difference of social adjustment based on father Occupation

Table 2 Comparison of Social adjustment– Father Occupation

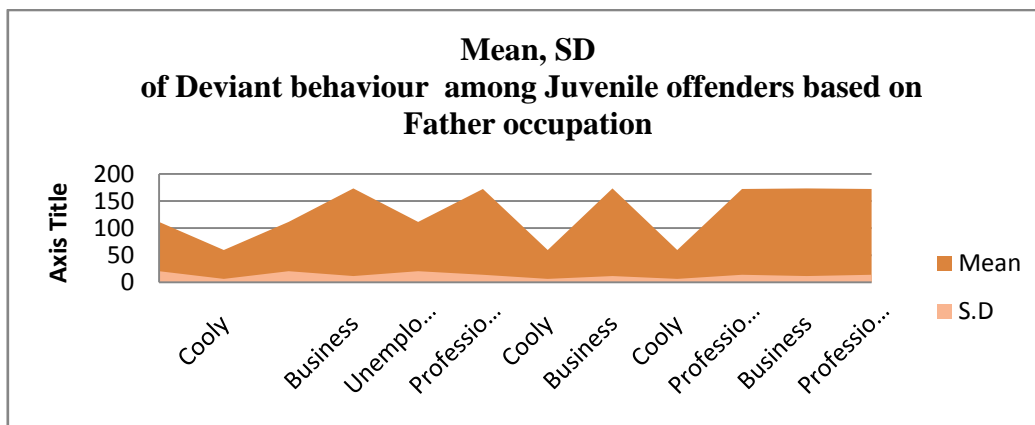
Variable	Source of Variance	Sum of Squares	df	Mean Square	F-value	Level of Significance
Social adjustment	Between Groups	94,916.205	20	31,638.735	171.572	0.01
	Within Groups	84,088.743	112	184.405		
	Total	179,004.948	132			

The calculated F-ratio (171.572) which is greater than the table value at 0.01 level of significance, it is concluded that there exist a significant difference of Social adjustment based on father Occupation. Hence the null hypothesis is rejected. The table has been analyzed further among the groups using ‘t’ test.

Table 2.1 Mean, SD, ‘t’-values of Social adjustment among Residential school students based on Father occupation

Father Occupation	Samples	Mean	S.D	‘t’- Value	Level of Significance
Unemployed	16	111.59	20.592	12.97	0.01
Cooly	40	59.74	6.437		
Unemployed	16	111.59	20.592	15.25	0.01
Business	53	173.46	11.635		
Unemployed	16	111.59	20.592	14.47	0.01
Professional	23	172.43	14.000		
Cooly	40	59.74	6.437	112.17	0.01
Business	53	173.46	11.635		
Cooly	40	59.74	6.437	75.51	0.01
Professional	23	172.43	14.000		
Business	53	173.46	11.635	0.62	N.S
Professional	23	172.43	14.000		

Analysis of mean difference between the father occupation was tested which reveals that in the Social adjustment, the Residential school students whose father occupation is Business (173.46) have comparatively high Social adjustment. The results are graphically represented in fig.



Hypothesis 3

There is no significant difference of Social adjustment based on Father Qualification.

Table 3 Comparison of Social adjustment - Father Qualification

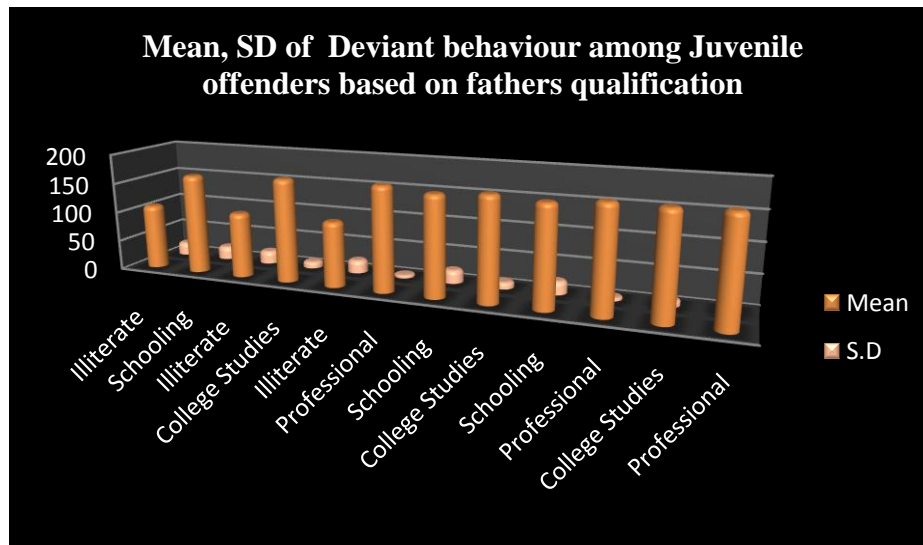
Variable	Source of Variance	Sum of Squares	df	Mean Square	F-value	Level of Significance
Social adjustment	Between Groups	7,544.295	3	2,514.765	48.114	0.01
	Within Groups	23,833.566	129	52.267		
	Total	31,377.861	132			

