

# Home Adjustment, School Adjustment and Social Adjustment of Higher Secondary School Students: A Review

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**Abstract:** *Adjustment is a process that is supposed to lead to a person's happy and contented life. It establishes a balance between requirements and capacity to meet them, persuades those concerned to adapt their lifestyles to the demands of the circumstances, and provides the strength and capability to bring about desired changes in environmental conditions. The study suggested that schools must emphasize teaching students how to adjust to themselves and their surroundings, rather than just excellent academic achievement. Schools must hold regular sessions with student's parents to keep them informed about their children's progress. Schools must keep a separate record of students' behaviour inside the school and identify emotionally immature students. This will help them to give counseling. All the schools must be upgraded with modern amenities such as a well-equipped laboratory, a well-stocked library, and well-organized classrooms. In the classroom, a technique of group discussion and other curricular activities might be organized. As a result, the student's adjustment will improve. This study presents a review of literature on the topic. This paper is an attempt to reviews the papers from 2010 to 2020.*

**Keywords:** Adjustment, School, Review, Behaviour, Students

## I. INTRODUCTION

Adjustment is an important state in a person's life that has an impact on their relationships with others. Adjustment is a term that refers to making active and innovative efforts to live more efficiently. Home, school, social, emotional, and personal life all play a role in the adjustment process. As a result, we can define adjustment as the process of maintaining a balance between physical, social, and psychological needs, as well as the conditions that influence the satisfaction of these needs. Parents, schools, and peer groups all play essential roles in assisting an individual in getting adjusted. According to Warren, (1934), "Adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal" (as cited by Yelleiah, 2012,p. 84-85). Everyone is confronted with such challenges in order to survive or flourish. Different individuals meet these requirements in different ways. The individual's strategy for dealing with this is known as adjustment. When an individual's efforts are successful and satisfying, then it is a case of good adjustment. According to **Raju&Khaja, (2007)**, Adjustment is a process whereby an individual modifies his/her behaviour to achieve a balanced relationship between himself/herself and his/her immediate environment. It is an achievement process through which an individual maintains a balance between his/her needs and the desires to gratify such needs"(as cited by **Bhat, 2020, p.137**).

### 1.1 Significance of the Study

It is an obvious fact that good adjustment is necessary for a person's normal development. Education prepares a person for a healthy adjustment in a variety of current and future life situations. This suggests that adjustment and education are intimately connected and mutually advantageous to each other. One of the essential functions of school is to assist students in developing the skills that will enable them to make effective adjustments in life. Adolescence is

distinguished by a number of issues that have an impact on mental health. Academic achievement or educational attainment is the success narrative of a student's life. As a result, adjustment is a powerful enforcing element of academic achievement in the educational context.

## **II. LITERATURE REVIEW**

**Malik, S. A. (2020).** The researcher examined the emotional competence and Adjustment of Kashmir Valley secondary school students who had been affected by militancy. This research was both descriptive and correlational in nature. The students were divided into two groups: direct militancy affected students (N= 150) and indirect militancy affected students (N= 150) and were selected using a snowball sampling technique from 5 districts in the Kashmir Valley (Anantnag, Shopian, Kulgam, Pulwama, and Kupwara). Data was collected using the Adjustment Scale and the Emotional Competence Scale. The findings of the study revealed that indirect militancy-affected students have higher emotional competence as compared to direct militancy-affected students. Also, the study revealed that indirect militancy-affected students have better adjustment as compared to direct militancy-affected students. The findings also revealed a positive correlation between emotional competence and adjustment. It implies that the higher the emotional competence, the better the adjustment.

