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### Study on high school adjustment among respondents of Mehsana district; Gujarat

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#### Abstract

The term adolescence comes from the Latin word *adolescere*, meaning “to grow” or ‘to grow to maturity’. Teenage is a period of personal development during which a young person must establish a sense of individual identity and feeling of self-worth. Two environment, home and school share an influential space in child’s life. The school is considered a more conducive place for the cultivation of certain non-academic goals that are more needed in the present day adjustment to the environment. Life is a continuous process of adjustment (Tallent, 1978). Psychology is defined as the science of human behavior and behavior can be better understood if we know the process of adjustment. The present study aims to investigate the School Adjustment of 810 teenagers in the age group of 13 to 16 years in high school setting of Mehsana District of Gujarat State. Multistage random sampling procedure was followed to collect the data. A representative sample of 810 respondents (Inclusive 405 boys and 405 girls) perusing in classes IX and X in high school setting of Mehsana District were randomly selected for the study. The sample was selected from two different classes on availability basis. One standardized High School Adjustment Inventory (HSAI) developed by A.K Singh and A. Sen Gupta was used for collecting data of respondents. Result depicts that 89.51 per cent respondents belonged to medium level of high school adjustment among over all respondents. It means these respondents are adjusting well have a sense of belonging to the school-they feel comfortable, secure and relaxed rather than anxious, fearful or upset. They listen to and follow instructions, interact well with others, share and take turns, cope with normal day-to-day conflicts and are able to manage their feelings and emotions appropriately. They are interested in learning and are motivated to take part in school activities. Further, it can be inferred from data regarding high school adjustment the girl respondents perceived highest score than boy respondents. Result revealed that girls are well adjusted with their counterparts. Significant association was found between independent and dependent variable. Results show that Sex, Ordinal Position, Family Types, Family Size, Number of Sibling, Family Income and Mass Media Exposure of the respondents’ affect high school adjustment among all respondents.

**Keywords:** Teenager, high school and adjustment

#### 1. Introduction

The term adolescence comes from the Latin word *adolescere*, meaning “to grow” or ‘to grow to maturity’. Teenage is a period of personal development during which a young person must establish a sense of individual identity and feeling of self-worth. Two environment, home and school share an influential space in child’s life. The school is considered a more conducive place for the cultivation of certain non-academic goals that are more needed in the present day adjustment to the environment. With the increasing importance of schools in this direction, in the face of the diminishing role of the family in socialization, it would be more appropriate to expect the present day school going population to collect more varied experiences through their exposure to the diversified value complexes and attitude orientations in the multi-dimensional school setting for developing such non-academic goals. A large part of the teenager’s social life is built around school-related activities. Life is a continuous process of adjustment (Tallent, 1978) [3]. Psychology is defined as the science of human behavior and behavior can be better understood if we know the process of adjustment. In fact, people by making adjustment to the different sphere of life, try to cope or solve the problems of everyday life (Goodstein and Lanyon, 1975) [6]. Some persons are well adjusted and some are less adjusted. Of the various types of adjustment, psychologists have considered five major types of adjustment such as home,

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health, social, emotional and school to be the most important ones.

**2. Methodology**

The present study aims to investigate the School Adjustment of 810 teenagers in the age group of 13 to 16 years in high school setting of Mehsana District of Gujarat State. The present study was conducted in Mehsana District of Gujarat State. The respondents of Mehsana District i.e. Kadi, Vadnagar, Kheralu, Vijapur, Mehsana, Visnagar, Becharaji, Satlasana and Unjha were randomly selected. Multistage random sampling procedure was followed to collect the data. A representative sample of 810 respondents (Inclusive 405 boys and 405 girls) perusing in classes IX and X in high school setting of Mehsana District were randomly selected for the study. The sample was selected from two different classes on availability basis. All students belonged to the age range of 13 to 16 years. One standardized High School Adjustment Inventory (HSAI) developed by A.K Singh and A. Sen Gupta was used and one pre-structured and pre-tested interview schedule was developed for collecting data on personal, socio-economic and communicational characteristics of respondents. Data was collected by personal interview technique. Statistical analysis was done by computing frequencies, percentages, mean, standard deviation, z test and Correlation was used in the study. Independent variables were Personal, socio-economic and communicational characteristics of respondents such as Sex, Height, Weight, Ordinal Position, Number of sibling, Parents' education, parents' occupation, Caste categories, family type, family size, family income and Media exposure. High School Adjustment was dependent variable for the study.

**3. Results and Discussion**

**3.1 Personal, socio-economic and communicational characteristics of the respondents**

The findings related to personal profile revealed that 40.49 per cent of the respondents weight were 25-40 kg, 74.57 per

cent of the respondents height were 141-160 cm, 42.72 per cent of the respondents were eldest in ordinal position, The findings related to socio economic profile revealed that 85.31 per cent of the respondents were educated up to higher secondary level, 44.21 per cent of the respondents parental occupation in farming and allied activities, 81.73 per cent of the respondent's annual family income were 0.48-2.32 lakh rupees, 24.57 per cent of the respondents were member of nuclear family, 66.91 per cent of the respondents belonged to medium family size, 50.62 per cent of the respondents belonged to SEBC and findings related to communicational profile revealed that 51.48 per cent of the respondents had medium level of mass media exposure.

