



## RELATIONSHIP BETWEEN STRESS AND ADJUSTMENT OF SECONDARY SCHOOL STUDENTS OF DISADVANTAGED GROUP

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### Abstract

*Stress and Adjustment have become a great challenge for teenagers. Stressful atmosphere of society and Adjustment play a vital role in increasing rate of dropout. In the case of scheduled caste students, parents and guardian are not in a condition to guide them due to illiteracy, poverty and lack of understanding. Therefore, the investigator inclines to study the variables stress and adjustment of secondary school students of a disadvantaged group. The investigator has adopted survey method for the present study. The investigator used stratified random sampling technique for selecting the sample. Four hundred eighty students were randomly selected from 12 schools of three different districts of Bihar. Mean, Standard Deviation and co-efficient of correlation by covariance methods were used for data analysis. The findings of the study revealed that there is no significant relationship between stress and adjustment in male disadvantaged secondary school students, while significant relationships were established between stress and adjustment of female secondary school students. On the other hand, there is a significant relationship between adjustment and stress of disadvantaged secondary school students.*

**Key Words:** Relationship, Stress, Adjustment, Secondary School Students, Disadvantaged Group



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Stress is viewed as a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors (Bernstein, et al, 2008). According to Sindhu (2016), stress is considered as a state of individual that result from their interaction with the environment that is perceived as too demanding and a threat to their well-being. It means that the stressors are not only physical, but may also be cognitive and psychological. Stress was found to be a part of students' life and could give impact on how students cope with the demands of academic life. Jary and Jary (1985) defined stress as a state of tension produced by pressures or conflicting demands with which person cannot adequately cope. Academic stress defined as a mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. Students have to face many academic demands, such as-school examination and tests, answering the questions in the class, showing progress in school subject. Understanding what

a teacher is teaching, competing with other classmates, fulfilling teachers' and parents' academic expectations etc.

Stress is best dealt with as soon as possible. In order to do this, students need to know the early warning signs that they or someone they know is being overstressed. There are many symptoms that can be the result of stress, both physical and mental. Stress and adrenal fatigue bring about the depletion of crucial hormones and neurotransmitters that control many functions in the body. The University of Dundee outlines the symptoms of student stress very thoroughly.

Physical symptoms of stress include: Feeling of Fatigue a general feeling of sickness, headaches, constipation, and loss of libido, erratic sleeping patterns, nervousness, excessive sweating, and lack of appetite, indigestion, heartburn and unusual food cravings.

Mental symptoms of stress include: Irritability, loss of concentration, loss of interest in friends, difficulty in making decisions, lack of motivation and feeling guilty or inadequate.

Having a positive attitude can be a very effective tool against stress. Even when dealing with very stressful situations, approaching things from a positive perspective can be a good way to minimize the effect this has on the student. This is a technique commonly known as 'reframing', whereby finding a more positive angle enables us to deal with a situation much more effectively. For example, the stress of learning a life-skill like cooking can easily be reframed into a positive, learning experience.

## **ADJUSTMENT**

Adjustment, as a process describes and demonstrates the ways and means of an individual's adaptation to his self and his surroundings without reference to the quality of such adjustment or its outcomes in terms of success and failure. It is an organizational behaviour in life situation at home, at work in growing up and in ageing. It helps one to keep out basic impulse at bearable levels, to realize in one's own abilities and to attain desired goals. Adjustment helps in intellectual, emotional, physical and vocational growth and development dimensions. Adjustment refers to the psychological process through which people manage or adopt with demands and challenges of everyday life.

The entire/ all human beings can adjust to the physical, social, and psychological demands that arise from having interred dependability with other individual. As a process adjustment explains the ways of an individual's adaptation to his environment. It is organizational behavior in life situations at home, at school, at work in growing up and in aging. It signifies

conformity; it deals with the way an individual adapts to his environment and demand of life. This includes how he relates to others (interpersonal) and how he deals with his responsibilities and inner feelings. Psychologically, adjustment helps the human being to adjust with the demands and pressures outside world as well as the needs, desires, and conflicts it experiences from within.

Adjustment to school is influenced by a many personal and family attributes as well as social trends. According, to Margetts (2002), adjustment is the interaction of the child's characteristics and their experiences which ultimately determines how a child adjusts to the situation of school.

