

A Study on the Social Adjustment of Upper Primary School Students

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Abstract: Teachers play a crucial role in maintaining the mental health of their students. Because proper mental health leads to social adjustment. Teachers can easily identify factors such as parental relationship, community, peer group, scientific advancements, and various cultural and social characteristics that affect adjustment and guide students towards proper social adjustment. School authorities must equip teachers with the essential training in social adjustment skills, so that they can foster excellent social skills in their students to promote effective social adjustment. The primary objective of the study is to examine the social adjustment of upper primary school students. Gender and locality are found to have a significant impact on upper primary school students' social adjustment. Furthermore, upper primary school children have a moderate level of social adjustment. The study included 300 students from five upper primary schools, 135 of whom are boys and 165 of whom are girls. To collect data, the authors developed a social adjustment scale.

Keywords: adjustment scale, factors, community, peer group.

INTRODUCTION

The term "social adjustment" refers to how an individual adapts to their environment through interaction. It is a continuous and ongoing process that enables people to adapt their interactions with their surroundings and others. Social adjustment is a psychological process that involves adapting to new standards and ideals. For students, social adjustment at school includes adjusting to their peers, teachers, classes, and the overall environment. It is critical to investigate and identify favorable and unfavorable factors that influence a child's adjustment, motivation, and, ultimately, achievement in school. The primary aim of this study is to assess the level of social adjustment and to determine if there are any significant differences in social adjustment among upper primary school students. The primary goal of this study is to identify the level of social adjustment and any significant differences exist in the social adjustment among upper primary school students.

NEED AND SIGNIFICANCE OF THE STUDY

Children's ability to adjust socially is influenced by their emotional awareness and comprehension of oneself and others. Children who are unstable and poorly adjusted perform worse in school with respect to their intelligence than children who are in a healthy equilibrium. In accordance with this, social adjustment of students at school is outlined in this study as the capability of students to become comfortable in emotional interaction with others and specific situations that exist around the school environment, which includes teachers, peers, subjects, and other matters related to productive and positive school conditions. Student peer groups can also influence students' self-esteem positively or negatively depending on how healthy the peer group relationships are. (Mantasiah, et al., 2021 & Parmer, L, 2022). It is considered very important to measure the social adjustment level of the students especially in the upper primary level because next they go to the adolescent stage. Social adjustment in this period is one of the main factors that improve their mental health to become a well-integrated personality.

REVIEW OF RELATED LITERATURES

The rationale for this study is a review of multiple prior research studies. Some of them are given below.

Runjun Saikia (2020) investigated the social adjustment of adolescents and the teacher's role. According to the author, students from diverse backgrounds, cultures, and skill sets attend school together, giving them the chance to demonstrate their adaptability skills and serving as a training ground for the rest of their lives. In order to succeed in school and college, a student must develop the ability to get along with peers and instructors from many cultures, religions, and philosophies of life.

Hetal D. Kavad and Ashwin Jansari (2019) conducted a study on the social adjustment of students living in hostels compared to those living at home. Their sample consisted of 120 students, with 60 residing in dormitories and 60 living at home. The results showed that students living at home exhibited better social adjustment than those residing in dorms.

Rakhi Ghatak (2018) studied the social adjustment of adolescents. The sample consisted of 100 higher secondary school students and the technique used for data collection was random sampling. The findings of the study showed a significant difference in social adjustment between male and female adolescents; however no significant difference was found in social adjustment between urban and rural adolescents.

A study conducted by Jayachandran (2015) investigated the social adjustment of higher secondary students. The primary aim of this study was to examine the level of social adjustment among students and discover the relationship between its various dimensions. The survey method was used to collect the data through a questionnaire administered via random sampling methodology. The sample size of the study consisted of 132 students. The study's main findings indicated that students at residential schools exhibited low levels of social adjustment, with significant positive associations among the dimensions of social adjustment.

OBJECTIVES

- To determine the level of social adjustment among upper primary school students
- To determine if there is any significant difference in social adjustment among upper primary school students based on gender and locality.

HYPOTHESES

1. The social adjustment level of upper primary school students is low.
2. There is no significant difference in social adjustment between male and female students.
3. There is no significant difference in social adjustment between rural and urban students

METHODOLOGY

The study's population comprised all secondary school students in the Kannur district, and 300 students were selected as a sample using the simple random sampling method. Since a large amount of data is needed to address the problem in the study, the authors have adopted a survey method, which is found to be appropriate for data collection and interpretation. The researchers visited the schools after receiving permission from the heads of schools to perform the study. For this study, students received the social adjustment scale as well as the appropriate instructions. The authors established the tool's face validity and reliability (0.752) using Cronbach's alpha.

ANALYSIS AND INTERPRETATION

Hypothesis 1. The social adjustment level of upper primary school students is low. Alternative Hypothesis: The social adjustment level of upper primary school students is not low.

