



A STUDY ON ADJUSTMENT PROBLEMS OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study examined the adjustment problems of higher secondary school students. A descriptive survey method was adopted, and a sample of 500 students from Guntur city of Guntur District, Andhra Pradesh, was selected using the stratified random sampling technique. The researcher collected data with the help of the Adjustment Inventory for School Students (AISS) developed by Sinha and Singh. The findings revealed a significant difference in adjustment problems with respect to gender, whereas no significant differences were found with respect to type of family and locality. The study emphasizes the need for appropriate guidance and counseling services to help students overcome adjustment problems and promote their academic, social, and emotional well-being.

Keywords: *Adjustment Problems, Adolescents, Higher Secondary School Students.*

Introduction

Adjustment is a fundamental psychological process through which individuals maintain harmony between their needs and the demands of their environment. In the educational context, adjustment plays a crucial role in determining how effectively students cope with academic, social, emotional, and personal challenges. Higher secondary school students are in a critical stage of adolescence, characterized by rapid physical, psychological, and social changes. During this period, students are expected to make important academic decisions while simultaneously managing peer relationships, family expectations, and emotional fluctuations. In the present competitive educational scenario, higher secondary students often experience various adjustment problems such as academic stress, lack of concentration, examination anxiety, peer pressure, communication difficulties, and emotional instability. These problems may adversely affect their academic performance, motivation, and overall well-being. Inadequate adjustment can also lead to behavioral issues, low self-esteem, and disengagement from school activities.

The school environment, family background, teaching methods, and peer influence significantly contribute to the adjustment patterns of students. Supportive relationships at home and school can enhance positive adjustment, whereas stressful or unsupportive environments may intensify adjustment difficulties. Therefore, understanding the nature and extent of adjustment problems among higher secondary school students is essential for improving educational outcomes and promoting mental health. In this context, the present study attempts to examine the adjustment problems of higher secondary school students and highlight the need for appropriate guidance and counselling services to help students cope effectively with their academic and personal challenges.

Need and Significance of the Study

The higher secondary stage is a crucial phase in the educational journey of students, as it represents a transition from adolescence to early adulthood. During this period, students are required to make important academic and career-related decisions while simultaneously coping with various psychological, social, and emotional changes. These developmental challenges often lead to adjustment problems, which may adversely affect their academic performance and overall well-being. In the present competitive educational environment, students face increasing academic pressure, examination stress, parental expectations, peer influence, and social comparison. These factors may result in poor adjustment, anxiety, lack of confidence, and reduced motivation among higher secondary school students. If these issues are not identified and addressed at the right time, they may lead to long-term negative consequences such as academic failure, behavioral problems, and emotional instability.

The present study is significant as it helps in identifying the nature and extent of adjustment problems among higher secondary school students. It provides valuable insights to teachers, parents, and school administrators regarding the difficulties faced by students in academic, social, and emotional domains. The findings of the study may help in developing effective strategies for improving student adjustment and creating a supportive learning environment. Further, the study is useful for educational planners and policymakers in strengthening guidance and counselling services in schools. It also highlights the need for training teachers to understand student behavior and to provide appropriate psychological support. By addressing adjustment problems effectively, schools can enhance students' academic achievement, personality development, and overall quality of life.

Review of Related Literature

Ambedkar (2013) studied social maturity and adjustment among higher secondary school students. The findings revealed that adjustment levels were significantly influenced by social maturity, indicating that students with higher social maturity were better adjusted in school situations. The study also highlighted the importance of emotional and social development in improving students' adjustment abilities.

Komala (2014) investigated the relationship between stress and adjustment among adolescents in India. The study found that higher stress levels were associated with poor adjustment in academic, social, and emotional areas. Both boys and girls showed moderate to low levels of adjustment, indicating widespread adjustment difficulties among adolescents.

Kaur and Malhotra (2015) examined adolescents' perception of adjustment problems and found that students experienced greater adjustment difficulties in academic and health domains compared to family and social domains. The study highlighted the need for school counseling services to support students' adjustment.

Statement of the Problem

“A Study on Adjustment problems of Higher Secondary School Students”.

