



A STUDY ON ADJUSTMENT BEHAVIOUR AMONG STANDARD IX STUDENTS IN CHENNAI DISTRICT

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Abstract: *An essential part of a student's journey is adjustment behavior, especially in the changing environment of the IX standard students. It entails the capacity to adjust both socially and academically in order to create a favorable learning environment. The topic of the study is A study on adjustment behaviour among standard IX students in Chennai district. Tool used for the study were, The Adjustment Inventory constructed and standardized by D.N.Srivastava and Govind Tiwari(1972). Total sample size was 498 students from standard IX students. The findings were that there is significant difference in Adjustment Behaviour of IX standard students owing to difference in gender, favouring girls and that there is significant difference in Adjustment Behaviour of IX standard students owing to difference in type of school, favouring private school students which has more adjustment behaviour than the Government Aided and Government school students.*

Key Words: . Adjustment Behaviour, High School Students, Gender and Type of School.

1. INTRODUCTION:

SUCCESS does not mean an absence of problems, it is overcoming problems. Success is not measured by how high we go up in life, but how many times we bound back when we fall down (Khera, 2014). - SHIV KHERA

From birth onwards, everybody in this world is beset with some problem or the other. There are needs and motives that are to be satisfied. For this purpose, precise desires or objectives are set. An essential part of a student's journey is adjustment behavior, especially in the changing environment of the IX standard students. It entails the capacity to adjust both socially and academically in order to create a favourable learning environment. At this point, students frequently encounter novel difficulties that need for a resilient strategy (Chandra, 2022). The IX standard denotes a transitional stage and requires healthy coping strategies for peer relationships and academic rigor. Positive adjustment habits improve academic success as well as general well-being (Yu, 2018). Peer interactions are important since they have an impact on how IX standard students adjust. Building flexibility and social skills helps create a peaceful learning atmosphere in the classroom (13 Strategies To Improve Your Classroom Environment, 2023). In order to help adolescents develop good adjustment habits, parents and teachers are essential. Promoting constructive communication and offering assistance are crucial components in cultivating a favourable transition among IX standard. Their adjustment behaviour determines that, which is highly influenced by their gender and the type of school. Thus, the necessity for this study arises, and it attempts to shed light on this topic.

2. NEED OF THE STUDY:

For a number of reasons, it is essential to research adjustment behaviour in high school students while taking their gender and type of school into account. Given that adolescence is a crucial time for major changes in social, emotional, and physical development, it is essential to comprehend adjustment behaviours in order to promote healthy growth. Through analysing how adolescents cope with the demands of high school, researchers can spot trends and elements that could affect a smooth transition, scholastic success, and general wellbeing. Adding the gender dimension also allows for the possibility of gender-specific experiences and coping strategies, which makes therapies more complex and customized. Moreover, the nature of the school—public or private—may provide unique learning settings and expectations that affect how well pupils' transition. Teachers, counsellors, and legislators can use the information



from this study to create focused plans to help high school kids adjust well and create a welcoming and inclusive learning environment.

3. OBJECTIVES OF THE STUDY: To find the difference in Adjustment Behaviour among pupils owing to difference in Gender and Type of School.

4. HYPOTHESES: There is no significant difference in Adjustment Behaviour among IX standard students owing to differences in Gender and Type of school.

TOOL USED FOR THE STUDY: For the present study the tool, The Adjustment Inventory which was constructed and standardized by D.N.Srivastava and Govind Tiwari(1972) was employed to collect the data.

5. ANALYSIS OF DATA:

Four Hundred and ninety-eight students (498) drawn from standard IX of different school management. The variable studied in present Investigation is Adjustment Behaviour with reference to some selected variables like Gender and Type of School. After the data was collected it was classified according to categories of the above-mentioned variables.

6. INTERPRETATION OF DATA:

Hypothesis 1 There is no significant difference in Adjustment Behaviour of IX standard students owing to the differences in Gender.