To keep yourself with the changing society, one has to make changes in yourself or your surroundings. If a person does not cope with the changing time he or she must be thrown back in the society. So the individual has to constantly make a change in him to make the adjustment possible intensions, conflicts, and meet his or her needs. In this process, the individual also tries to maintain good relationships with the environment. The wish of each boy and girl to become a person with a healthy physique, a growing intellectual ability and increased participation in social function such characteristics increase one's personality.

Even parents, teachers, well wisher and other related members of the society to which person belongs will encourage this wish. The school is the major institution for socializing, any child. It is the place where child, first comes in contact with the world outside the house. About 12 year old child spends his six to seven hours per day in the school. The School is one of the very important pillars, on which the child develops to handle stressful situation and to adjust in society. Children learn many abilities like learning process and homework, social activities, social communications, and the management of day to day activity at home and school both places. In reality, the developing child is dependent on the family and the school to meet his growth needs.

Adjustment is organizational behavior in life situations, at home, at school, at work in growing up and in aging. It is the matter of behavior; an individual follows the demands of the internal, external & social environment.

### **SIGNIFICANCE OF THE STUDY**

The main function of education is to bring the potentialities of the child and develop them to meet the challenging situation in life. Proper education will help the children to understand society and to cope to the social environment. It is in the responsibility of school to inculcate

a positive attitude towards life and work. The home is the first institution which forms the base for the child's development. Next, to school, the teacher is the guardian who helps the child in all round development. In the case of scheduled caste students, parents and guardian are not in the condition to guide due to illiteracy, poverty, and lack of time. Therefore, the investigator inclines to study the variables stress and adjustment of secondary school students of a disadvantaged group.

### **STATEMENT OF THE PROBLEM**

After about 73 years of Independence, the condition of the disadvantaged group students is not up to the mark while our government has already given legal priority for the upliftment of the above mentioned group. Education is the only instrument for the upliftment of any society. So, it is the demand of the time in the field of education to pay attention to these critical aspects of society. So the investigator wants to explore how far the stress and adjustment of disadvantaged grouped secondary school students are related to one another.

### **TITLE**

**Stress and Adjustment of Secondary School Students of Disadvantaged group**

### **OPERATIONAL DEFINITIONS**

**Stress:** The term stress is the body's reaction, to a change that requires a physical, mental or emotional adjustment or response.

**Adjustment:** The act of adjusting or the state of being adjusted.

**Secondary School:** institution after middle school and before senior secondary, especially class ninth and tenth.

**Students:** A learner or someone who attends an educational institution.

**Disadvantaged group:** Any of the historically disadvantaged Indian castes of socially lower strata, who are still under government reservation policy.

### **RESEARCH OBJECTIVES**

1. To find the level of Stress and Adjustment of the secondary school students from the disadvantaged group.
2. To find whether there is any significant relationship between stress and adjustment of the disadvantaged group secondary school students on the basis of gender.
3. To find whether there is any significant relationship between stress and adjustment of the disadvantaged group secondary school students.

## **RESEARCH HYPOTHESES**

**Null Hypothesis 1** - There is no significant relationship between stress and adjustment of male disadvantaged secondary school students.

**Null Hypothesis 2** - There is no significant relationship between stress and adjustment of female disadvantaged secondary school students.

**Null Hypothesis 3** - There is no significant relationship between stress and adjustment of disadvantaged secondary school students.

## **TOOLS USED**

The following tools were used for data collection.

1. Adopted Stress Inventory for School Students (SISS) constructed and validated by Rani and Singh (1947).
2. Adopted Adjustment Inventory for School Students (AISS) developed by Sinha and Singh (1971).

## **METHOD USED**

The investigator has adopted survey method for the present study.

## **POPULATION FOR THE STUDY**

According to Best and Kahn (2003), "A population is any group of individuals who has one or more characteristics in common that are of interest to the researchers."

The population for the study was secondary schools students of Patna, Vaishali and Samastipur districts only.

## **SAMPLE**

According to Best and Kahn (2003) "A sample is a small proportion of a population selected for observation and analysis by observing the characteristics of the sample, one makes certain inferences about the characteristics of the population from which it is drawn. Contrary to some population opinion, samples are not selected haphazardly; they are selected in a systematically random way so that chance or the operation of probability can be utilized."

