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## An assessment study on psychosocial adjustment of the students of different category schools

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### Abstract

Life presents a continuous chain of struggle for existence and survivals. The purpose of this study was to observe the difference, if any, on the early –teen boys students of two different type schools. Subjects of this study were one hundred thirty five male Navodaya students of three age categories and similar number of age and height-weight-matched students from other than Navodaya schools (forty five students for each age group from each type of school). Three dimensions of adjustment inventory, namely- emotional adjustment, social adjustment and educational adjustment were the criterion measures. Mean, standard deviation (SD) and ANOVA followed by Post-Hoc LSD and independent t-test were the statistics used for data interpretation. Significance difference ( $p < 0.05$ ) was observed between Navodaya and other than Navodaya students in emotional adjustment, social adjustment and educational adjustment in the age group of 14-year and 15-year, 14-year and 14-year respectively. However, in 13-year age group the difference was not significant in emotional adjustment. In social adjustment the significant difference was not observed in 13-year and 15-year age group. It was also observed that there was no significant difference in 13-year and 15-year age group.

**Keywords:** Adjustment inventory, Student, Navodaya and Non-Navodaya School

### Introduction

The concept of adjustment was first given by Darwin, who used it as ‘adaptation’ to survive in the physical world. The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990) <sup>[2]</sup>. It is used to emphasize the individual’s struggle to along or survive in his or her social and physical environment. Good (1959) <sup>[3]</sup> sates that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Shafer (1961) emphasized that 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. Kulshrestha (1979) <sup>[4]</sup> explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors. Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The school is the major socialization institution for any child. It is the child’s first contract with the world outside the house. For nearly 12 years a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child’s personality develops. Children learn proficiencies in various abilities like, learning process and homework, social communications, handling emotion, and the management of day to day interactions at home and school. In reality, the growing child is dependent on the immediate environment i.e., the house and the school to meet his growth needs. The concern, therefore” extends to how the school facilities can be enhanced and improved to meet the growth needs of the children. Several studies have been reported in the area of social, educational, health and emotional adjustment of school students of both sexes. Some studies try to relate adjustment with

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variables like intelligence, achievement, age, sex, socio-economic status, needs, anxiety, and security. Student's reaction to frustration has also been studied. A few studies focused on the nature, causes, and extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co-curricular activities etc., were also examined. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Sharma and Gakkar (1991) [8] and Pradhan (1992) [9] observed that the students from English medium school tend to exhibit better emotional adjustment while their counterparts from rural schools display relatively better educational adjustment as they do experience stress from their teachers and parents regarding their academic performance. It was reported by Kasinath (1990) [9] and Pradhan (1993) [10] that boys are significantly better adjusted than girls. The analysis of the individual items of the emotional adjustment dimensions indicated that boys as compared to girls have not expressed any fear to go out alone in night, see a dead body or control their anger whenever things are not happening according to their wish. The purpose of this study was to observe the difference, if any, on the early-teen boys students of two different type schools.

### Methods and Materials

The present study was conducted on a sample of height-weight matched 270 students. Forty five male students in three age categories of thirteen, fourteen and fifteen years of age from two different type schools were the subjects. Their height and weight were matched according to age groups. Students from Navodaya School of Nagpur, Nagpur District, Gondia, Aurangabad and other than Navodaya school students from three schools of Pune, Solapur, Satara, and Ahmadnagar Districts of Maharashtra State were selected for the study. Height-weight range of the subjects is given in Table 1.

**Table 1:** Range of Height and Weight of the Subjects

Age (Years)	Height (cm)	Weight (kg)
13	150 - 156.5	39 - 44
14	156.5 - 163	44 - 49.5
15	163 - 168.5	49.5 - 55.5

As a measure of adjustment, the Maharashtrian version of adjustment inventory for school students by A.K.P. Sinha and R.P. Singh (2007) [5] was used. An adjustment scale developed by A.K.P. Sinha and R.P. Singh (2007 [5]) was adopted for the Indian population. It consists of the 60 items, which measure adjustment in three different areas: emotional adjustment, social adjustment and educational adjustment. In the dimension of emotional adjustment high scores indicate unstable emotion.

Students with low scores tend to be emotionally stable. In social adjustment individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. In educational adjustment individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. It consists of 60 items, totally objective in nature and demanding response in terms of yes and no. For any item indicative of adjustment, 0 is given; otherwise a score of 1 is awarded. Mean standard deviation (SD), ANOVA and independent t-test was used for assessment and interpretation of data. For statistical calculations SPSS software version 20 was used.

