

Research Article

Emotional Adjustment among Higher Secondary Students in Relation to Some Selected Demographic Variables

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Abstract: The objective of this paper was to compare the emotional adjustment among higher secondary students in Coochbehar district of West Bengal concerning age, gender, type of family and father's education. In this survey, 400 participants were selected purposively from four higher secondary students. For collecting data researchers used the inventory namely, 'Bell's Adjustment Inventory (BAI-o)' developed by Dr. R.K. Ojha [1] and translated in Bengali language by Mohakud & Kirtania [2]. Collected data were analyzed through Mean, SD, t-test, and one-way ANOVA etc. in SPSS. The results revealed that there is a significant difference in emotional adjustment among higher secondary students with respect to their age and gender, and it is also showed that there is no significant difference in emotional adjustment among students concerning type of family and father's education.

Keywords: Emotional Adjustment, School Students, Age, Gender, Family type, Father's education.

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INTRODUCTION

In psychology, Adjustment refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs. Human beings can adjust to the physical, social and psychological demands of inter-dependability with other individuals. Adjustment as a process describes and explains the ways and means of an individual's adaptation to himself and his environment. Adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical dimensions. It refers to the psychological process through which people manage or cope with everyday life's demands and challenges. It deals with the way an individual adapts to his environment and the demand of life. This includes how he relates to others and how he deals with his responsibilities and inner feelings. Adjustment helps to cope with the demands, pressure of the outside world, needs, and desires. A person has to adjust to every walk of life. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Home and school play a vital role in the adjustment of an individual. Adjustment is to achieve the mental or behavioral balance between one's own

needs and the demands of others as a result of which the individual is put to a more satisfactory state.

The term Emotion is derived from the Latin word "Emovere" which means to move or to drive. They are the reaction to a person, object, or event and expressed in a variety of ways such as anger, fear, joy, love, happiness, sadness, etc. Emotion adjustment is also called a personal adjustment. Emotion is the current of energy that is within us. Emotion may be defined as the stirred up of an organism involving internal and external changes in the body. Our emotions control our behavior. Emotion is a dynamic inner adjustment in the organism that operates for the Satisfaction and welfare of the individual. Parents and teachers are more responsible for the emotional adjustment of the child. A person is emotionally adjusted if she expresses emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions cause mental disorders and maladjustment. Emotional adjustment is essential for creating a sound personality. It is the roof of personality adjustment and physical, intellectual mental, and esthetical adjustments are possible when emotional adjustment is made.

Emotional adjustment referred to the adjusting ones in any given situation. Emotion influences every stage of one's life. Thus emotional adjustment can easily be defined as the ability of an individual to deal successfully with other people. Our reactions are life's situations will greatly be deepened on our emotional adjustment. Emotional adjustment involves feeling, thinking, understanding of emotions of one's own and others. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments between the whole unique personality and the environment. The ardent desire of each boy and girl to become a person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers, and other significant members of the society to which person belong will encourage this desire. Richard & Sumathi [3] showed that there is a significant difference in the emotional adjustment with respect to gender, locality, and group opted in XI standard. Rajeswari & Eljo [4] revealed that emotional adjustment ability among the adolescent school students is low level. Bilal & Gul [5] revealed that there is a positive and significant correlation between socio-emotion adjustment and academic achievement of adolescent girls, and the socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement, and also it is found that there was a significant difference in socio-emotional adjustment between rural and urban adolescent girls. Sivakumar [6,10,11] showed that the higher secondary male and female, rural & urban students have similar emotional adjustment. Soni [7] revealed that there is a significant positive relationship between adjustments of adolescent students in relation to their emotional intelligence. Akande *et al.*, [8] indicated that secondary school students had a low level of emotional adjustment. Joseph [9] revealed that there is a significant difference between internet addiction of male and female students of higher secondary whereas there is no significant difference in emotional adjustment of male and female higher secondary students. With this in mind, the present paper investigated the "Emotional Adjustment among Higher Secondary Students in Relation to Some Selected Demographic Variables".

Objectives of the Study

The following objectives were taken for the present study:

1. To study the emotional adjustment of higher secondary students in the Coochbehar district of West Bengal with regard to their age, gender, type of family and father's education.

HYPOTHESES OF THE STUDY

Keeping the objectives in mind, the following hypotheses were framed to measure them:

- H01:** There is no significant difference in emotional adjustment among higher secondary students in relation to their age;
- H02:** There is no significant difference in emotional adjustment among higher secondary students in relation to their gender;
- H03:** There is no significant difference in emotional adjustment among higher secondary students in relation to their type of family;
- H04:** There is no significant difference in emotional adjustment among higher secondary students in relation to their father's education;

METHOD

Population

The population of this study was students of Class XI-XII in Coochbehar District of West Bengal.

