

Comparative Study of Adjustment Problems of Adolescents of Government and Private Secondary Students

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Abstract

The main objective of the present study was to compare the adjustment problems of adolescents of government and private secondary students. The sample of the present study consisted of 100 students. "Adjustment Inventory" by Dr. V.K. Mittal was used to collect the data. Descriptive and Inferential statistical techniques were used to analyze the data. The research findings showed that there is no significant difference in adjustment problems of private and government students, private boys and girls but significant difference was found in adjustment problems of govt. boys and govt. girls students. Students of different age group differ significantly only in case of home adjustment.

KEYWORDS :- Adjustment problems, Adolescents, Govt. Private, Secondary Students.

INTRODUCTION

World is rapidly changing and each change makes new demand on our ability to adopt. The adaptation of an individual to his or her physical and social environment is considered important for survival. This adaptation, biological concept formulated the base for physiological concept adjustment.

The concept of adjustment is as old as human race on this planet. It starts right from the birth of the child and continues till the last movement of his life. It is an important characteristic of living organism. Every organism tries to achieve some sort of working arrangement with this environment. Adjustment needs reaction to the varying demands and pressures of social environment imposed upon individual (Uniyal, 1970)

Chauhan (1987) says that the systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and he used the term adaptation. The adaptability to environmental hazards goes on increasing as we proceed on the scale from lower extreme to higher extreme of life. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures.

Shaffer L.S (1961) describes that, "Adjustment is the process by which a living organism makes balance between its needs and circumstances that influence the satisfaction of these needs.

Gates, Jersild and Others (1970) pointed out that, "Adjustment is continuous process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

Kumawat and Rai (1985) reports, "Adjustment according to modern concept is both a process and a state. As a process it is a continuous and complex. It depends upon the

entire organization of psychological systems with in the individual and relation of his organization to the environment. As a state it is a condition of harmony arrived at by a person whom we may call adjusted.”

Adjustment is a satisfactory relation of an organism to its environment. Though it is continuous process in human life, it is constantly affected and changed by the experiences of the individual from time to time and it differs from person to person.

ADJUSTMENT PROBLEMS

Problems of adjustment vary in degree at the normal level. We all show nervousness and worry, feeling of inferiority, some of the lesser degree of anxiety and defensive behaviors. In the case of confusion, disappointment, conflicts and frustrations, we may fall back on such defense mechanisms as compensation, aggression, sublimation, projection, repression and regression. Defensive mechanisms are substitute adjustment lying between the extremes of solution and no solution of problems.

ADOLESCENCE

The word, “Adolescence” comes from the Greek word. “adolescere” which means to grow or to grow to maturity. Maturity involves not only physical but also mental growth. On the physical side it means the attainment of a mature individual and the development of the gender apparatus to make procreation possible Mentally a mature individual is one whose intelligence has reached its maximum growth. Accompanying mental maturity it is justifiable to accept the emotional and social maturity will be attained.

Jarsild Statues “ Adolescence is that span of year during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically.”

Stanley Hall has regarded “ Adolescence as period of great stress and strain, storm and strife.”

The age ranges conventionally associated with adolescence are 12-21 years for girls and 13-22 year for boys.

GOVERNMENT AND PRIVATE

Government schools are those schools which receive money from government to provide education to the students. Private schools are those schools which receive no money from the government and where the education of the students is paid for by their parents.

REVIEW OF RELATED STUDIES

Baht, Patel and Parikh (1961) studied the problems of psychological factors related to adolescents. The three fold task of the study was:-

1. To identify psychological factors related to adolescent adjustment.
2. To construct and standardize and adopt tools for measuring adjustment and psychological factors.
3. To study the relationship of various psychological factors with adjustment.

Some of the finding were : The Co-efficient Correlation between the three areas of adjustment VIZ emotional, Social, family were statistically significant. Sex and

community were found to influence family adjustment scores. Age did not influence scores in any of three areas of adjustment but means for grades were found to have affected all the three areas of adjustment. Sex, community and grade community interactions were significant with respect to the family adjustment.

Kakkar's (1964) Investigated 43% cases had serious adjustment problems, the school area posed greatest number of problems while in home area the adolescents were over dependent on parents, girls accepted parental control but boys grumbled about it, a feeling of insecurity in home was measured in their attitude towards school situations.

Tiwari, S.N. (1977) reported that (i) Boys were found excelling girls and urban students were superior to their rural counterparts in intelligence (ii) In sociability girls were superior to boys and urban students were superior to rural students. Boys were more adjusted as comparison to girls.

Uniyal, B.P (1986) made a study on adjustment problems of higher secondary students in relation to locality and found no significant difference in the rural and urban boys on home adjustment, social, health and emotional; and college adjustment. Similarly no significant difference was found in home; social, health and emotional adjustment of rural girls and urban girls. The only significant difference was noted in college adjustment where the rural girls were found significantly more adjusted at the 0.05 level of confidence.