### Results and Discussion

Table 2 represents the description of data of three age groups in the form of mean and SD along with independent t-test results.

**Table 2:** Comparison of Adjustment of Students of Two Groups

Adjustment Dimensions	Age Group	Navodaya School (Mean ± SD)	Non-Navodaya School (Mean ± SD)	t-ratio	Sig. level
Emotional	13	5.45 ± 3.85	6.19 ± 3.61	0.94	0.35 <sup>NS</sup>
	14	3.38 ± 3.31	5.43 ± 3.29	2.83	0.00*
	15	3.10 ± 2.81	5.42 ± 3.16	3.06	0.00*
	13	7.36 ± 1.68	8.10 ± 2.66	1.57	0.12 <sup>NS</sup>
Social	14	6.47 ± 1.72	8.88 ± 2.39	5.02	0.00*
	15	8.35 ± 2.40	7.94 ± 2.21	0.72	0.47 <sup>NS</sup>
	13	4.40 ± 2.96	5.42 ± 2.99	1.61	0.11 <sup>NS</sup>
Educational	14	3.63 ± 2.66	6.12 ± 3.19	3.76	0.00*
	15	4.74 ± 4.07	6.10 ± 3.42	1.42	0.16 <sup>NS</sup>

NS = Not Significant, \*Significant at 0.05 level ( $t_{0.05,43} = 2.01$ )

From Table 2, it was found that the obtained t-values for emotional adjustment of three age groups of 13-year, 14-year and 15-year were 0.94, 2.83 and 3.06 respectively. The t-value of 14-year and 15-year age group was greater than the tabulated t-value 2.01. Therefore, the difference was statistically significant ( $p < 0.05$ ) in emotional adjustment of Navodaya and non Navodaya school students.

In social adjustment, obtained t-values were 1.57, 5.02 and 0.72 for the age group of 13-year, 14-year and 15-year respectively. Here, the 13-year and 15-year age group was not statistically significant but in 14-year age group had difference between two groups.

For educational adjustment obtained t-values of three age groups of 13-year, 14-year and 15-year were 1.61, 3.76 and 1.42 respectively. In 14-year age group were greater than the

tabulated t-value. Therefore, there was significance difference in educational adjustment of Navodaya and non Navodaya school boys but not in 13-year and 15-year age group.

Table 3 represents the description of the data of thirteen, fourteen and fifteen year age group. Results of adjustment inventory dimension of thirteen, fourteen and fifteen years boys i.e., emotional adjustment, social adjustment and educational adjustment have been presented in mean, standard deviation (SD), ANOVA and 't' ratio.

Among the three dimensions of adjustment inventory F-value for emotional adjustment (4.394) was greater than the critical F-value ( $F_{0.05, 2, 267} = 3.09$ ). Therefore, there was difference in emotional adjustment among the students according to their age. However, in the remaining cases the differences were not statistically significant.

**Table 3:** ANOVA on Adjustment of Students According to Age

Variables	Age-wise value of Mean $\pm$ SD			F-value	Inter-group t-ratio		
	13Yr.	14 Yr.	15 Yr.		13 vs.14	14 vs.15	13 vs. 15
Emotional	5.84	4.70	4.26	4.394*	2.149*	0.804 <sup>NS</sup>	2.737*
	$\pm 3.72$	$\pm 3.42$	$\pm 3.19$				
Social	7.76	8.02	8.15	0.564 <sup>NS</sup>	0.755 <sup>NS</sup>	0.311 <sup>NS</sup>	1.034 <sup>NS</sup>
	$\pm 2.27$	$\pm 2.46$	$\pm 2.30$				
Educational	4.94	5.23	5.42	0.403 <sup>NS</sup>	0.622 <sup>NS</sup>	0.325 <sup>NS</sup>	0.825 <sup>NS</sup>
	$\pm 2.99$	$\pm 3.23$	$\pm 3.79$				

\*Significant at 0.05 level (F 0.05 2,267=3.09, t0.0588=1.98), NS = Not Significant

### Conclusions

Though the socio-economic conditions of the students were not considered in this study, but on the basis of the finding of the study on height-weight matched 13-16 years male students of Navodaya and NonNavodaya schools, the following conclusions were drawn on their self-concept:-According to school Navodaya and non Navodaya students' adjustment inventory did differ in emotional adjustment in fourteen year and fifteen year age group. In social adjustment in the age group of fourteen year and in educational adjustment in the age group of fourteen year.

According to age of the students of two schools together, had difference only in emotional adjustment dimension of adjustment inventory.

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