TABLE 1.1

Table showing the difference in Adjustment Behaviour of IX standard students owing to Gender

Variable	Gender	N	Mean	SD	t Value	Df	Significant level
Adjustment Behaviour	Boys	249	46.75	11.977	8.595	496	0.000
	Girls	249	55.13	9.661			

From the above table, since the p value is less than 0.05 at 95% confidence level the null hypothesis is not accepted. Hence it is concluded that there is significant difference in Adjustment Behaviour of IX standard students owing to difference in gender, favouring girls.

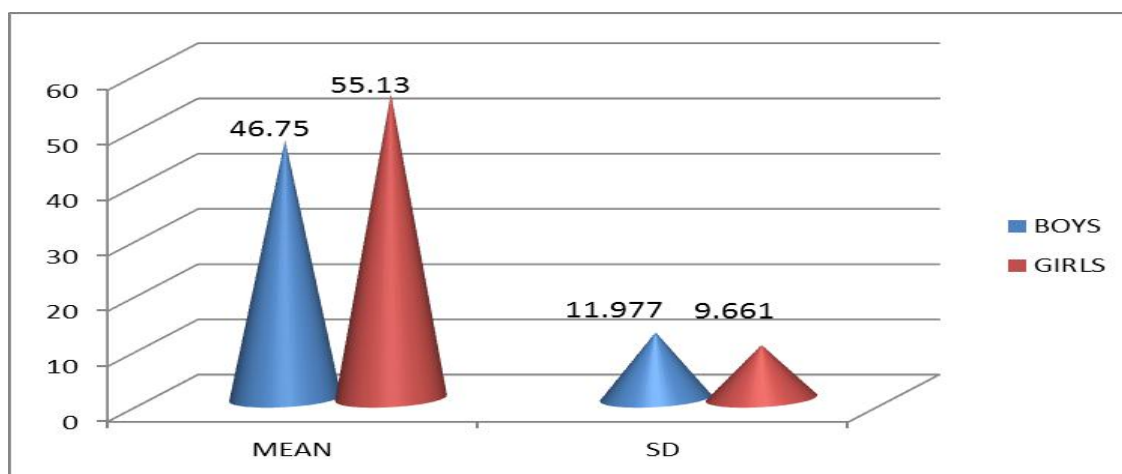


FIGURE-1.1 Adjustment Behaviour of IX standard Students owing to Gender

Hypothesis 2

There is no significant difference in Adjustment Behaviour of IX standard students owing to the differences in Type of school.



TABLE 1.2

Table showing the difference in Adjustment Behaviour of IX standard students owing to Types of School

Variable	Types of School	N	Mean	SD
Adjustment Behaviour	Government	166	50.64	10.913
	Government Aided	166	47.55	11.239
	Unaided	166	54.63	11.755

TABLE 1.2.1

One-Way ANOVA Showing the difference in Adjustment Behaviour of IX standard students with respect to the difference in Types of School

Variable	Types of School	Sum of Squares	Df	Mean Square	F value	Significant Level
Adjustment Behaviour	Between Groups	4180.799	2	2090.400	16.349	0.000
	Within Groups	63290.271	495	127.859		

Since the p value is less than 0.01 at 99% confidence level, the null hypothesis is not accepted. Hence it is concluded that there is significant difference in adjustment behaviour of IX standard students owing to difference in Types of School. Since F is significant for types of school Post Hoc test were used to analyse between the sub groups and the results are presented in 4.7.2.

TABLE: 1.2.2 Post Hoc Test showing the difference in Adjustment Behaviour of IX standard Students with respect to the difference in Types of School

Group	Sub Groups	Mean Difference	Standard Error	Significance Level
Types of School	Government Vs. Government Aided	3.090	1.216	0.031
	Government Vs. Private	3.988	1.245	0.004
	Government Aided Vs. Private	7.078	1.262	0.000

From the above table it was found that there is a significant difference in the Adjustment Behaviour between Government school students vs Government Aided school students, Government school students vs private school students and Government Aided school students vs private school students. The computed mean difference indicated that the Adjustment Behaviour of private school students is more than the Government Aided school students and Government school students.

