



Adjustment among Upper Primary School Students at Patharpratima block in south 24 Pargana district, West Bengal: an Assessment

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Abstract: The present study aims to find out the adjustment among the Upper Primary school students at Patharpratima block in south 24 pargana districts, West Bengal. It also finds out the difference between male and female students in respect of the Emotional, Social and educational adjustment. The present study was completed by using normative survey method. A sample of 120 students of Upper Primary level studying in various schools of Pathar pratim Block of South 24 Pargana district of West Bengal was chosen through random sampling technique for the present study. Out of the 120, 60 were Male and 60 were Female students. A Structured Questionnaire named "The Adjustment Inventory for School Students (AISS) consisting of 45 items with 15 items in each of the three areas of adjustment: emotional, social and educational. Mean, Standard deviation and t- test were employed to analyses the collected data. Findings of the study indicate that the overall adjustment of Upper Primary school students is unsatisfactory. There is significant difference between male and female in respect of Emotional, Social and Educational adjustment.

Keywords: School Students, Adjustment, Behavior, Socio-Psychological.

Introduction: The process by which an individual modifies his behaviour to create a more harmonious connection with his surroundings is referred to as adjustment. This process is ongoing. In the strictest meaning, the phrase "adjustment" refers to the outcomes of equilibrium, which may be impacted by adaptation or accommodation. Adjustment determines how well a person gets along or endures in his or her physical or social surroundings. Since the environment is always changing, each person must adapt or make accommodations for the surroundings. Accordingly, adjustment is the preservation of a harmonic equilibrium between an individual and his physical or social surroundings (Crow & Crow, 1956).

Adjustment in a rapidly changing environment is a crucial socio-psychological topic that needs ongoing research. The process of adjustment is becoming more and more complicated and stressful because the issue of adjustment, particularly during the most important stages of youth and old age, requires greater attention. The interplay of many environmental factors that result in either a well-adjusted or poorly-adjusted personality is known as adjustment. In general, adjustment refers to the ability to effectively adapt to one's internal and external surroundings, including adhering to social conventions, more standards, and values. One of the most

important aspects of adjustment is the individual's needs being met and his or her surroundings being adapted to.

Adjustment is occasionally achieved when the environment concedes to the individual's constructive activity; most of the time, adjustment is achieved when the person yields and accepts conditions that are beyond his power to alter. Maladjustment is the inability to reach a compromise between these two extremes and compromise. The essential idea in Darwin's theory of evolution, adaptation, was taken up and rebranded as adjustment by psychologists. The scientific study of adjustment began in the twentieth century, despite the fact that the notion has been used for a long time to describe processes related to human behaviour. (Reddy,2013)

Review of Literature:

B.L. Hoovinbhavi (2021) circumstances impacts their success in life. Numerous elements, including the child's home, social, educational, and financial adjustments, influence their adjustment. The researcher's goal in this instance is to compare how well secondary school pupils can adapt. The survey approach was used to perform the investigation. The study's sample consisted of 120 pupils, 60 of whom were males and 60 of whom were girls. For the research, a normative survey approach was used. 120 samples were selected using a stratified random sampling approach from both private and public schools, reflecting both boys' and girls' education. A study instrument developed by AKP Sinha and Prof. RP Singh, the Standardised Adjustment Inventory consists of 60 questions with answer categories of "yes" and "no." The same instrument was used to gather data. The "t" test approach was used to analyse the data and interpret the findings. The results of the investigation showed that secondary school pupils' adjustment levels are average. Additionally, it was shown that there are notable differences in the social and emotional adjustment capacities of male and female pupils.

