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## SOCIAL ADJUSTMENT AMONG HIGH SCHOOL STUDENTS IN MADURAI DISTRICT

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### **Abstract**

*According to Fair Child the varieties of social adjustments are, Interactive: In which man adjusts to others as he functions in economic, religious and other ways. The existing interaction may be characterized as competitive, co-operative etc., Striving; In which there is deliberate effort toward a better or improved adaptation. Accommodative; Described as some relatively stable and mutually accepted relationship among the participants, Associative; In which adjustment is treated as a step or stage in a general associative process. Less Social distance is present than in advance, but more than in accordance. The participants have reached a modus Vivendi in some respects, as it were, and for the rest "agree to disagree". The present investigation was designed to measure the social adjustment among high school students in Madurai district. For this purpose a random sample of 350 high school students was constituted with due representation to the select population variables. The study has revealed that the Gender of high school students play an important role on either increasing or decreasing the social adjustment connected with the area of education. Female students have upper hand in social adjustment than male students. Number of brothers/sisters plays a vital role in social adjustment among high school students. The out of the research shows that high school students have upto 3 having brothers/sisters students do well in social adjustment than 4 & above students. Standard studying also plays a vital role in social adjustment among high school students. It shows that IX standard students do well in social adjustment than X standard students*

### **Introduction**

The concept of "adjustment" to environment was first stressed by Charles Darwin and the term "adaptation" has been widely used in the behavioural sciences, it is the process of behaviour by which men and other animal maintain equilibrium among their various needs, According to him adjustment means survival and maladjustment means death". Later on the idea of adjustment has been adopted by the social scientists. Burnham W.H. (1925) holds that "adjustment of individual requires an integration of conflicting tendencies to the demands of the activity in which he is engaged". According to Fisher and Hanna (1931) "adjustment of an individual requires congeniality, compatibility, a harmonious relation between the individual and situation". Q Murry M.C, (1940) express that "once the industry is established persons come from different places, they work under the same roof on the machines together with their co-workers, hence they establish relations with others by coming in contact with them and developing inter-relationships. Finally they become friendly and try to adjust themselves to the work situation. This develops a congenial atmosphere inside the industry, an atmosphere where there is togetherness.

### **Need of the Study**

Social adjustment to academic adjustment, another critical factor which is related to persistence and success in school is social adjustment ability. Integration into the social environment was found to be an essential factor which influences one's commitment to the academic system for traditional students social integration means graduating, a feeling of

acceptance and academic adjustment. For nontraditional students. Lack of social integration might be one of the factors that relates to dropping out school and not finishing the course reported that senior students. Five of the factors concerned social adjustment: contact with peers and teachers, assertiveness, advocacy and independence, extracurricular activities and social networks, transportation and orientation and mobility skills. Having this background in mind the investigator pursues this study.

### **Operational Definitions of the Terms**

**Social Adjustment-** refers to the signal of harmonious relationship between a man and his environment. When we adjust ourselves by this means we are changing in some way to adopt or accommodate ourselves in order to get certain demands of our environment.

**High School Students** – refers to those who are studying IX and X standard under Tamil Nadu state board syllabus in Madurai district.

### **Variables of the Study**

The study has been designed with the following variables:

#### **Dependent Variables**

Social Adjustment

#### **Independent Variables**

1. Gender : Male / Female
2. Nativity : Rural / Urban
3. Father's Education : Literate / Illiterate
4. Mother's Education : Literate / Illiterate
5. Number of brothers/ sisters : Upto 3 / 4 and above
6. Standard studying : IX/X

### **Objectives of the Study**

The specific objectives of the present study are as follows:

1. To find out the social adjustment of the high school students with respect to the gender.
2. To find out the social adjustment of the high school students with respect to the nativity.
3. To find out the social adjustment of the high school students with respect to the father's education.
4. To find out the social adjustment of the high school students with respect to the mother's education.
5. To find out the social adjustment of the high school students with respect to the number of brothers/sisters.
6. To find out the social adjustment of the high school students with respect to the standard studying.

### **Hypotheses of the Study**

The study has been designed to verify the following hypotheses:

1. There is no significant difference in the social adjustment among high school students with respect to gender.
2. There is no significant difference in the social adjustment among high school students with respect to nativity.
3. There is no significant difference in the social adjustment among high school students with respect to father's education.
4. There is no significant difference in the social adjustment among high school students with respect to mother's education.
5. There is no significant difference in the social adjustment among high school students with respect to number of brothers/sisters.
6. There is no significant difference in the social adjustment among high school students with respect to standard studying.

### **Review of Related Literature**

**Singh, H (2003)** made a comparative study on Stress among Male and Female Teachers in Relation to their Personality Needs and Social Adjustment. He found that secondary school male teachers show significant relation in their stress and adjustment while secondary school female teachers show significant negative relationship in their stress and adjustment.

**Babu, R. (2004)** studied on Higher Secondary Students Attitude towards the study of Commerce and their Social Adjustment. He concluded that, there is a significant relationship between attitude towards the study of commerce and their adjustment of higher secondary students.

**Dave, P. and Kulshrestha, A.K. (2004)** found that (i) the distribution of adjustment scores of the teachers working in primary schools was found to be normal in nature with slight divergence, which may have been due to sampling fluctuation. The mean value of scores indicated that the primary teachers are highly adjusted in social life and least adjusted in professional life, (ii) the distribution of the teachers according to the level of adjustment in different areas revealed that majority of the teachers have average level of adjustment. They seem to be satisfied or very satisfied with their personal, professional and social life.

