

“A Study Of Educational, Social And Emotional Adjustment Of Girls At High School Level In Government And Private Schools Of Jammu City.”

Mohd Amir

Ph.D Research Scholar
SunRise University
Alwar, Rajasthan

Dr.Sanjay Randive Balasaheb

Assistant Prof.
SunRise University
Alwar, Rajasthan

Abstract

Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arises as a result of individual's physiological, psychological or social needs. Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without any reference to the quality of such adjustment along with its outcome in terms of success or failure. It is an organizational behaviour in life situations at home, at school, at work in growing up and in ageing. Girls play a vital role for the betterment of our society. But it is never an easy task for them to make proper adjustments in their education, society and dealing ability with emotions. So this study was much more needed to know how challenging they are as our education system differs in government schools and private schools particularly when students are seen in gender perspective. This study has a key role to play to understand the life of girls in high schools in terms of education provided to them. What difficulties they have to face during schooling and how much emotionally they are attached with teachers, parents and their co-students as well. Through this study every possible measure can be made to enhance their morale and give them a better educated and a social life. The purpose of the present study is to study the totals school adjustment, social adjustment and emotional adjustment of Girls at high school level. The objectives of the study were to compare educational, social, emotional and overall adjustment of girls among government and private schools. The study is significant because the outcomes could provide guidelines for teachers, educationists and other policy makers to improve educational, social and emotional adjustment of girls at high school level in government and private schools in Jammu City. In this study, random sampling of 200 IX and X class girls was drawn from ten randomly selected high schools from government and private schools of Jammu City. In the present study, The Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh (2005) was used in the study to collect the data. In order to analyze the data, the statistical techniques namely Mean, Standard Deviation and t-test have been used. The results reveal that there is significant difference between educational, social, emotional and overall adjustment of girls among government and private schools. The girls studying in private schools have high educational, social, emotional and overall adjustment as compare to the girls studying in government schools.

Introduction

Man is a unique product of evolution. In contrast to other forms of animal life one of the unique attributes of man is his self-awareness and capacity to understand him. Social existence has produced physical dangers such as war, there are important psychological problems uniquely associated with living in Society. There are also questions of attainment of basic satisfaction from competence in interpersonal relations and through some degree of inner harmony. Thus, as Lazarus has said "man has accordingly become increasingly interested in psychological adjustment and nature of personality". When man has accordingly become increasingly interested in adjustment a separate discipline called by various names as "psychology of adjustment", "Mental Hygiene", "personality adjustment" is developing. Such a discipline although an Infant discipline is growing in its breadth and depth. Such a discipline takes into account both the personality of the individual and his adjustment. Psychology of adjustment being an infant discipline has very many dilemmas. As Smith has said "one of the great dilemmas in the psychology of personality is the development of a person should somehow go wrong and adjustive failure occur". One major reason may be that the stress producing experiences of life interfere or disrupt the learning of appropriate adjustment mechanisms. Life is a continuous process of struggle for existence and survival. Every one of us strives hard for satisfying our needs. Adjustment is a continuous process by which an individual varies his behaviour to produces a more harmonious relationship between himself and his environment. Adjustment is a process that takes us to lead a happy life. The process of adjustment starts from birth of the child and continues till death. Thus, we see that adjustment means reactions to the demands and Pressures of social environment imposed upon the individual. Adjustment has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. This would mean judging the quality on certain parameters. However, psychologists have been

interested to examine adjustment as a process. This entails examining the interaction of the individual with the external world. Adjustment gives strength and ability to bring favourable changes in the condition of their environment. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. It minimizes frustration and tension for the future. There are various areas; where the person has to adjust, some of them are academic, social and emotional. Systematic emergence of this concept comes from Darwin. In those days' concept of adjustment was purely biological and he used the term adaptation. Adjustment was concerned with adaptation to physical environment for survival. Adaptation to physical environment is of course a person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons.

NEED AND SIGNIFICANCE OF THE STUDY

The purpose of the present study is to study the totals school adjustment, social adjustment and emotional adjustment of Girls. Life is a continuous process of changes and challenges. Every person is facing such situations for his survival or growth which arises as a result of individual's physiological, psychological or social needs. In present world revolutionary changes are taking place in different fields and to cope up with such environment adjustment becomes necessary. To keep pace with the changing society, one has to make changes in one self or his environment. If the individual does not keep pace with the changing time, he is thrown back in the society. So the individual has to constantly make changes in himself to make the adjustment possible. Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without any reference to the quality of such adjustment along with its outcome in terms of success or failure. It is an organizational behaviour in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Girls play a vital role for the betterment of our society. But it is never an easy task for them to make proper adjustments in their education, society and dealing ability with emotions. So this study was much more needed to know how challenging they are as our education system differs in government schools and private schools particularly when students are seen in gender perspective. This study has a key role to play to understand the life of girls in high schools in terms of education provided to them, what difficulties they have to face during schooling and how much emotionally they are attached with teachers, parents and their co-students as well. Through this study every possible measure can be made to enhance their morale and give them a better educated and a social life. In order to understand the phenomena of adjustment and responsible factors in adjustment this study is evolved. The results of this study have been of immense use to researcher on which they can base future studies in academic, social and emotional adjustment of girls among government and private schools at high level. The study is significant from the point of view that outcomes could provide guidelines for teachers, educationist, and other policy maker to improve academic, social and emotional adjustment of girls among government and private schools at high level.

