

# A RESEARCH ON SOCIO-EMOTIONAL ADJUSTMENT WITH ACADEMIC ACHIEVEMENT TOWARDS SECONDARY SCHOOL STUDENTS

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## Abstract

*The present investigation aimed at finding the level of emotional maturity and adjustment of sec. school students in relation to type of schools (Govt. and private) and gender. Normative survey method was adopted in the present study to find out the emotional maturity and adjustment of government and private sr. sec. school students. Emotional Maturity Scale” was used to measure the emotional maturity and adjustment of students respectively. No significant difference was found in Emotional Maturity and Adjustment level of Sen. Sec. School students in relation to type of schools (Govt. And Private school) and gender (boys and girls). So, to be concluded, students of private and government schools are similar in their adjustment level and emotional maturity while boys and girls are also having comparable emotional maturity and adjustment level.*

**Keywords:** Educational adjustment, Self-efficacy, Gender, Type of school, Secondary school students.

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## INTRODUCTION

Generally, education conceived as a process or methods of learning and training that the whole of human personality in different dimension. It modifies man's experience, transforms his instinctive urges and impulses and determines his attitude and beliefs. Education enables man to draw out his hidden talents. It trains him to increase his productivity and thus it helps him to render more effective service to society. The basic purpose lying at the very root of every plan and programme of education is to bring about in the human being the changes, which are conducive to proper growth of the learner into full-fledged responsible citizens. Different philosophers, educationists, thinkers, statesman, politician, merchants, artisans and priests have given different definitions of education from time to time. The reason is that though education seems to be an abstract entity, its concept is dynamic. It has passed through many ages and stages in the process of evolution and at every stage it has had a different meaning according to the conditions then prevailing. Being dynamic in nature, the concept of education is always in the process of evolution that may never come to an end. It must continuously grow and change as ever. One essential and binding feature of human relationship is to be a man of culture. A man of culture is an individual asset to society. Education develops social efficiency in people, which implies social awareness, economic productivity, and cultural and moral refinement. Education makes people fit for life. Fitting of the individual for a life with other fellow beings mean that a man should be a good thinker, a good worker and a good companion. It is well said" "Sow a thought reap an action; sow a habit, reap a destiny". Such a man will create a heaven and a new earth. Education tells how "to play the game of life wisely and well" on three grounds – the playground of the senses, the playground of the skills and the playground of the soul". Adjustment is a process

through which a person tries to strike a balance between his requirement and situations. A person does not always get success according to his desire or efforts.

The reason for this lies either in unfavorable situations or in the limited capacities of the individual when he fails in this in his behaviour some abnormality may appear in this behaviour. There are so many factors which can influence the process of adjustment level of aspiration, socio-economic status, family environment, anxiety, frustration and above all his environment maturity. The concept of "Mature" emotional behaviour at any level reflects the fruit of normal emotional development. He has belief in long term reflects the fruit of normal emotional development. He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situations. An emotionally nature child has the capacity to make effective adjustment with himself, members of the family, his peers in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability of enjoys them fully. Therefore, the emotionally mature is not one who necessarily and hostility but it is continuously in process of seeing himself in clear perspective, continually involved in a struggle to gain health integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego.

### REVIEW OF LITERATURE

Ahmadi and Ali Fathi-Ashtiani (2008) studied Educational Adjustment and Educational Motivation in Military and Non-Military Students and found meaningful difference between military and non-military students in terms of familial adjustment, hygienic adjustment and total adjustment ( $p \leq 0.01$ ).

Hamidi & Hosseinib (2010) studied Relationship between Irrational Beliefs and Social, Emotional and Educational Adjustment among Junior Students and result showed that there is an inverse significant relation between irrational beliefs and general, social, emotional, and educational adjustment.

Kyalo & Chumba (2011) studied Selected Factors Influencing Social and Academic Adjustment of Undergraduate Students Of Egerton University; Njoro Campus. The findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university.

Singh & Aggarwal (2012) studied educational adjustment among male children studying in Hindi and English medium schools and the study finding revealed that majority of respondent had highly significant difference between educational adjustments across medium.

Goyat (2012) worked on Adjustment Level among Primary School Teachers in Jhajjar District. In this study it has been observed that there is no significant difference between male, Female and Rural, Urban Primary School Teachers.