Devika, R. (2014) The capacity to meet one's life is education. The child's ability to adapt to different circumstances impacts their success in life. Numerous elements, including the child's home, social, educational, and financial adjustments, influence their adjustment. Here, the researcher wants to compare how well secondary school pupils adapt to their new environments. The survey approach was used to perform the investigation. The sample for the research consisted of 275 students, 151 of whom were males and 124 of whom were girls. They were chosen from eight secondary schools in the Thiruvananthapuram district, taking into account the gender and class (VII, IX, and X) as appropriate. The investigator created and standardised an adjustment inventory that was used to gauge secondary school pupils' adjustment. The research included percentage analysis and t test as its statistical methods. The results of the investigation showed that secondary school pupils' adjustment levels are average. Additionally, it was shown that there are notable differences between male and female secondary school pupils when it comes to family, social, educational, and financial adjustment, as well as a substantial disparity in the emotional adjustment of boys and girls.

The goal of Patel (2016) was to look at secondary school pupils' capacity for adjustment. The pupils' degree of adjustment was evaluated using the Sinha & Singh-created Adjustment Inventory for School pupils (AISS). Several demographic parameters were taken into consideration while conducting the research on a sample of 120 secondary school pupils from the MAHISAGAR district region. The necessary data was gathered via the use of the survey research technique. The mean, standard deviation, and t-test statistical methods were used to analyse the data that was gathered. The results of this research show that, when comparing secondary school students' adjustments based on factors such as gender, family structure type, and school language, there are notable variances.

Significance of the Study: The process of adjustment is how a living thing maintains a balance between its requirements and the external factors affecting those needs. It is the process by which a person makes an effort to satisfy their needs while managing stress, tensions, disputes, etc. In due order, the person may adapt to the new environment and establish harmonious connections with it. The pupils' emotional, social, and academic growth will be aided by this research. Students these days struggle to regulate their emotions. They are very

sensitive to all emotions and will respond accordingly. They quickly lose control of their actions, which leads to negative comments that ruin their career. These three areas are thus crucial for a student's personality development and for learning how to adapt to changing social circumstances, both of which contribute to the development of a decent citizen.

Objectives: The purpose of this research is to ascertain how well the Upper Primary school pupils of Patharpratima Block in the South 24 Pargana District of West Bengal are adjusting. Additionally, it determines how male and female pupils vary in terms of their social, emotional, and academic adjustment.

Hypothesis:

H₁-At the Upper Primary level, there won't be any discernible differences in the emotional adjustment of male and female pupils.

H₂ -At the Upper Primary level, there won't be any discernible differences in the social adjustment of male and female pupils.

H₃-At the Upper Primary level, there won't be any discernible differences in the educational adjustment between male and female pupils.

Methodology:

Method of Study

The present study was completed by using normative survey method.

Sample: Using a random selection approach, a sample of 120 students of upper primary level from different schools in the Pathar Pratim Block in the South 24 Pargana district of West Bengal was selected for the current research. Of the 120 pupils, 60 were male and 60 were female.

Tools: The Adjustment Inventory for School Students (AISS) is a structured questionnaire with 45 questions, 15 of which are in each of the three domains of adjustment (educational, social, and emotional). Each item receives a "yes" or "no" response. With a product moment correlation of 0.61 between criteria ratings and inventory scores, the split-half dependability is 0.96.

Statistical Techniques Used: Mean, Standard deviation and t- test were employed to analyses the collected data

Data Analysis and Interpretation:

Table: 1 Adjustment of Upper Primary School Students on the basis of Emotional, Social, And Educational Adjustmet.

| Areas of Adjustment | Mean (N=120) | S.D. | Level of Adjustment |
|---------------------------|---------------|-------------|---------------------|
| Emotional Adjustment | 8.75 | 1.57 | Unsatisfactory |
| Social Adjustment | 8.60 | 1.89 | Unsatisfactory |
| Educational Adjustment | 6.05 | 1.33 | Average |
| Overall Adjustment | 23.40 | 3.77 | Unsatisfactory |

A review of the information in Table 1 indicates that Upper Primary school pupils' overall adjustment is inadequate. The kids performed better in the educational adjustment category than in the emotional and social adjustment category, where they scored rather badly.