Sarabjit Kaur (1999) made an extensive study on emotional intelligence in relations to adjustment of adolescents. She found that there was not any significant difference in emotional intelligence and adjustment of boys and girls.

In order to find out the above said queries, there is need of conducting research in this area. The present investigation is an attempt in this direction only.

STATEMENT OF THE PROBLEM

“Comparative study of Adjustment Problems of Adolescents of Government And Private Secondary Students”.

OBJECTIVES :-

1. To compare the adjustment problems of government students and private school students.
2. To discover whether boys and girls in their adjustment problems.
3. To know if students having different age groups face similar problems or different problems.

HYPOTHESES

1. There is no significant difference in the degree of adjustment of government and private school students.
2. Boys and girls do not differ significantly in their problems of adjustment.
3. There is no significant difference between adjustment problems of the students of different age group.

METHOD :- Descriptive Survey Method was used in this study.

SAMPLE

A sample of 100 secondary students of class IX and boys and girls consisting 50 private students and 50 government was selected randomly.

TOOL

1. V.K. Mittal’s Adjustment Inventory” by Dr. V.K. Mittal.

STATISTICAL TECHNIQUES USED

Descriptive statistics such as mean, median and S.D of different are groups and t-ratio was worked out to see whether the students of government and private secondary schools differ significantly on adjustment problems so far as their age and gender are concerned.

ANALYSIS AND INTERPRETATION OF RESULTS

HYPOTHESIS NO.1

To test the hypothesis that ‘ No significant difference in the level of adjustment of private and government secondary schools students. t-ratio was computed between the mean scores of two groups. The results are shown in table-1

t-ratio between mean scores of four dimensions of adjustment and total scores on adjustment inventory of Private and Government subjects.

Srno	Dimensions	Private Group			Govt. Group			SE _d	t-value	Level of Significance.
		M ₁	σ_1	SE _{M1}	M ₂	σ_2	SE			
1	Home Adjustment	50.92	4.19	0.592	50.58	6.42	0.908	1.084	0.3136	Not. Sig at .05 &.01
2	Social Adjustment	48.44	4.82	0.681	50.42	6.39	0.904	1.132	-1.749	Not. Sig at .05 &.01
3	Health and Emotional Adjustment	47.8	5.132	0.726	51.44	6.982	0.987	1.225	-2.97	Sig at .05 &.01
4	School Adjustment	49.16	4.32	0.611	48.78	8.12	1.148	1.3	0.292	Not. Sig at .05 &.01
	Total	196.32	18.46	2.61	201.22	27.91	3.947	4.73	-1.036	Not. Sig at .05 &.01

The above table indicates that t-ratio between mean scores of Private and Government groups on four dimensions of adjustment and total scores 0.3136, -1.749, -2.97,0.292 and -1036 respectively. t-value at 98 df to be significant should be ≥ 1.98 and 2.63 at .05 and .01 levels of confidence respectively. t-value is less than these values on other three digressions ViZ social adjustment, Home adjustment, School adjustment and overall adjustment as well, hence not significant both at 0.05 and 0.01 level of confidence. The t-value of four dimensions consistently supports that no significant difference of overall adjustment in two groups under investigation.

The concluding result is inline with the research finding os Shanmuga Sundaram (1989). Hence the hypothesis no significant different exists in degree of adjustment of private and government subjects holds tenable.

HYPOTHESIS NO :- 2

To test the hypothesis that no significant exist in adjustment Problems of private boys and private girls and also Government boys and Government girls’ t-ratio between

mean scores on four dimensions of adjustment were calculated, the result are shown in table.

Table -2

t-ratio between mean scores of four dimensions of adjustment and total scores on V.K. Mittal’s adjustment inventory of Private boys and Private girls.

Srno	Dimensions	Private boys			Private girls			SE _d	t-value	Level of Significance.
		M ₁	σ_1	SE _{M1}	M ₂	σ_2	SE			
1	Home Adjustment	50.64	5.15	1.03	51.2	3.12	.624	1.204	-0.465	Not Sig .05 & .01
2	Social Adjustment	48.12	5.88	1.76	48.76	3.640	0.728	1.383	-0.463	Not Sig
3	Health and Emotional Adjustment	46.8	5.40	1.08	48.8	4.860	0.972	1.453	-1.376	Not Sig
4	School Adjustment	48.84	3.958	.7916	49.48	4.82	.964	1.247	-0.513	Not sig
	Total	194.4	20.38	4.076	198.24	16.46	3.29	5.238	-0.733	Not sig

Table -3

t-ratio between mean scores of four dimensions of adjustment and total scores on V.K Mittal’s adjustment inventory of Government boys and Government girls.