Sample and Sampling Techniques

Purposive sampling technique was used to select four higher secondary schools in Coochbehar district of West Bengal and collected the data from 400 students (XI-174, XII-226) of these schools.

Measures

In this survey, the researchers used the inventory namely, 'Bell's Adjustment Inventory (BAI-o)' developed by Dr. R. K. Ojha [1] and translated in Bengali language by Mohakud & Kirtania [2].

Statistical Techniques Used

To analyse collected data, the researchers used descriptive statistics like- Mean, SD etc. and inferential statistics like- t-test and one-way ANOVA through SPSS.

Analysis and Interpretation

H01: There is no significant difference in emotional adjustment of higher secondary school students with regards to age.

Table-1: T-test Showing the Age difference in Emotional Adjustment of Higher Secondary Students

Age	N	Mean	Std. Deviation	t	df	Mean Difference	Sig. (p)	Std. Error Difference
14-15 years	166	14.59	5.125	2.178	398	1.230	0.026	0.552
16- Above years	234	15.82	5.858					

The t-test result (Table-1) shows that the result is statistically significant as the p-value is less than 0.05 level of significance ($p=.026 < 0.05$) therefore, rejecting the Null hypothesis H01. Hence, it can be concluded that there is a significant difference in emotional

adjustment ability among higher secondary students with respect to age.

H02: There is no significant difference in emotional adjustment of higher secondary school students with regards to gender.

Table-2: T-test showing the Gender difference in Emotional Adjustment of Higher Secondary Students

Gender	N	Mean	Std. Deviation	t	df	Mean Difference	Sig. (p)	Std. Error Difference
Male	163	12.86	5.206	7.796	398	4.137	0.000	0.530
Female	237	17.00	5.222					

The t-test result (Table-2) shows that the result is statistically significant as the p-value is less than 0.05 level of significance ($p=.000 < 0.05$) therefore, rejecting the Null hypothesis H02. Hence, it can be concluded that there is a significant difference in emotional

adjustment ability among higher secondary students with respect to gender.

H03: There is no significant difference in emotional adjustment of higher secondary school students with regards to family type.

Table-3: T-test showing the Family Type difference in Emotional Adjustment of Higher Secondary Students

Family Type	N	Mean	Std. Deviation	t	df	Mean Difference	Sig. (p)	Std. Error Difference
Unitary	293	15.40	5.670	0.508	398	0.321	0.604	0.618
Joint	107	15.07	5.393					

The t-test result (Table-3) shows that the result is statistically not significant as the p-value is greater than 0.05 level of significance ($p=.604 > 0.05$) therefore, accepting the Null hypothesis H03. Hence, it can be concluded that there is no significant difference in

emotional adjustment ability among higher secondary students with respect to their family type.

H04: There is no significant difference in Emotional Adjustment of Higher Secondary School Students with regards to father education.

Table-4A: One-way ANOVA Showing Father's Education difference in Emotional Adjustment of Higher Secondary Students

Descriptive Statistics of Father Education Wise Emotional Adjustment				
Father Education	N	Mean	Std. Deviation	Std. Error
Illiterate	56	15.55	5.787	0.773
Elementary Level	197	15.55	5.643	0.402
Secondary Level	87	14.66	5.249	0.563
Higher Secondary Level	35	15.60	5.516	0.932
Higher Education	25	14.76	6.220	1.244
Total	400	15.31	5.592	0.280

Table-4B: ANOVA Showing Father's Education difference in Emotional Adjustment of Higher Secondary Students

One-way ANOVA of Father Education Wise Emotional Adjustment					
Source of Variance	Sum of Squares	df	Mean Square	F	Sig.(p)
Between Groups	62.314	4	15.578	0.496	0.739
Within Groups	12415.246	395	31.431		
Total	12477.560	399			

One-way ANOVA result (Table-4B) shows that the result is statistically not significant as the p-value is greater than 0.05 level of significance ($p=.739 > 0.05$) therefore, accepting the Null hypothesis H04. Hence, it can be concluded that there is no significant difference in emotional adjustment among students with respect to their fathers' education.

FINDINGS

As per the analysis and interpretations, the following findings were stated below-

1. It is revealed that there is a significant difference in emotional adjustment of higher secondary students in relation to their age.
2. Gender has a significant impact on emotional adjustment of higher secondary students;

3. There is no significant difference in emotional adjustment of higher secondary school in relation to their type of family.
4. Results showed that there is no significant difference in emotional adjustment of higher secondary students in relation to their father's education.

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