OBJECTIVES OF THE STUDY

The objectives of the present study are:

1. To compare educational adjustment of girls studying in government and private high schools of Jammu city.
2. To compare social adjustment of girls studying in government and private high schools of Jammu City.
3. To compare emotional adjustment of girls studying in government and private high schools of Jammu City.
4. To compare the overall adjustment of girls studying in government and private high schools of Jammu City.

HYPOTHESES OF THE STUDY

The following hypotheses have been formulated in the present research work:

1. There is no significant difference between educational adjustment of girls in government and private schools of Jammu city.
2. There is no significant difference between social adjustment of girls in government and private schools of Jammu city.
3. There is no significant difference between emotional adjustment of girls in government and private schools of Jammu city.
4. There is no significant difference between total adjustment of girls in government and private schools of Jammu city.

Research Methodology:

In view of the objectives of the present study survey method was used.

Population for the Study

Students from 10 schools, 5 government and 5 private schools comprised the population of the study.

Sampling

A simple random sampling technique was employed for the selection of the sample. 10 schools were selected randomly, 5 Government and 5 private schools. From each school 20 girl students were selected randomly. Thus, the total sample comprised of 200 girl students, out of which 100 girls were selected from government schools and 100 girls were selected from private schools.

TOOL EMPLOYED

In the present study the investigator used Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh. It has 60 items to measure adjustment in three areas - emotional, social and educational. The responses to each item of the inventory are in "Yes" or "No". There is no time limit for the completion of the inventory but on an average respondent takes 15-20 minutes to respond to all items of the inventory. The inventory is reliable and valid too. The indices of reliability as reported by the authors are 0.95 and 0.51 respectively, which are quite satisfactory.

RESULTS

The data has been analyzed by applying t-test. Findings based on research objective posed and followed by data analysis are given below:

TO COMPARE EDUCATIONAL ADJUSTMENT OF GIRLS STUDYING IN GOVERNMENT AND PRIVATE HIGH SCHOOLS

Table 1.1

Mean, Standard Deviation. Standard Error Mean and t-values for Educational Adjustment of girls among govt. and private school

Dimension	Types of Institutions	N	Mean	S.D	SE _M	df	t	Significance
Educational Adjustment	Government Schools	100	4.49	2.11	0.21	198	9.26	Significant at 0.01
	Private Schools	100	7.49	2.45	0.24			



Figure 2.1 Graphical representations of Mean Scores of Government and Private Girls Schools on Educational Adjustment dimension of the Adjustment Scale.

INTERPRETATION

Table 4.1 shows that the calculated value of 't' is 9.26 which is significant at 0.01 level of significance. Therefore, it can be inferred that there is a significant difference in educational adjustment of the girl students studying in government and private schools. Review of Table 4.1 also reveals that the girls studying in Private high schools have higher mean value of educational adjustment than the girls studying in Government schools. It can therefore, be concluded that the girls studying in Private schools have high educational adjustment as compared to the girls studying in Government schools. Hence, the null hypothesis, "There is no significant difference in educational adjustment of girl students among Government and Private schools" stands rejected.

TO COMPARE SOCIAL ADJUSTMENT OF GIRLS STUDYING IN GOVERNMENT AND PRIVATE HIGH SCHOOLS.

Table 1.2

Mean, Standard Deviation. Standard Error Mean and t-values for Social Adjustment of girls among govt. and private school

Dimension	Types of Institutions	N	Mean	S.D	SE _M	df	t	Significance
Social Adjustment	Government Schools	100	4.49	1.86	0.19	198	5.52	Significant at 0.01
	Private Schools	100	6.12	2.28	0.29			