**Table 1:** Frequency and per cent scores regarding High School Adjustment among respondents (N = 810)

S. No.	Level	Score	Frequency	Per cent
1	Low	0-50	73	09.01
2	Medium	51-100	725	89.51
3	High	101-150	12	1.48
Total				100.00

Table 01 depicts the distribution of all respondents according to high school adjustment. It is described that 09.01 per cent of the respondents belonged to low level of high school adjustment. Further, 89.51 per cent respondents belonged to medium level of high school adjustment among over all respondents. It means these respondents are adjusting well have a sense of belonging to the school-they feel comfortable, secure and relaxed rather than anxious, fearful or upset. They listen to and follow instructions, interact well with others, share and take turns, cope with normal day-to-day conflicts and are able to manage their feelings and emotions appropriately. They are interested in learning and are motivated to take part in school activities. Whereas, only 1.48 per cent of belonged to high level of high school adjustment among over all respondents.

**Table 2:** Comparison regarding High School Adjustment and difference between mean scores among respondents (N = 810)

High School Adjustment	Mean	S.D.	SEM	SE(d)	Cal. Z-value	Table Z <sub>0.05</sub>	Result
Boys (405)	67.58	13.74	0.68	0.975	5.25	01.96	*
Girls (405)	72.70	14.02	0.70				

The paired Z-test was used for test of significance. The computed Z-value was found higher than table Z-value as shown in table 02. The findings revealed that when compared between boy and girl respondents regarding high school adjustment over all respondents. Table 02 stated that girls

found higher score in comparison to boys respondents. It was found that there was significant difference between boys and girls respondents regarding high school adjustment among over all respondents.

**Table 3:** Ranking regarding High School Adjustment among respondents (N = 810)

S. No.	Dimensions of High School Adjustment	Scores of High School Adjustment	Per cent	Rank
1	Boys Respondent	27368/121500	22.53	II
2	Girls Respondent	29418/121500	24.21	I

It can be inferred from Table 03 regarding high school adjustment among overall respondents the girl respondents

perceived highest score with their counterparts.

**Table 4:** Dimensions wise Ranking of High School Adjustment among respondents (N = 810)

S. No.	Dimensions of High School Adjustment	Scores of High School Adjustment	Per cent	Rank
1	Home Adjustment	12430/24300	51.15	III
2	Health Adjustment	8136/24300	33.48	V
3	Social Adjustment	13106/24300	53.93	II
4	Emotional Adjustment	9541/24300	39.26	IV
5	School Adjustment	13573/24300	55.85	I

It can be inferred from Table 04 that among the five dimensions of high school adjustment among overall respondents showed highest score for “School Adjustment” (55.85 per cent), second highest “Social Adjustment” (53.93

per cent), in middle “Home Adjustment” (51.15 per cent), followed by “Emotional Adjustment” (39.26 per cent), “Health Adjustment” (33.48 per cent), was found to be the last among the dimensions of high school adjustment.

**Table 5:** Correlation between independent variables (X) with dependent variables (Y<sub>1</sub>) of the overall respondents (N = 810)

S. No.	Independent Variables (X)	Dependent Variables (High School Adjustment) Correlation coefficient of (r) Value (Y <sub>1</sub> )
1	Sex (X <sub>1</sub> )	0.179**
2	Height (X <sub>2</sub> )	0.002 <sup>NS</sup>
3	Weight (X <sub>3</sub> )	-0.126*
4	Ordinal Position (X <sub>4</sub> )	0.073*
5	Family Types (X <sub>5</sub> )	0.071*
6	Family Size (X <sub>6</sub> )	0.131**
7	Caste Category (X <sub>7</sub> )	0.057 <sup>NS</sup>
8	Number of Sibling (X <sub>8</sub> )	0.144**
9	Family Income (X <sub>9</sub> )	0.070*
10	Family Occupation (X <sub>10</sub> )	0.036 <sup>NS</sup>
11	Family Education (X <sub>11</sub> )	0.067 <sup>NS</sup>
12	Mass Media Exposure (X <sub>12</sub> )	0.110*

\*Significant at the 5 per cent level

\*\*Highly Significant at the 1 per cent level

NS=Not Significant

The ‘r’ value presented in Table 05 revealed that Sex (X<sub>1</sub>), Family Size (X<sub>6</sub>) and Number of Sibling (X<sub>8</sub>) showed positive and significant correlation with high school adjustment of all respondents at 1 per cent level of significant. Ordinal Position (X<sub>4</sub>), Family Types (X<sub>5</sub>), Family Income (X<sub>9</sub>) and Mass Media Exposure (X<sub>12</sub>) showed positive and significant correlation with high school adjustment of all respondents at 5 per cent level of significant. It means Sex, Ordinal Position, Family Types, Family Size, Number of Sibling, Family Income and Mass Media Exposure of the respondents’ affect high school adjustment among all respondents.

#### 4. Conclusion

The finding revealed that there is a significant association was found between independent and dependent variable. It can be inferred from data regarding high school adjustment the girl respondents perceived highest score than boy respondents. Result revealed that girls are well adjusted with their counterparts. Further, among the dimensions of high school adjustment, the health adjustment and emotional adjustment were also found less among the respondents. Thus, to overcome the poor adjustment of respondents it is essential to counsel the respondents through proper mass media regarding ability to manage situational stress develop self-direction and work orientation.

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