The calculated F-ratio (48.114) which is greater than the table value at 0.01 level of significance, it is concluded that there exist a significant difference in Social adjustment based on Father Qualification. Hence the null hypothesis is rejected. The table has been analyzed further among the groups using ‘t’ test.

Table 3.1 Mean, SD, ‘t’-values of Social adjustment among Residential school students based on fathers qualification

Fathers Qualification	Samples	Mean	S.D	‘t’-Value	Level of Significance
Illiterate	18	109.17	22.311	8.72	0.01
Schooling	53	167.13	22.543		
Illiterate	18	109.17	22.311	9.82	0.01
College Studies	27	172.90	11.648		
Illiterate	18	109.17	22.311	10.06	0.01
Professional	34	174.47	5.928		
Schooling	53	167.13	22.543	3.15	0.01
College Studies	27	172.90	11.648		
Schooling	53	167.13	22.543	4.01	0.01
Professional	34	174.47	5.928		
College Studies	27	172.90	11.648	2.15	0.05
Professional	34	174.47	5.928		

Analysis of mean difference between the fathers qualification was tested which reveals that in the Social adjustment, the Residential school students whose father qualification is Professional (174.47) have comparatively high Social adjustment. The results are graphically represented in fig.



Hypothesis 4

There is no significant difference of Social adjustment based on Location of residence.

Table 4 Comparison of Social adjustment – Location of residence

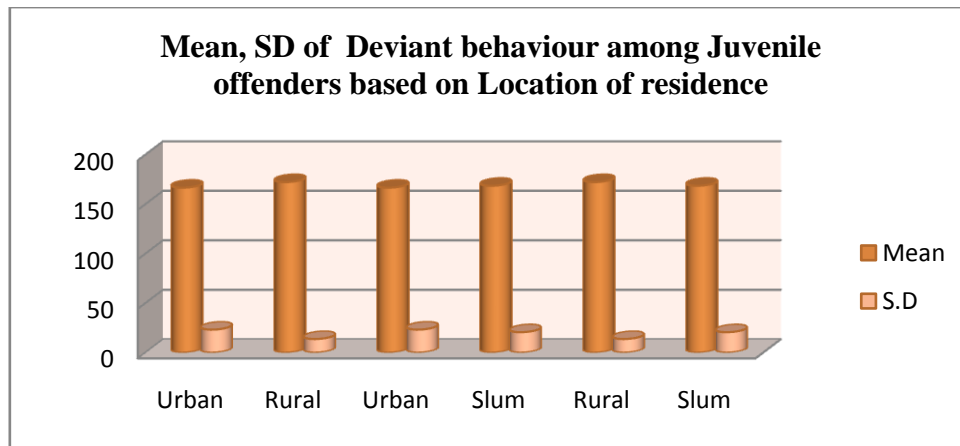
Variable	Source of Variance	Sum of Squares	df	Mean Square	F-value	Level of Significance
Social adjustment	Between Groups	2,319.159	3	1,159.579	2.999	0.05
	Within Groups	176,685.789	129	386.621		
	Total	179,004.948	132			

The calculated F-ratio (2.999) which is greater than the table value at 0.05 level of significance, it is concluded that there exist a significant difference in Social adjustment based on Location of residence. Hence the null hypothesis is rejected. The table has been analyzed further among the groups using ‘t’ test.

Table 4.1 Mean, SD, ‘t’-values of Social adjustment among Residential school students based on Location of residence

Location	Samples	Mean	S.D	‘t’-Value	Level of Significance
Urban	64	172.59	23.141	2.50	0.05
Rural	15	166.26	13.625		
Urban	64	172.59	23.141	0.79	N.S
Slum	53	168.54	20.539		
Rural	15	166.26	13.625	1.98	0.05
Slum	53	168.54	20.539		

Analysis of mean difference between the Location of residence was tested which reveals that, in the Social adjustment the Residential school students belonging to urban (172.59) have comparatively high Social adjustment. The results are graphically represented in fig.