Table: 2 Emotional Adjustments of Male and Female Upper Primary School Students

| <i>Sub Groups</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> | <i>SEM</i> | <i>t</i> |
|-------------------|-----------|--------------|-------------|-------------|-------------|
| <i>Male</i> | <i>60</i> | <i>10.24</i> | <i>1.34</i> | <i>0.17</i> | <i>8.79</i> |
| <i>Female</i> | <i>60</i> | <i>8.12</i> | <i>1.30</i> | <i>0.16</i> | |

The emotional adjustment of Upper Primary school pupils is shown in the above table. It is clear from the data that the mean emotional adjustment score for male students is 10.24 with a standard deviation of 1.34, while the mean score for female students is 8.12 with a standard deviation of 1.30. The critical value is much lower than the computed t value of 8.79. The proposed hypothesis, "There will be no significant difference between male and female students at Upper Primary level in the emotional adjustment," is therefore denied. It indicates that when it comes to emotional adjustment, men and women vary greatly from one another.

Table: 3 Social Adjustments of Male and Female Upper Primary School Students

| <i>Sub Groups</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> | <i>SEM</i> | <i>t</i> |
|-------------------|-----------|-------------|-------------|-------------|-------------|
| <i>Male</i> | <i>60</i> | <i>9.62</i> | <i>0.86</i> | <i>0.11</i> | <i>4.76</i> |
| <i>Female</i> | <i>60</i> | <i>8.24</i> | <i>2.07</i> | <i>0.26</i> | |

The social adjustment of Upper Primary school pupils is shown in the above table. It is clear from the data that the mean social adjustment score for male students is 9.62 with a standard deviation of 0.86, while the mean score for female students is 8.24 with a standard deviation of 2.07. Significantly over the crucial limit, at 4.76, is the computed t value. Therefore, the premise that "There will be no significant difference between male and female students at Upper Primary level in the social adjustment" is rejected. It indicates that there are significant differences between male and female pupils' social adjustment.

Table: 4 Educational Adjustments of Male and Female Upper Primary School Students

| <i>Sub Groups</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> | <i>SEM</i> | <i>t</i> |
|-------------------|-----------|-------------|-------------|-------------|-------------|
| <i>Male</i> | <i>60</i> | <i>7.36</i> | <i>1.41</i> | <i>0.18</i> | <i>5.81</i> |
| <i>Female</i> | <i>60</i> | <i>6.12</i> | <i>0.86</i> | <i>0.11</i> | |

The Upper Primary school pupils' educational adjustment is shown in the above table. It is clear from the table that the mean educational adjustment score for male students is 7.36 with a standard deviation of 1.41, while the mean score for female students is 6.12 with a standard deviation of 0.86. 5.81 is the computed t value, which is much more than the critical threshold. Therefore, the proposed hypothesis is rejected: "There will be no significant difference between male and female students at Upper Primary level in the educational adjustment." It indicates that men and women vary greatly from one another in terms of educational adjustment.

Findings:

- The overall adjustment of Upper Primary school students is unsatisfactory.
- The male students differ significantly in regard to the emotional adjustment from their female counterparts.
- There is significant difference in the social adjustment between male and female students at Upper Primary level.
- The male students differ significantly in regard to the Educational adjustment from their female counterparts

Conclusion:

According to the report, school administrators should start offering Upper Primary school students adjustment programmes. To aid in children's general adjustment, orientation programmes, social events, and student organizations have to be set up inside the school setting. (Isabella, 2010). Thus, it is important to preserve a welcoming, liberated, open, and pleasant environment where students may communicate openly with their instructors. Thus, fostering a positive school atmosphere is crucial to helping pupils develop into better people who can handle the demanding demands of life. Instructors may significantly contribute to pupils' increased acclimation. Incorporating yoga and meditation, healthy group activities, cultural contests, sports, NCC, and other programmes into the school curriculum may help kids adapt emotionally.

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