

A Study on Emotional adjustment among school aged children

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Abstract: As school aged child experience physical, mental, emotional and social changes, their perceptions of themselves begin to change accordingly. This shift in a child brings a sense of self as a key characteristic of their social and emotional development. In this school age stage students especially feel many adjustment problems such as emotional, social and other adjustments. So it is the need of the hour to understand emotional, adjustment of the children to make them more self-confident and self-reliant person. A sample of 200 children that is 100 boys and 100 girls of age group ranging from 14- 16 years residing in urban Bangalore were randomly selected for the present study. Adjustment inventory a standardised tool developed by A.K. P Sinha and R. P Singh (2007) was used for the present study. The data obtained was tabulated and analysed by student t- test and chi square. The results found a significant difference in Association with the classification of respondents by age group.

Key Words: Emotional adjustment among school aged children.

1. INTRODUCTION:

School aged children are in a developmental stage (10-16years old) is a time of many physical, mental, emotional, and social changes. The transition from elementary school to middle school can be a stressful, overwhelming time for children in this age group. Hormones and bodies change as puberty begins. They may be worried about these changes and how they are looked at by others. At this age, school aged child make more of their own choices about friends, appearance, sports, studying, and school. They become more independent, with their own personality and interests.

According to Webster (1951), "Adjustment is the establishment of the satisfactory relationship as representing harmony, conformance and adaptation of the life". An individual's adjustment is adequate, wholesome or helpful to the extent that he has established harmonious relationship between himself and the conditions, situations and person who comprise his physical and social environment.

Good (1959), Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs

" Emotion According to Crow and Crow, "An emotion is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his over behavior." Emotional Adjustment: A person is emotionally adjusted if he expresses proper emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted.

2. METHODOLOGY:

A Study on Emotional Adjustment among School Aged Children was conducted during the year 2020 in Bangalore urban of Karnataka state.

2.1 Objectives:

- To Study emotional adjustment among boys and girls of school aged children studying in Government and private institution.
- To compare emotional adjustment among boys and girls of school aged children.

2.2 HYPOTHESIS:

- There is no significant difference in emotional adjustment among boys and girls of school aged children.
- There is no significant difference in emotional adjustment among boys and girls studying in Government and private institution.

2.3 Procedure:

The present study was restrained to school going children studying in Bangalore urban area of private and Government institution private institution. A sample of 200 school children of the age group of 14 – 16 years from

urban Bangalore was randomly selected for the present study. The adjustment inventory for school students designed by A.K.P Sinha and R.P Singh (2007) was used to collect specific information. Prior to data collection, permission was taken from the principals of the selected institutions of both government and private institution for conduction of the study for required sample in the premises. Data was tabulated using coding plan for the information collected by the respondents and master sheet was prepared. Percentage, Standard deviation, Mean Deviation, t- test and Chi square test was the statistical methods used for the study. Obtained results were discussed and interpreted in tabular graphical presentation.

3. RESULTS AND DISCUSSION:

Obtained results are discussed and interpreted in tabular and graphical presentation as follows.

TABLE 1
Classification of Respondents by Type of school

Type of school	Classification of Respondents						χ^2 Value
	Boys		Girls		Combined		
	N	%	N	%	N	%	
Government	50	50.0	50	50.0	100	50.0	0.00 ^{NS}
Private	50	50.0	50	50.0	100	50.0	
Total	100	100.0	100	100.0	200	100.0	

NS: Non-significant, $\chi^2 (0.05, 1df) = 3.841$

Table 1 depicts the classification of respondents by type of school. Where there is equal respondents of both boys (50%) and girls (50%) were from both private and government schools. combined response shows that equal percentage of the respondents were belongs to government and private schools. chi square test values was found to be non-significant.

TABLE-2
Classification of Respondent by Age group

Age group	Classification of Respondents						χ^2 Value
	Boys		Girls		Combined		
	N	%	N	%	N	%	
14 years	60	60.0	48	48.0	108	54.0	17.29*
15 years	34	34.0	24	24.0	58	29.0	
16 years	6	6.0	28	28.0	34	17.0	
Total	100	100.0	100	100.0	200	100.0	

*Significant at 5% level, $\chi^2 (0.05, 2df) = 5.991$

Table 2 figure 1 depicts that the classification of respondents by age group. It reveals that 48 percentage of boys and 60 percentages of the girls belongs to the age group of 14 years. Whereas 34% of the boys were more than the 24% of girls in the age group 15 years. Overall 54 percentage of the school children were in the age group of 14 years and 29 percentage of the school children were in the age group of 15 years. On statistical analysis chi square test was found to be significant at 5% level $\chi^2(0.05, 2df)$ it reveals that there is a significant difference in the chi square value in Association with the classification of respondents by age group.