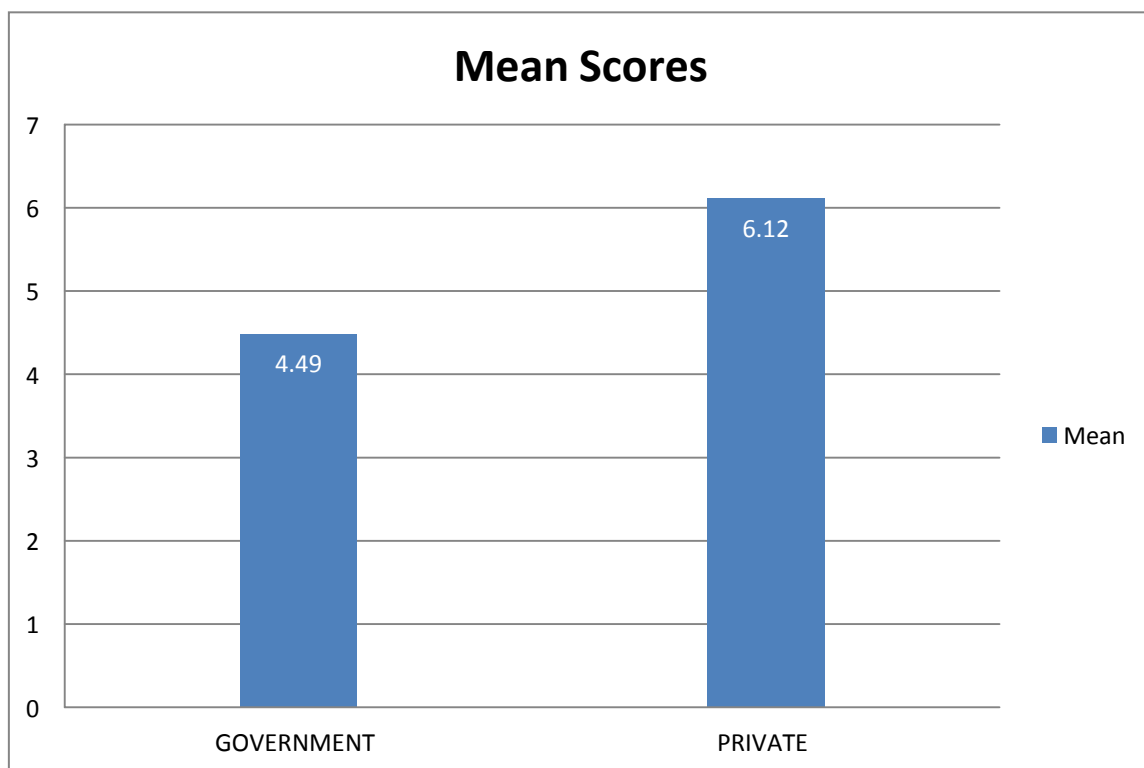


Figure 2.2 Graphical representations of Mean Scores of Government and Private Girls Schools on Social Adjustment dimension of the Adjustment Scale.

INTERPRETATION

Table 4.2 shows that the calculated value of 't' is 5.52 which is significant at 0.01 level of significance. Therefore, it can be inferred that there is a significant difference in social adjustment of girl students among Government and private schools. Further, from the values of social adjustment (Table 4.2), it can be concluded that girls studying in Private schools have higher level of social adjustment as compared to the girls studying in Government schools. Hence, the null hypothesis, "There is no significant difference in social adjustment of girl students among Government and Private schools" stands rejected.

TO COMPARE EMOTIONAL ADJUSTMENT OF GIRLS
STUDYING IN GOVERNMENT AND PRIVATE HIGH
SCHOOLS.

Table 1.3

*Mean, Standard Deviation. Standard Error Mean and t-values for Emotional Adjustment
of girls among govt. and private school*

Dimension	Types of Institutions	N	Mean	S.D	SE _M	df	t	Significance
Emotional Adjustment	Government Schools	100	6.67	2.78	0.27	198	5.11	Significant at 0.01
	Private schools	100	8.69	2.80	0.28			



Figure 1.3 Graphical representations of Mean Scores of Government and Private Girls Schools on Emotional Adjustment dimension of the Adjustment Scale.

INTERPRETATION

Table 4.3 shows that the calculated value of 't' is 5.11 which is significant at 0.01 level of significance. Therefore, it can be inferred that there is a significant difference in emotional adjustment of girl students among government and private schools. Further, from the mean values in Table 4.3 it can be concluded that the girls studying in Private schools have high emotional adjustment as compared to the girls studying in Government schools. Hence, the null hypothesis, "There is no significant difference in emotional adjustment of girl students among Government and Private schools" stands rejected.

TO COMPARE OVERALL ADJUSTMENT OF GIRLS STUDYING IN GOVERNMENT AND PRIVATE HIGH SCHOOLS.

Table 1.4

Mean, Standard Deviation. Standard Error Mean and t-values for Overall Adjustment of girls among govt. and private school

Dimension	Types of Institutions	N	Mean	S.D	SE _M	df	t	Significance
Overall Adjustment	Government Schools	100	15.99	5.28	0.52	198	8.57	Significant at 0.01
	Private Schools	100	22.58	5.57	0.55			



Figure 1.4 Graphical representations of Mean Scores of Government and Private Girls Schools on Overall Adjustment dimension of the Adjustment Scale.