Hypothesis 5

There is no significant difference of social adjustment based on family Configuration

Table 5 Comparison of Social adjustment – Family Configuration

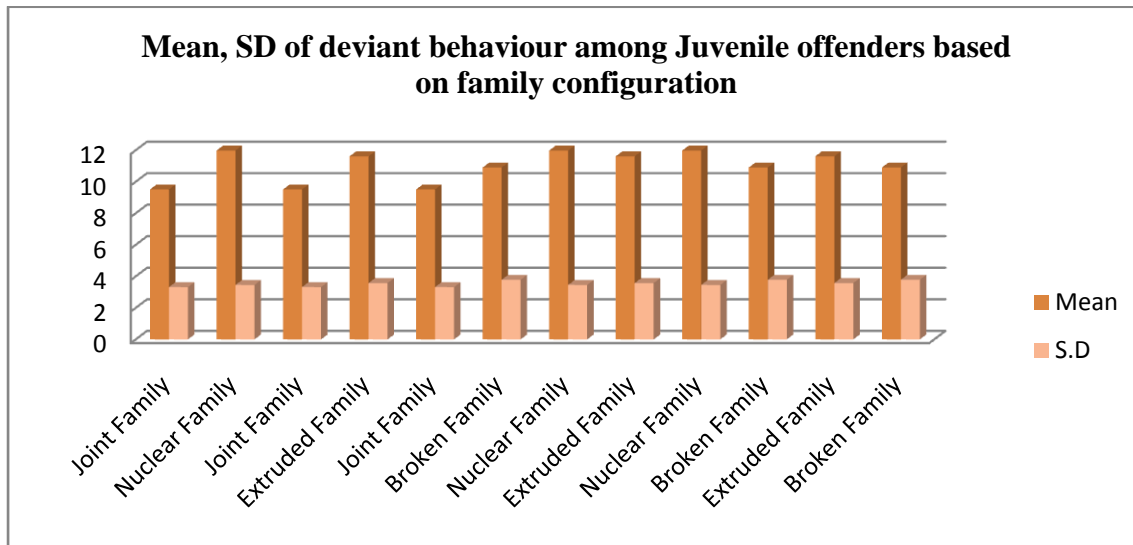
Variable	Source of Variance	Sum of Squares	df	Mean Square	F-value	Level of Significance
Social adjustment	Between Groups	105.135	3	35.045	2.768	0.05
	Within Groups	5,773.961	129	12.662		
	Total	5,879.096	132			

The calculated F-ratio (2.768) which is greater than the table value at 0.05 level of significance, it is concluded that there exist a significant difference in social adjustment based on family Configuration. Hence the null hypothesis is rejected. The table has been analyzed further among the groups using ‘t’ test.

Table 5.1 Mean, SD, ‘t’-values of social adjustment among Residential school students based on family configuration

Family Configuration	Samples	Mean	S.D	‘t’- Value	Level of Significance
Joint Family	18	9.51	3.317	0.94	N.S
Nuclear Family	37	11.98	3.454		
Joint Family	18	9.51	3.317	1.66	N.S
Extruded Family	46	11.61	3.573		
Joint Family	18	9.51	3.317	2.63	0.01
Broken Family	31	10.90	3.782		
Nuclear Family	37	11.98	3.454	0.92	N.S
Extruded Family	46	11.61	3.573		
Nuclear Family	37	11.98	3.454	2.20	0.05
Broken Family	31	10.90	3.782		
Extruded Family	46	11.61	3.573	1.52	N.S
Broken Family	31	10.90	3.782		

Analysis of mean difference between the family configuration was tested which reveals that, the Residential school students belonging to nuclear family (11.98) have comparatively high social adjustment. The results are graphically represented in fig.



Major findings of the study

- The study shows that Residential school students have high social adjustment.
- There is a significant difference of Social adjustment based on father Occupation. The Residential school students whose father occupation is Business have comparatively high Social adjustment.
- There is a significant difference in Social adjustment based on Fathers' Qualification. The Residential school students whose fathers' qualification is Professional have comparatively high Social adjustment.
- There is a significant difference in Social adjustment based on Location of residence. The Residential school students belonging to urban have comparatively high Social adjustment.
- There is a significant difference in social adjustment based on family Configuration. The Residential school students belonging to nuclear family have comparatively high social adjustment.

Educational qualification

Given the diversity and gravity of these problems, there is an urgent need for strategies to combat such a complex social phenomenon such as social adjustment. But formulating effective strategies demands a solid understanding of social adjustment its causes and prevention. The educational institutions must introduce the various coping strategies to overcome the social adjustment. Social values and other behavioural modification techniques

have to be introduced with in the schools which help them to meet the emerging needs of the society.

Conclusion

The study expounds the various social adjustment of Residential school students and the importance of intervening the offenders with various remedial and intervention procedure to over come the risk factors and to reduce the rate of victimization.

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