**Kaur, J., & Gupta, P. (2019).** The aim of this study was to determine the impact of the home environment on the adjustment of secondary school students in the Sangrur district of Punjab. A total of 200 students from 10+1 classes were chosen from government secondary schools located in rural and urban areas of the district. The Bell Adjustment Inventory (1962) for School Students and Mishra's Home Environment Inventory (HEI) (1989) was used to collect data. Descriptive and inferential statistics were used to analyze the data. The results of the study showed that many home environment dimensions (Control, Protectiveness, Conformity, Social isolation, Reward, Deprivation of privilege, and Permissiveness) were found to be significantly correlated with various adjustments (Home, Health, Social and Emotional) of secondary school students.

**Kaur, H., & Chawla, A. (2018).** The study's aim was to investigate the level of academic anxiety and school adjustment among school-going girls and boys in orphanages and those living with their families. Gender differences were also investigated. A total of 60 school-going adolescent girls and boys living in orphanages, as well as a control group of adolescents living with families, were chosen for the research. They were matched on age, gender, and school. To explore the socio-demographic profile of the respondents, a self-constructed interview schedule was used, as well as the Academic Anxiety Scale for Children by Singh and Sengupta and the Adjustment Inventory for School Students by Sinha and Singh were used for the study. The findings revealed that academic anxiety was higher among adolescents living in families than among those living in orphanages, with gender differences indicating that girls had higher academic anxiety than boys. This showed that teenagers who live with their families could be under more pressure from their parents to receive higher grades and do well in school, which may be one of the reasons why they have higher academic anxiety than those who live in orphanages. Further research revealed that the school adjustment of adolescents living in families was higher than that of adolescents living in orphanages and that girls had a lower level of adjustment than boys, implying that orphanages should create a near-home-like environment to give them the best chance to build and grow.

**Wadhawan, K. (2018).** The aim of the study was to compare the Adjustment of Panchkula senior secondary school students. A total of 200 11th class students from government and private schools in Panchkula were included in the study. To collect data, A. K. P. Sinha and R. P. Singh's (1971) Adjustment Inventory was used. The "t" test was used to evaluate the collected data. The findings of this study revealed that girls have better overall adjustment than boys. Girls are found to be well balanced physically, socially, and educationally than their male counterparts. Students in urban areas are found to be more physically, socially, and educationally balanced than their counterparts in rural areas. The findings also showed that there is a major gender gap in senior secondary school students' emotional adjustment. Girls in Panchkula are found to be more emotionally balanced than boys. The study also shows that there is a significant gender difference in senior secondary school students' adjustment. This demonstrates that female students in senior

secondary schools have a better social adjustment than male students. The study also shows that urban students in senior secondary schools have a higher mean educational adjustment than rural students.

**Packiaselvi, P. P., & Malathi, V. A. (2017).** The study's main goal is to determine the effect of social adjustment on academic achievement among higher secondary school students in the Coimbatore Educational District. This study is being conducted with the aim of exploring the relationship between social adjustment and the general achievement of 148 high school students. Descriptive and differential analyses were used to examine the investigation. The study concluded that there is no significant difference in their mean score of social adjustment and academic achievement based on mother tongue, gender, school location, family type, educational qualification of parents, occupation of parents, and monthly income of parents. This study will help teachers and administrators in the Coimbatore District look for ways to improve social adjustment among students in higher secondary school and its effect on their academic achievement.

**Bhagat, P. (2016).** The aim of this study was to compare the adjustment of secondary school boys and girls. The research was conducted on 200 9th grade students from government and private schools in the Samba district of the Jammu Division. To collect data, K. P. Sinha and R. P. Singh's (1971) Adjustment Inventory was used. The 't' test was used to evaluate the collected data. The findings of this study revealed that girls' overall adjustment is greater than boys'. Girls are found to be more emotionally and educationally adjusted than their male counterparts. Boys are found to be more socially adjusted.