INTERPRETATION

Table 4.4 shows that the calculated value of 't' is 8.57 which is significant at 0.01 level of significance. Therefore, it can be inferred that there is a significant difference in overall adjustment of girl students among government and private schools. Further, from the mean value in Table 4.4 it can be concluded that the girls studying in Private schools have high overall adjustment as compared to girls studying in Government schools. Hence, the null hypothesis, "There is no significant difference in overall adjustment of girl students among Government and Private schools" stands rejected.

FINDINGS, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

INTRODUCTION

After processing the data, obtaining and interpreting the results in previous chapter, the finding, conclusion and implications have been discussed in present chapter. These findings can be generalized to the extent of representative sample and methodology employed in the study. In this chapter, the results are discussed to show how these findings are concurrent with some of the empirical studies already conducted in the field. At places, some of the observations did not concur with the findings of the investigators. Keeping the major findings in view, the educational implications of the study have been worked out. As such some suggestions have been given for the further research. This chapter is therefore, devoted to focusing the findings, conclusions, discussion of result of the study and for indicating their implications and suggestions for further research.

Findings of the present study entitled “Study of Educational, Social and Emotional Adjustment of girls at high school level in government and private schools in Jammu city” have been analyzed as per the objective in the present study.

MAJOR FINDINGS OF THE STUDY

Findings of the present study “Educational, Social and Emotional Adjustment among girl students of Government and Private High Schools” are as under:

Research Objective 1:

To compare Educational Adjustment of girls studying in Government and Private Schools.

The mean value of girl students belonging to government schools was 4.49 and the mean value of girl students belonging to private schools was 7.49. The private schools mean is higher than the government schools. Thus, it can be said from the results there is significant difference in Educational Adjustment of girls belonging to Government and private high schools. Thus, the null hypothesis “there is no significant difference in educational adjustment of girl students among government and private schools” stands rejected.

Research Objective 2:

To compare Social Adjustment of girls studying in Government and Private Schools.

The mean value of girl students belonging to government schools was 4.49 and the mean value of girl students belonging to private schools was 6.12. The private schools mean is higher than the government schools. Thus, it can be said from the results there is significant difference in Social Adjustment of girls belonging to Government and private high schools. Thus, the null hypothesis “there is no significant difference in social adjustment of girl students among government and private schools” stands rejected.

Research Objective 3:

To compare Emotional Adjustment of girls studying in Government and Private Schools.

The mean value of girl students belonging to government schools was 6.67 and the mean value of girl students belonging to private schools was 8.69. The private schools mean is higher than the government schools. Thus, it can be said from the results there is significant difference in Emotional Adjustment of girls belonging to Government and private high schools. Thus, the null hypothesis “there is no significant difference in emotional adjustment of girl students among government and private schools” stands rejected.

Research Objective 4:

To compare Overall Adjustment of girls studying in Government and Private Schools.

The mean value of girl students belonging to government schools was 15.99 and the mean value of girl students belonging to private schools was 22.58. The private schools mean is higher than the government schools. Thus, it can be said from the results there is significant difference in Overall Adjustment of girls belonging to Government and private high schools. Thus, the null hypothesis “there is no significant difference in overalls adjustment of girl students among government and private schools” stands rejected.

CONCLUSIONS AND DISCUSSION

On the basis of the interpretation of the results drawn in the present study, the following conclusions have been laid down:

The present study revealed that there is significant difference between Government and Private school girls in Educational Adjustment. Girls studying in private schools have high educational adjustment as compared to the girls studying in government schools. Study by Boro (2017) reported similar results as revealed in the present study. The study by Gill (2014) reported results contrary to the present study.

The present study further revealed that there is significant difference between Government and Private school girls in Social Adjustment. Girls studying in private schools have high social adjustment as compared to the girls studying in government schools. Studies by Jaikumar and Muthumanickam (2010), Makwana and Kaji (2014), Kales (2014) and Mujiaba (2017) reported similar results as revealed in the present study. The study by Einstein (2017) reported results contrary to the present study.

The present study revealed that there is significant difference between Government and Private school girls in Emotional Adjustment. Girls studying in private schools have high emotional adjustment as compared to the girls studying in government schools. Studies by Gupta (2013) and Mansinghbhai and Patel (2014) reported similar results as revealed

in the present study. The study by Kales (2014) reported results contrary to the present study.

The present study also revealed that there is significant difference between Government and Private school girls in Overall Adjustment. Girls studying in private schools have high overall adjustment as compared to the girls studying in government schools. Studies by Chauhan (2013), Kaur and Kaur (2016), and Bhagat (2016) reported similar results as revealed in the present study. The study by Paramanik, Saha and Mondal (2014) reported results contrary to the present study.

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