Srno	Dimensions	Govt. boys			Govt. girls			SE _d	t-value	Level of Significance.
		M ₁	σ_1	SE _{M1}	M ₂	σ_2	SE			
1	Home Adjustment	48.04	6.69	1.338	53.12	4.88	.976	1.656	-3.068	Sig at .05 & .01
2	Social Adjustment	47	4.320	0.864	53.84	6.45	1.29	1.55	-4.413	Sig.
3	Health and Emotional Adjustment	48.8	5.087	1.017	54.08	7.76	1.552	1.856	-2.845	Sig.
4	School Adjustment	44.12	7.98	1.596	53.44	5.408	1.08	1.927	-4.84	Sig.
	Total	187.96	24.07	4.814	214.48	24.498	4.898	6.868	-3.86	Sig.

Table 2 indicates that t-ratio between mean scores of Private boys and private girls on four dimensions of adjustment are -0.465,-0.463,-1.376,-.513 and -0.733 respectively t-value at 48 df to be significant should be ≥ 2.68 and 2.01 at 0.05 and 0.01 levels of confidence respectively. t-value is less then these values on all the four dimensions ViZ., home adjustment , Social adjustment, health and emotional adjustment and school adjustment . Thus we can safely conclude that there is no significant difference regarding on adjustment under private conditions.

Table 3 indicates that t-ratio between mean scores of Government school’s boys and Government school’s girls on four dimensions of adjustment -3.068,-4.413,-2.845,-4.84 and -3.86 respectively. t-value at 48df to be significant should be ≥ 2.68 and 2.01 at 0.05 and 0.01 level confidence respectively. t-value is greater than these values on all the four dimensions ViZ home adjustment, social adjustment, health and emotional adjustment and school adjustment and total adjustment. Thus we safely conclude that there is gender effect on adjustment under Government conditions. Girls are more adjustable than boys in government institutions. Girl’s adjustment is 214,48,24.498,4.898 and boy’s adjustment is 187.96,24.07,4.814.

HYPOTHESIS NO. 3

To test the hypothesis that ‘ No Significant difference exists in age group of secondary students, t-ratio between means scores of four dimensions of adjustment were calculated, the results are shown in table

Table -4

t-ratio between mean scores of four dimensions of adjustment and total scores on V.K Mittal’s adjustment inventory of age groups.

Srno	Dimensions	14 or below 14			15 or above 15			SE _d	t-value	Level of Significance.
		M ₁	σ ₁	SE _{M1}	M ₂	σ ₂	SE			
1	Home Adjustment	49.90	5.590	.873	44.70	8.172	1.064	1.376	3.779	Sig at .05 &.01
2	Social Adjustment	47.93	5.59	.8730	50.47	5.71	.7434	1.1466	-2.215	Sig at .05 and Not sig at .01
3	Health and Emotional Adjustment	48.43	6.95	1.085	50.44	6.83	.889	1.403	-1.433	Not Sig
4	School Adjustment	48.22	5.55	.867	49.49	7.16	.932	1.273	-0.997	Not Sig
	Total	194.48	23.68	3.698	195.1	27.87	3.628	5.181	-.120	Not Sig

Table 4 indicates that t-ratio between mean scores of age group 14 or below 14 and 15 or above 15 years on four dimensions of adjustment are 3.779,-2.215 , -1.433, -0.997 and -.1196 respectively t-value at 98 df be significant should be > 1.98 and 2.63 at 0.05 and 0.01 levels of confidence respectively. t-value is more than on social adjustment at 0.05 level but t-value is less than on social adjustment at 0.01 level. t-value is less than these values on other two dimensions viz health and emotional adjustment and school adjustment and overall adjustment. Hence not significant both at 0.05 and 0.01 level of confidence. The t-value of three dimensions consistently support the no significance difference of adjustment in two age groups under investigation. Only in the case of home adjustment , it is significant. Hence hypothesis is partially confirmed.

Students of 13 years and 16 years did not differ significantly in three areas of adjustment which implies that they face similar problems and have same level of adjustment except home dimensions. Baht, patel and Parikh found that age did not influence scores in emotional, social and family areas of adjustment but means for grades were found to have affected these areas of adjustment.

CONCLUSIONS

The first hypothesis “ No significant difference exists in adjustment of private and government students” is accepted, since the t-value is 0.3136,-1.749 0.292 and -1.036not significant at both 0.05 and 0.01 level of confidence.

The second hypothesis, “ No significant difference exists in adjustment problem of private boys and private girls”, is accepted, since t-value is -0.465,-0.463 ,-1.376 ,-0.513, and -0.733 is not significant at both 0.05and0.01 level of confidence, but significant difference exists in adjustment of government boys and government girls, is

accepted since the t-value -3.068,-4.413 , -2.845,-4.84,-3.86 is significant at both 0.05 and 0.01 levels of confidence .

The third hypothesis “ No significant difference exists in adjustment of age group” is partially accepted only the case of home adjustment. In social adjustment significant -2.215 at 0.05, not significant at 0.01 level. In health and emotional adjustment and school adjustment is not significant at both 0.05 and 0.01 levels of confidence.

EDUCATIONAL IMPLICATIONS

1. Study may be able to improve their total adjustment.
2. Parents and teachers should know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
3. As most of students differ in emotional, social and educational areas of adjustment, the school should provide facilities for such students for better adjustment.

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