Objectives

- To find out whether there is any significant difference in the adjustment problems of Higher Secondary School students with respect to Gender.
- To find out whether there is any significant difference in the adjustment problems of Higher Secondary School students with respect to Management.
- To find out whether there is any significant difference in the adjustment problems of Higher Secondary School students with respect to Locality.

Hypotheses

- There is no significant difference in the adjustment problems of Higher Secondary School students with respect to Gender.
- There is no significant difference in the adjustment problems of Higher Secondary School students with respect to School Management.
- There is no significant difference in the adjustment problems of Higher Secondary School students with respect to Locality.

Research Methodology

The present study adopted the descriptive survey research design. The sample consisted of 500 Higher Secondary School students from Guntur city of Guntur District, Andhra Pradesh. A stratified random sampling technique was employed to select the participants, ensuring adequate representation of the population across relevant strata. The Adjustment Inventory for School Students (AISS) developed and standardized by Sinha and Singh (1971) was used for data collection. The inventory consists of 60 items covering three dimensions: Emotional Adjustment, Social Adjustment, and Educational Adjustment, with 20 items in each dimension. Responses are recorded on a three-point scale: Always, Sometimes, and Never. The inventory includes 23 positive and 37 negative items, with reverse scoring applied to negative statements. The split-half reliability coefficient of the inventory is 0.95 indicating high reliability.

Statistical Techniques Used

Mean, Standard Deviation, Percentage, Critical Ratio, were used in the study to analyze the data.

Data Analysis

Table 1: Gender-wise Comparison of Adjustment Problems among Higher Secondary School Students

Gender	N	Mean	S.D.	C.R.
Boys	250	86.48	13.52	3.40**
Girls	250	82.52	12.43	

** Significant at 0.01 level

The obtained C.R. value (3.40) is greater than the table value (2.58) at the 0.01 level of significance. Hence, the null hypothesis is rejected. This indicates that there is a significant difference in the adjustment problems of Higher Secondary School students with respect to gender. The findings reveal that boys have higher adjustment problem scores than girls, indicating comparatively poorer adjustment among boys.

Table 2: Management-wise Comparison of Adjustment Problems among Higher Secondary School Students

Management	N	Mean	S.D.	C.R.
Private	250	82.34	13.82	0.61#
Government	250	81.56	14.74	

Not Significant at 0.05 level

The obtained C.R. value (0.61) is less than the table value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in the adjustment problems of Higher Secondary School students with respect to type of family. Therefore, the type of family does not significantly influence the adjustment problems of Higher Secondary School students.

Table 3: Management-wise Comparison of Adjustment Problems among Higher Secondary School Students

Locality	N	Mean	S.D.	C.R.
Rural	250	83.87	13.34	0.54#
Urban	250	84.58	15.82	

Not Significant at 0.05 level

The obtained C.R. value (0.54) is less than the table value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in the adjustment problems of Higher Secondary School students with respect to locality. Therefore, locality does not significantly influence the adjustment problems of Higher Secondary School students.

Major Findings of the Study

- There is a significant difference in the adjustment problems of Higher Secondary School students with respect to gender. Boys were found to have higher adjustment problem scores than girls, indicating comparatively poorer adjustment among boys.
- There is no significant difference in the adjustment problems of Higher Secondary School students with respect to type of family. Family type does not significantly influence students' adjustment problems.
- There is no significant difference in the adjustment problems of Higher Secondary School students with respect to locality. Students from different localities exhibit similar levels of adjustment problems.

Educational Implications

The findings of the study emphasize the need for effective guidance and counseling services in higher secondary schools. Such services can help students cope with emotional, social, and educational challenges, thereby promoting better adjustment and overall well-being. Regular counseling sessions and support mechanisms can assist students in managing their problems more effectively.

Teachers should adopt student-centered teaching strategies that encourage active participation, positive relationships, and emotional growth. Educational institutions should also create a supportive and inclusive school environment where students feel safe, valued, and accepted. A positive school climate can play a significant role in fostering healthy adjustment among students and improving their academic performance.

Regular assessment of students' adjustment levels is essential for identifying adjustment problems at an early stage. School administrators should implement programmes that enhance students' emotional stability, social competence, and academic adjustment. The findings of the study provide valuable insights for educators, counselors, and policymakers in designing appropriate interventions and support systems to improve students' adjustment and overall development.

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