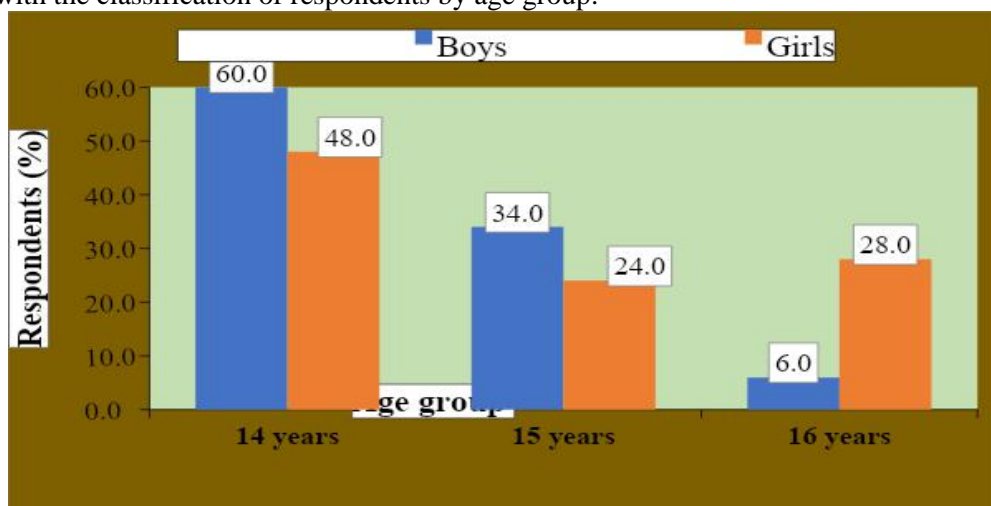


Figure 1: Classification of Respondents by Age group

TABLE – 3

Classification of Respondents on Emotional adjustment level among Boys and Girls

Adjustment Level	Classification of Respondents						χ^2 Value
	Boys		Girls		Combined		
	N	%	N	%	N	%	
High	15	15.0	9	9.0	24	12.0	2.60 ^{NS}
Above average	27	27.0	26	26.0	53	26.5	
Average	32	32.0	39	39.0	71	35.5	
Below average	20	20.0	8	8.0	38	19.0	
Unsatisfactory	6	6.0	8	8.0	14	7.0	
Total	100	100.0	100	100.0	200	100.0	

NS: Non-significant, $\chi^2 (0.05, 4df) = 9.488$

The above table 3 indicates the classification of respondents on emotional adjustment level among boys and girls. The result shows that majority (39%) of girls respondent and 32% of boys respondent have average emotional adjustment level, followed by 27% of boys and 26% of girls respondent belong to the average emotional adjustment level and 20% of boys and 8% of girls respondent belong to below average emotional adjustment level. While 8% of girls respondent and 6% of boys respondent belong to unsatisfactory emotional adjustment level. Over all about emotional adjustment level among boys and girls respondent average was 35.5 percentage, 26.5 percentage of boys and girls have above average emotional adjustment followed by 19.0 percentage of boys and girls respondent have below average and 12 percentage of boys and girls respondent have high emotional adjustment. Whereas least (7 percentage) of boys and girls respondent were unsatisfactory of emotional adjustment level. There is non-significant association in chi-square test in response to classification of respondents on emotional adjustment level among boys and girls. It shows that both boys and girls have equal responses in emotional adjustment. It may be due to both and girls have same coping skills in their emotions and are shy natured.

TABLE – 4

Response on Mean Emotional adjustment scores among Boys and Girls

N=200

Aspects	Sample (n)	Max. Score	Scores				Students 't' Test
			Mean	SD	Mean (%)	SD (%)	
Boys	100	40	15.60	5.10	39.0	12.8	0.36 ^{NS}
Girls	100	40	16.30	5.06	40.8	12.7	
Combined	200	40	15.95	5.08	39.9	12.7	

NS: Non-significant, $t (0.05, 198df) = 1.96$

The above table 4 depicts the emotional adjustment among boys and girls respondents. It is seen in the above table that 40.8 mean percentage of girls respondent have higher emotional adjustment and mean score was 16.30. Whereas boys respondent have 39.0 mean percentage of emotional adjustment and mean score was 15.30. Unified scores shows that the respondents have 39.9 mean percentage of emotional adjustment and mean score was 15.95. The t- test of the data shows that there was non-significant difference with regard to Response on mean emotional adjustment scores among Boys and Girls. It shows that both boys and girls have similar coping strategies in emotional adjustment.