**Reddy, M.V. (2004)** found that social adjustment in both men and women teachers was average and there was no difference in the level of social adjustment.

**Manimekhalai, Selvem and Williams (2005)** found that boys had more social adjustment problems than girls due to uncontrolled life situations when they were with their parents or the girls adjustment with the conditions of the school. A perusal of the above studies indicates that the studies on gender effects on adjustment yielded contradictory results.

**Gurvinder, K. (2007)** found that women face more marital adjustment problems. Working women teachers face more marital adjustment problems than non-working women.

**John Louis Manoharan, R. (2008)** found that teacher trainees' educational qualification has influence on adjustment. But it is interesting to note that trainees with just graduate qualification had a higher level of adjustment than those with post-graduate qualifications. Sex and optional subject groups do not have any influence on adjustment of the B.Ed. teacher trainees

## Hypothesis Verification

### Hypothesis 1

**There is no significant difference in the social adjustment among high school students with respect to Gender.**

**Table 1: Showing Mean and Standard deviation of social adjustment among high school students with respect to Gender**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
Male	75.58	15.89	250	348	-2.198	1.96	Significant
Female	75.97	16.65	100				

**Hence the Null Hypothesis is Rejected**

### Inference

From the above table it is clear that obtained 't' value is -2.198, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that **"There is a significant difference in the social adjustment among high school students with respect to Gender"**. It is further noted that the social adjustment among Female high school students have greater than male students.

### Hypothesis 2

**There is no significant difference in the social adjustment among high school students with respect to Nativity.**

**Table 2: Showing Mean and Standard deviation of social adjustment among high school students with respect to Nativity**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
Rural	74.14	16.73	147	348	-1.527	1.96	Not Significant
Urban	76.82	15.56	203				

**Hence the Null Hypothesis is Accepted**

### Inference

From the above table it is clear that obtained 't' value is -1.527, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that **"There is no significant difference in the social adjustment among high school students**

**with respect to Nativity**". It is further noted that the social adjustment among Urban high school students have greater than Rural students.

### Hypothesis 3

**There is no significant difference in the social adjustment among high school students with respect to Father's education.**

**Table 3: Showing Mean and Standard deviation of social adjustment among high school students with respect to Father's education**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
Literate	75.89	16.29	241	348	0.346	1.96	Not Significant
Illiterate	75.26	15.71	109				

**Hence the Null Hypothesis is Accepted**

### Inference

From the above table it is clear that obtained 't' value is -0.346, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that **"There is no significant difference in the social adjustment among high school students with respect to Father's education"**. It is further noted that the social adjustment among Illiterate Father's education high school students have greater than literate Father's education students.

### Hypothesis 4

**There is no significant difference in the social adjustment among high school students with respect to Mother's education.**

**Table 4: Showing Mean and Standard deviation of social adjustment among high school students with respect to Mother's education**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
Literate	75.57	15.91	220	348	-0.460	1.96	Not Significant
Illiterate	76.41	16.29	130				

**Hence the Null Hypothesis is Accepted**

### Inference

From the above table it is clear that obtained 't' value is -0.460, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that **"There is no significant difference in the social adjustment among high school students with respect to Mother's education"**. It is further noted that the social adjustment among

Illiterate Mother's education high school students have greater than literate Mother's education students.

### Hypothesis 5

**There is no significant difference in the social adjustment among high school students with respect to Number of brothers/sisters.**

**Table 5: Showing Mean and Standard deviation of social adjustment among high school students with respect to Number of brothers/sisters**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
Up to 3	76.45	15.29	141	348	2.730	1.96	Significant
4 & above	75.18	16.60	209				

**Hence the Null Hypothesis is Rejected**

### Inference

From the above table it is clear that obtained 't' value is -2.730, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the social adjustment among high school students with respect to Number of brothers/sisters". It is further noted that the social adjustment among up to 3 brothers/sisters having high school students have greater than 4&above brothers/sisters having students.

### Hypothesis 6

**There is no significant difference in the social adjustment among high school students with respect to standard studying.**

**Table 6: Showing Mean and Standard deviation of social adjustment among high school students with respect to standard studying**

Variable	Mean	S.D	N	d.f.	't' Cal. value	't' Tab. value	Level of Significance at ( 5 % )
IX	76.99	15.75	277	348	2.878	1.96	Significant
X	70.78	16.56	73				

**Hence the Null Hypothesis is Rejected**

### Inference

From the above table it is clear that obtained 't' value is 2.878, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the social adjustment among high school students with respect to Standard studying". It is further noted that the social adjustment among X standard high school students have greater than IX standard students.



**Findings of the Study**

- It was found that there is a significant difference in the social adjustment among high school students with respect to Gender.
- It was found that there is no significant difference in the social adjustment among high school students with respect to Nativity.
- It was found that there is no significant difference in the social adjustment among high school students with respect to Father's education.
- It was found that there is no significant difference in the tolerance among high school students with respect to Mother's education.
- It was found that there is a significant difference in the social adjustment among high school students with respect to Number of brothers/sisters.
- It was found that there is a significant difference in the social adjustment among high school students with respect to standard studying.

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