**Devika, R. (2014).** The researcher's aim was to conduct a comparative analysis on the adjustment of secondary school students. The survey method was used to conduct the research. The research included a total of 275 students, with 151 boys and 124 girls making up the sample. They were chosen from 8 secondary schools in the Thiruvananthapuram district, with equal representation of gender and class (VII, IX, and X). Secondary school students' adjustment was measured using an adjustment inventory developed and standardized by the investigator. The study's statistical methods were percentage analysis and the t-test. As per findings, secondary school students have an average level of adjustment. It was also found that there is a significant difference in emotional adjustment between boys and girls, but no significant difference was found in family, social, educational, and financial adjustment between male and female secondary school students.

**Chauhan, V. (2013).** The study's aim was to study the total adjustment of higher secondary students and classify them according to their adjustment scores. To make a total sample of 111, 51 boys and 60 girls were randomly selected from higher secondary schools in the Durg district of Chhattisgarh state. The tools of A.K.P. Singh and R.P. Singh were used for the study. According to the findings, there is a significant difference in overall adjustment between male and female students in higher secondary school. The research also shows that emotional adjustment differs significantly between male and female higher secondary students. The study also found that there is no significant difference in social adjustment between male and female students in higher secondary school. Furthermore, the study shows that there is a significant difference in educational adjustment between male and female students in higher secondary school. In terms of adjustment, there is a difference between male and female students. Female students have outstanding and strong adjustment. When compared to male students, female students have a good and excellent degree of adjustment.

**Yellaiah, N. S. (2012).** The aim of the study was to examine the adjustment level of high school students in relation to Academic Achievement. The sample consisted of 300 students in class IX from different government and private schools in rural and urban areas of Andhra Pradesh's Mahabubnagar district. The Adjustment Inventory for School Students (AISS) by Prof. A.K. Singh and Prof. R.P. Singh was used for this investigation. According to the findings, male and female students differ significantly in terms of adjustment and academic achievement; students from government and private schools, as well as students from rural and urban schools, show no significant differences in adjustment and academic achievement. It is also found that there is a low and positive relationship between Adjustment and Academic Achievement.

**Tunde, O. T. (2010).** This research examined the psychosocial adjustment trends among hearing-impaired, physically-impaired, and non-impaired students in Nigerian integrated junior secondary schools. A total of 1,295 students were chosen from 12 schools in 7 Nigerian states, with 782 being non-impaired, 97 being hearing-impaired, and 216 being

physically impaired. The majority of the students were psycho-socially adjusted, and there was a significant relationship between their social, psychological, and psychosocial adjustment, with psychological adjustment having a stronger relationship with psychosocial adjustment. The findings have important implications for counseling intervention programmes aimed at improving psychological adjustment among students with disabilities and social skills among those without disabilities.

### **III. DISCUSSION**

Firstly, the review discovered that the parent should observe and learn about the children's strengths and weaknesses to guide the child effectively.

Second, the review indicates that schools must emphasize teaching students how to adjust to themselves and their surroundings, rather than just excellent academic achievement.

Thirdly, the review found that learners must develop their ability to adjust, which will enable them to grow into responsible citizens of society.

### **IV. CONCLUSION**

The adjustment is complete when the individual's relationship with his or her surroundings is in accordance with the norms. Schools must place emphasis on teaching students how to adjust to themselves and their surroundings, rather than just excellent academic achievement. Schools must hold regular sessions with students' parents to keep them informed about their children's progress. Schools must keep a separate record of students' behaviour inside the school and identify students who are emotionally immature. This will help them to give counseling. All the schools must be upgraded with modern amenities such as a well-equipped laboratory, a well-stocked library, and well-organized classrooms. In the classroom, a technique of group discussion and other curricular activities might be organized. As a result, the students' adjustment will improve. From the time he or she leaves the family and enters school, every individual undergoes a long series of adjustments between his or her own distinctive personality and the environment. Each boy and girl's strong desire to develop into a unique individual with a healthy physique, increasing intellectual capacity, increased emotional poise, and more participation in social groups all contribute to the development of one's personality. Parents, teachers, and other major members of a person's society will all foster this desire.

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