TABLE – 5

Association between overall Adjustment level and Type of school

Type of school	Sample (n)	Adjustment Level of Respondents						χ^2 Value
		Above average		Average		Below average		
		N	%	N	%	N	%	
Government	100	51	51.0	43	43.0	6	6.0	7.58*
Private	100	32	32.0	58	58.0	10	10.0	
Total	200	83	41.5	101	50.5	16	8.0	

*Significant at 5% level, $\chi^2 (0.05, 2df) = 5.991$

Table 5 refers to the association between overall adjustment level and type of school. The type of institution of the respondents studying depicts a significant difference on statistical analysis at 5 % ($\chi^2 = 7.58^*$). Figure 2 shows that majority of the respondents studying in government institution (51%) have above average of overall adjustment in the three areas (emotional, social and educational) followed by 43% of the respondents have average level of adjustment and 6% have below average of adjustment level. Whereas the respondents studying in private institution reveals that 58% of the respondents have average level of adjustment followed by 32% of the above average and 10% have below average of overall adjustment level. Chi square test shows that there is a significant association at 5% level between the type of school and adjustment level of the respondent. ($\chi^2 = 7.58^*$). In the overall adjustment in the three areas (emotional, social and educational) and type of school have above average level of 41.5%, followed by 50.5% have average level of adjustment and 8.0% have below average level of adjustment. This reveals that there is association between the overall adjustment level and type of school. In above average government school children have higher percentage of adjustment level when compared to private school children, where as in average level of adjustment private school children have higher percentage when compared to government school children. Hence the null hypothesis is rejecting stating that types of school have no influence on overall adjustment level.

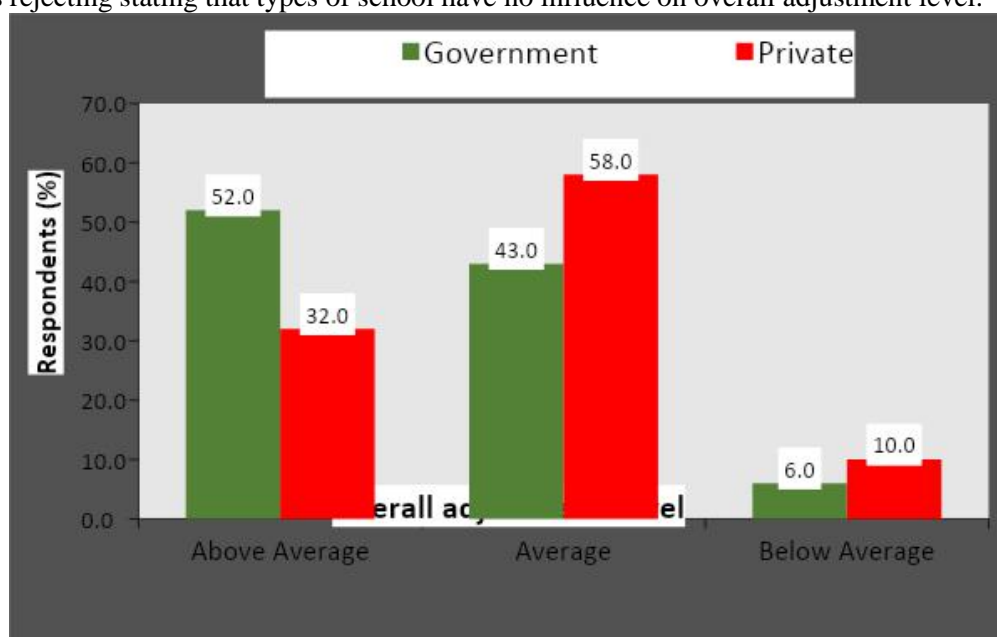


Figure 2: Association between overall adjustment level and type of school.

4. CONCLUSION:

It can be concluded from the present study that both boys and girls have almost equal percentage of adjustment. The respondents of the selected study must have received equal support, guidance from their parents and teachers. It is further concluded that children need to receive even more encouraging and stimulating environment from their teachers and parents and children needs to put more effort for better adjustment in their life.

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