The investigator used stratified random sampling technique for selecting the sample. 480 students were randomly selected from 12 schools of three different district of Bihar for data collection.

## STATISTICAL TECHNIQUES USED

Mean, Standard Deviation and co-efficient of correlation by covariance method were used for data analysis.

## DELIMITATIONS FOR THE STUDY

1. The study is limited to Patna, Vaishali and Samatipur districts only.
2. The study is limited to Stress and Adjustment only.
3. Only the secondary school students were taken as the sample.
4. Only the secondary schools students of disadvantaged group were taken as the sample.

## FINDINGS

### Result I- Level of stress of the secondary school students from the disadvantaged group.

**Table – 1 : Stress of the secondary school students**

Level	Range	Numbers	Percentage
Above Average	101.57 and above	58	12.08
Average	Between 57.61 and 101.57	328	68.54
Below Average	Below 57.61	94	19.58

It is inferred from the above table that 12.08 % of students are above average in their level of Stress, while 68.54 % are average and 19.58 % of students below average in their level of Stress.

### Result II- Level of Adjustment

**Table - 2: Adjustment of the Secondary School Students**

Level	Range	Numbers	Percentage
Above Average	33.32 and above	74	15.42
Average	Between 18.39 and 33.32	324	67.50
Below Average	Below 18.39	82	17.08

It is inferred from the above table that 15.42 % of students are above average in their level of Adjustment, while 67.50 % are average and 17.08 % of students below average in their level of Adjustment.

**Null Hypothesis 1** - There is no significant relationship between adjustment and stress of male disadvantaged secondary school students.

**Table - 3: Relationship between adjustment (X) and stress (Y) of male students**

Relationship	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Remarks
X and Y	6791	21276	185177	1802168	543139	0.118	NS

**(The critical value of 'r' for df 268 at 5% level of significance is 0.12, N= 270)**

It is inferred from the above table 3 that the calculated value of the coefficient of correlation between adjustment and stress of male disadvantaged secondary school students is less than the table value at 0.05 level of significance. Therefore, the null hypothesis is retained. Hence there is no significant relationship between adjustment and stress of male students of disadvantaged secondary school. The calculated value of the coefficient of correlation 0.118 shows the weak positive correlation between the variables.

**Null Hypothesis 2** - There is no significant relationship between adjustment and stress of female disadvantaged secondary school students.

**Table 4: Relationship between adjustment (X) and stress (Y) of female students**

Relationship	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Remark
X and Y	5623	16928	162589	1469940	466225	0.363	S

**(The critical value of 'r' for df 208 at 1 % level of significance is 0.178, N= 210)**

It is inferred from the above table 4 that the calculated value of the coefficient of correlation between adjustment and stress of female disadvantaged secondary school students is more than the table value at 1 % level of significance. Therefore, the null hypothesis is rejected. Hence there is a significant relationship between adjustment and stress of female students of disadvantaged secondary schools. The calculated value of the coefficient of correlation 0.368 shows the average positive correlation between the variables.

**Null Hypothesis 3** - There is no significant relationship between adjustment and stress of disadvantaged secondary school students.

**Table 5: Relationship between adjustment (X) and stress (Y) of disadvantaged secondary school students**

Relationship	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	r	Remark
X and Y	12414	38204	347766	3272108	1009364	0.271	S

**(The critical value of 'r' for df 478 at 1 % level of significance is 0.118, N= 480)**

It is inferred from the above table 5 that the coefficient of correlation between adjustment and stress of disadvantaged secondary school students is more than the table value

at 1 % level of significance. Therefore, null hypothesis is rejected. Hence there is a significant relationship between adjustment and stress of disadvantaged secondary school students. The calculated coefficient of correlation value 0.271 shows the weak positive correlation between the variables.

## CONCLUSION

On the basis of findings, it may be concluded that 12.08 % students are much stressed and 17.08 % students has below average level of adjustment. No significant relationship was found between stress and adjustment of male disadvantaged secondary school students, while significant relationship was found between stress and adjustment of female secondary school students. There is a significant relationship between adjustment and stress of disadvantaged secondary school students.

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