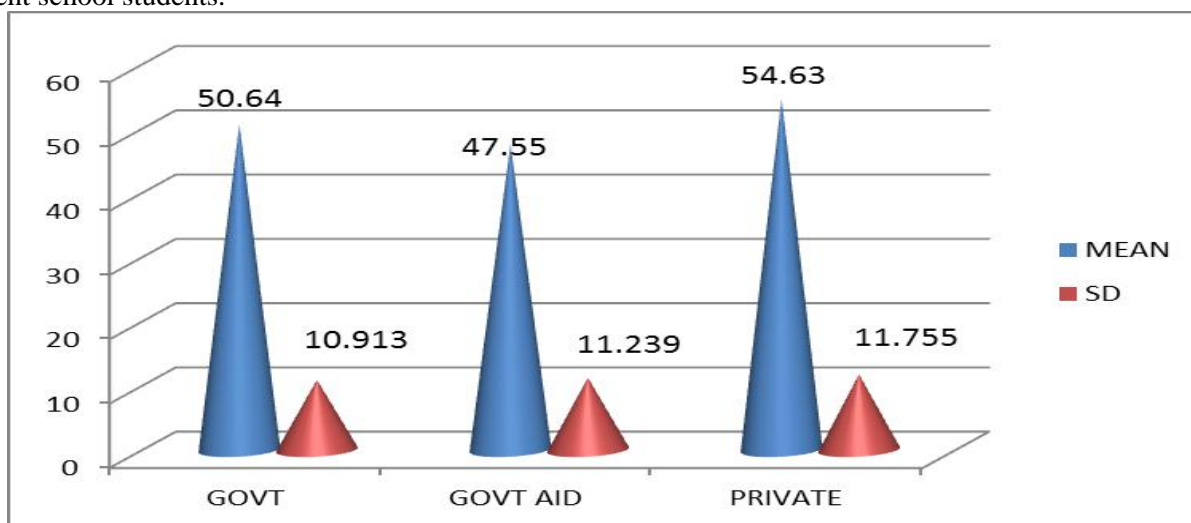


FIGURE-1.2 Bar Diagram Showing the Mean Difference and Standard Deviation in Adjustment Behaviour of IX standard Students owing to Types of School



7. FINDINGS OF THE STUDY:

The findings are that there is significant difference in Adjustment Behaviour of IX standard students owing to difference in gender, favouring girls and that there is significant difference in Adjustment Behaviour of IX standard students owing to difference in type of school, favouring private school students which has more adjustment behaviour than the Government Aided and Government school students.

8. EDUCATIONAL IMPLICATION:

The notable educational implications of the gender-based disparities in Adjustment Behaviour among ninth-grade pupils have been identified. The realization that females display more adjustment behaviour than boys does leads educators to implement gender-sensitive teaching strategies. Learning experiences could be improved overall if teaching strategies and approaches were tailored to better meet the different adjustment needs of male and female students. Furthermore, encouraging a welcoming and encouraging atmosphere that recognizes and tackles these gender disparities may enhance kids' social and emotional growth and aid in their overall development. Furthermore, the differences in Adjustment Behaviour that have been noticed between government-aided, private, and government schools emphasize how crucial it is to take the school context into account when developing lesson plans. It is suggested that educators and policymakers investigate the techniques and support mechanisms used in private schools that lead to this beneficial outcome, given the conclusion that pupils attending private schools exhibit higher adjustment behaviour. Successful private school practices could be incorporated into government and government-aided institutions to improve students' general adjustment behaviour in a variety of educational contexts. This emphasizes the necessity of implementing educational interventions targeted at enhancing students' social and emotional wellbeing in a context-specific, nuanced manner.

9. CONCLUSION:

As a result of the study, there are notable discrepancies in the Adjustment Behaviour of IX standard kids, with notable variations linked to both gender and school type. These results highlight how crucial it is to identify and deal with these differences in order to customize successful teaching tactics that meet the various needs of students and promote a more welcoming and encouraging learning environment. Furthermore, the findings highlight how important it is to take into account the type of school as well as gender when creating interventions that are meant to improve kids' adjustment behaviour.

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