Table – 1: Level of social adjustment

Variable	N	t df Sig
Social Adjustment	300	189.92 299 0.000

To test the above hypothesis 1, one sample t-test is used in SPSS. A one-sample t-test compares the mean of a single column of numbers against a hypothetical mean that we provide. Based on the one sample t-test results [$t_{(299)} = 189.22, p < 0.001$], it is clear from the table-1 that we deny the formulated hypothesis and accept the alternative hypothesis.

To test hypothesis 1, the mean (119.54) and standard deviation (10.90) of student social adjustment are calculated using descriptive analysis. To test this hypothesis 1, using the descriptive analysis, mean (119.54) and standard deviation (10.90) of the social adjustment of students is calculated. Upper and lower interval of the social adjustment is calculated using Mean \pm SD. Number of individuals whose

scores falling below lower limit ($119.54 - 10.90 = 108.64$) are considered as low level, falling within the upper and lower interval are termed as medium level and above the upper limit ($119.54 + 10.90 = 130.44$) had been identified as high level. Table 2 shows the number of students who have low, medium, and high levels of social adjustment.

Table – 2: Classification of the total sample (N = 300) based on social adjustment

S. No	Score	N	%	Verbal Description
1.	Below 109 score	35	11.66	Low
2.	Between 109 and 130 scores	167	55.66	Moderate
3.	Above 130 score	98	32.66	High

It is clear from table-2 that 11.66% of the students have a low level of social adjustment while 32.66% have a high level of social adjustment while the majority (55.66%) of students have medium level of social adjustment.

Hypothesis 2. There is no significant difference in social adjustment between male and female students.

Table – 3: Significance of the difference in social adjustment based on gender.

S. No	Variable	N	Mean	SD	t-value
1.	Boys	135	121.33	13.42	2.596*

2.	Girls	165	118.07	8.05	
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*significant @ 0.05 level.

Based on independent sample t-test results, from table-3 it is clear that there is a significant difference in social adjustment between male and female students since the observed t-statistic value 2.596 is greater than the t-critical value 1.96 at 0.05 level of significance $\{t_{(299)} = 2.596, p = 0.0099\}$. The Null hypothesis should be rejected if $|t|_{\text{observed}} > t\text{-critical}$ and $p_{\text{observed}} < 0.05$. Hence, the respective null hypothesis fails. It is clear from the mean difference that boys have higher social adjustment than girls.

Hypothesis 3. There is no substantial difference in social adjustment between students from rural areas and those from urban areas.

Table – 4. Significance of the difference in social adjustment based on locality.

S. No	Variable	N	Mean	SD	t-value
1.	Rural	150	121.09	11.74	2.494*
2.	Urban	150	117.98	9.78	

*significant @ 0.05 level.

Based on independent sample t-test results, from table-4 it is clear that there is a significant difference in social adjustment between rural and urban students since the observed t-statistic value 2.494 is greater than the t-critical value 1.96 at 0.05 level of significance $\{t_{(299)} = 2.494, p = 0.0131\}$. The Null hypothesis should be rejected if $|t|_{\text{observed}} > t\text{-critical}$ and $p_{\text{observed}} < 0.05$. Hence, the respective null hypothesis fails. It is clear from the mean difference that rural students have higher social adjustment than urban students.

DISCUSSION AND IMPLICATION

From this study it has been revealed that the majority of upper primary school students possessed a moderate level of social adjustment. A wide range of variables influence the child's adjustment, such as home, peers, teachers, family, and other social members. Teachers have a critical role in helping children acquire social adjustment skills. A teacher's job is crucial not just as an interpreter of culture and transmitter of knowledge, but also as a creator of attitudes, values, and beliefs, as well as assisting students in better social adjustment to their surroundings. In order to improve a student's social adjustment abilities, the teacher must primarily lead and facilitate them through multiple community activities. At the end of this study, it has been revealed that boys have more social adjustment than girls. Similarly, rural students have more social adjustment than urban students. It is hypothesized that this may be because the students from rural areas are often associated with joint families and relatives. Therefore, teachers should pay some attention to increase the social adjustment skills of girls. Similarly, teachers should give their attention to urban students. Teachers should provide students with role-play social situations, group work plays, modeling, shaping, feedback, and reinforcing positive interactions. Schools should provide necessary facilities to teachers to overcome students' adjustment problems.

CONCLUSION

One of the most crucial human psychological processes is adjustment. Life is a learning experience. If we want to be happy in life, we must adapt to our surroundings. Social adjustment also assists children in developing

strong social relationships that they may nurture and appreciate throughout their lives. This research determined the difference in social adjustment of upper primary school students based on gender and locality. The findings indicate that boys have a higher social adjustment rate than girls and rural students exhibit better social adjustment compared to their urban counterparts.

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