Peerzada (2013) studied Adjustment of Science and Social Science Higher Secondary School Teachers - A Comparative Study and the findings of the study showed that the social science teachers have more adjustment problems than science teachers.

Lajwanti and Sharma (2013) studied Effect of Internet Use on Study Habits and Adjustment of Higher Secondary Students and results revealed that the mean of study habits and adjustment scores of internet users and non-users differ significantly.

Singh (2013) studied Anxiety and Adjustment Pattern of High and Low Academic Achievers and result indicated that the magnitude of anxiety was significantly higher among the high achievers, and significantly better in terms of their level of adjustment. However, inverse but relationship between anxiety and adjustment were found significant for both the groups of college students.

Nathial (2014) studied adjustment and emotional intelligence of university coaches in India and observed that the mean scores of state university coaches in India ( $m = 52.4$ ) was higher than the mean scores of central university coaches in India ( $m = 50.29$ ) which further means that coaches belonging to state universities have better adjustment than the

coaches belonging to central universities. It was also found that state and central university coaches did not differ significantly in their level of emotional-intelligence.

Kumar, Mehta & Maheshwari. (2014) Exploring achievement motivation, adjustment and emotional intelligence of students across different Indian demographic groups. Results revealed a significant difference in the social and educational areas of psychological adjustment of students belonging to different demographic groups. However, no significant difference was found in their level of achievement motivation, emotional adjustment and emotional intelligence.

Ranjan (2014) conducted a Comparative Study of Adjustment and Achievement Motivation of Normal and Physically Handicapped College Students and the result revealed that there is significant difference in home, health, social and emotional adjustment of normal and handicapped college students.

Sarita, Sonia, Sudesh (2015) studied adjustment problems of girls at U.G. level and P.G. levels in co-educational colleges and results revealed that the girls of both the groups U.G. & P.G. are not significantly differ in three areas out of five areas of adjustment i.e. home, social and educational. While in rest of the areas of adjustment i.e. health and emotional, there is a significant difference in their adjustment level.

Gihar & Sharma (2015) studied Impact of Personality traits on Adjustment and Education Aspiration of Secondary Students. There are vast differences in practices conducted in the secondary schools affiliated to both scholastic and co-scholastic areas between Central Board of Secondary Education, Delhi and state Governments such as Board of High School and Intermediate Education Uttar Pradesh Allahabad.

Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-educational Schools and found significant differences between the Adjustment of adolescent girls studying in co-educational and non-co-educational schools for all the dimensions of adjustment i.e. emotional, social and educational respectively.

## **EMOTIONAL MATURITY**

In the present circumstances, youth as well as children are facing difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tensions, frustrations and emotional upsets in day to day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Kaplan and Baron (1986) elaborated the characteristic of an emotionally nature person that he has the capacity to with stand delay in satisfaction of needs. Actually, emotional maturity is not only the effective determine of personality pattern but it also helps to control the growth of adolescent's development. The concept "Mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self-pity, might still be emotionally stunned and childish. The most outstanding mark of emotional maturity, according to Cole (1980) is ability to bear tension. Other mark is indifference toward certain kinds of stimuli that affect the child or adolescent and he develops moodiness and sentimentality. Besides, emotionally mature person persists the capacity for fun and recreation. Therefore, the emotionally mature is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continually involved in a struggle to gain healthy integration of feeling thinking action. Man has the distinctive capacity to aware of himself and to understand himself. Besides, he has unique position to living in a formal society. Both these facts raise question of attaining degree of inner harmony and competence in interpersonal relations. Every college students from his beginning days makes a long series of „Adjustment“ between the whole unique personalities he is and the programme of college, atmosphere at home, with peer group etc. Each girl and boy is seeking to become an individual person having a healthy physique a growing intellectual ability a greater degree of emotional poise an increased participation in social group. On the other hand personality alone is an important factor of an individual. It plays a important role in development and adjustment of an individual. It play role to know the nature, attitude, adjustment and thinking of boys and girls of different personality types. Students should be well adjusted. They are the future of the nation. Primary purpose of the education is to train students for tackling life's personal, social and emotional problems. This topic is of great importance for the teacher to make his students adjusted in such a manner so that the questions of conflict and frustration should not arise.

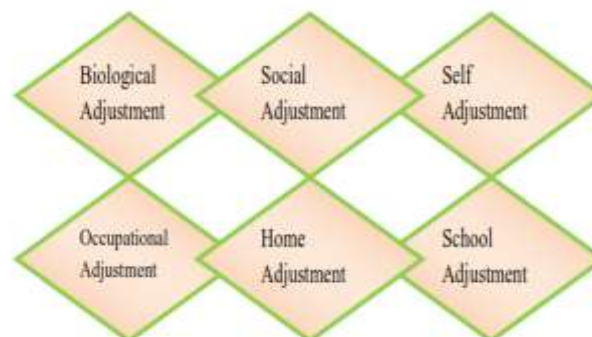
**ADJUSTMENT AS A PROCESS**

Adjustment as a process is of major importance. Psychologist, teachers and parents describe the ways and means of an individual’s adaptation to himself and his environment with reference to the quality of such adjustments of outcome in term of success and failure. It only shows how an individual or a group of people can cope up under changing circumstances known as adjustment process. The adjustment means reactions of the demand and pressure of social environment imposed upon the individual or it is not only process of filling himself into available circumstances but also the process of changing the circumstances to fit one’s need. The criteria of psychological comfort, work efficiency, and social acceptance have been involved by psychologists to judge the adequacy of adjustment. One of the important facts of adjustment is that individual have no psychological diseases as obsession, compulsion, anxiety and depression etc. The person, who makes full use of his occupational or social capacities, may be termed as well adjustment in his social set-up. But we see that societies differ in deciding the universally acceptable criteria of good behaviour, for example, in our country smoking and drinking are supposed to be anti-social but there are societies where these activities are quite normal for social adjustment.



**Fig.1: Factors Affecting Adjustment**

If we examine the various activities of an individual life, we will find that most of them involve adjustment of the individual to his vocational, social and economic problems. The process of adjustment starts right from the birth of the child and continues till his death. Life is a continuous process of adjustment most of them apparently significant and many of them carried out more or less automatically with no particular thought and often without awareness. It is well known that no two individuals are alike; they differ from each other in various aspects from time of birth to time of death, the adjustment of every person is differ from one other. If all people were exactly alike there would be no need of talking about adjustment.



**Fig.2: Types of Adjustment**

Although adjustment is the characteristics, integration of every aspect of the individual, some aspects are weightier than other. The aspect of adjustment that predominates is always the social aspect. The home provides the child with

experiences which to a considerable extent determines the course of adjustment of an individual. Adjustment plays a very important role in development of the person in particular fields.

### **ADJUSTMENT AT ADOLESCENT LEVEL**

Adolescent is a period of “stress and strain”. In simple words, it is a transition period between childhood and adulthood. It is characterised by new psychological, emotional, social, sexual as well as educational and intellectual changes. Adolescence is more generally defined to process of development and adjustment. The need and requirements of the adolescent change with their changing adolescent levels and it makes a difference in their adjustment also. Homosexuality and heterosexuality makes lots of difference in the likes and dislikes of the adolescents. In the same way, a change occurs in their physical features also which the adolescent feel a unique things. At this stage, they find themselves unable to adjust properly with their changing adolescent levels. Hence, the knowledge of adjustment of adolescent of different levels may be of a great help to the teachers, the parents and the adolescent as well.

### **CONCLUSION**

The result of the present study can be usefully employed in school practice. In this modern age the teachers try to know the adjustment level of students; a teacher with the knowledge of their adjustment can improve and develop students in positive direction, because adjustment is modified. The knowledge of adjustment and emotional maturity level may help the students to improve their adjustment, so that they can lead the society in better way. Parent’s awareness about the adjustment level of their child can be very helpful for their further development. The knowledge of adjustment and emotional maturity may help the students in making right vocational choice. Through adjustment study the counselor may know about the various levels of adjustment and emotional maturity in students which will help him in solving their problems. The present study was conducted with the purpose to see the Educational Adjustment and Self efficacy of secondary school students in relation to their Gender and Type of School. The present study was conducted to a randomly selected sample of 200 secondary school students of 9th class studying in Government and Private schools of Samba district of Jammu Division. The results of the study showed that female students of secondary schools are found educationally less adjusted than male students of secondary schools. Govt. school students are found educationally less adjusted than private school students. No significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

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