

A STUDY ON EMOTIONAL ADJUSTMENT OF ADOLESCENT SCHOOL STUDENTS

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ABSTRACT

Adolescence is a period of stress and storm that makes the adolescent to face many challenges in their life. It is a transition period during which they learn many new habits, behaviours and give up some old habits. They become an easy prey to emotional instability and may exhibit violent behaviours at home and at school due to lack of control in expressing views and opinions, lack of understanding their parents and teachers etc., . All these pose a major threat to the positive development in adolescent school students. Hence the present study aims to study the emotional adjustment of the adolescent school students and suggests suitable life skill measures to enhance emotional stability and positive development of adolescent school students.

The researcher has used descriptive research design by adopting disproportionate random sampling method and collected data from 200 adolescent students which constitute 107 girls and 93 boys. Adolescent's Emotional Adjustment Inventory developed by Dr. R. V. Patil (1989) was adopted and the reliability co-efficient under split half method is 0.82. The findings of the study revealed that there exists low level of emotional adjustment ability among the adolescent school students.

KEYWORDS: Adolescent School Students, Emotional Adjustment, Life Skills

INTRODUCTION

Adolescence is a transition period in which many changes take place. It may be physical, psychological or emotional changes. During this stage, they look for autonomy from their parents and like to take independent decisions with regard to their education, living matters, future career etc.,. This act of them seems indifferent to parents, teachers and significant others in their environment. Adolescents look for recognition and privacy from others. They yearn to give more importance to friends rather than their parents and spend most of the time with their friends. They render less care to the family members and give utmost care for their physical appearance. The new experience at this stage will provide opportunities to become a responsible individual in future if handled carefully.

The indifferent behaviours in adolescents will create a bad impression in the minds of the parents and they in turn have reactive attitude to them. Adolescents try to maintain privacy in all their matters concerned. They hide their deviant behaviours from their parents and teachers and develop isolated behaviour. Similarly, in school teachers and friends play a vital role in framing the personality of the adolescents. Teachers act as a model for the students and the adolescent learn many habits and behaviours at school. Adolescent students try to find out new friends and develop intimacy between them. Friendship is an important factor in determining the nature of adolescent students. They spend most of their time in talking with their friends, chatting and having fun with their friends. On the other hand, the peer group induces the adolescents to experience the risky behaviours such as smoking, alcoholism, teasing and even indulging in sexual experimentation. These

behaviours are reflected in the form of excitement, nervousness and happiness. All these will in fact create adjustmental problem and have an adverse effect in promoting positive mental health among the adolescent school students.

REVIEWS OF LITERATURE

Oliva, A., Parra, A. et. al (2002) made a study on “Parents and peers influences on emotional adjustment during adolescence” investigated the influence of relationships with parents and peers on emotional adjustment in a sample of 221 boys and 292 girls. The study revealed that peer attachment and parental support and affection promote emotional adjustment of boys and girls, specially during middle adolescence and for older adolescents, peer relationships seem to be more important than parental support.

Betsur Ningamma and Mahmoudi Armin (2010) made a study on “Relationship between adjustment and self-esteem among adolescents” to investigate whether self esteem is related to adjustment among adolescents studying in class 9 in Mysore city. A total of 100 adolescent students studying in Mysore city were randomly selected. They were administered Bell's Adjustment Inventory (1968) (which measured adjustment of an individual in 4 areas-Home, health, social and emotional) and Self esteem inventory developed by Cooper and Smith (1987), which measured self esteem of an individual in 5 areas-general self, social self, home parents, lie scale and school academic.

The study revealed that home, parents, self esteem had positive influence over emotional adjustment of the students, where the analysis revealed that higher the self esteem better the adjustment. School, academic self esteem had positive influence over health adjustment of the students, where the analysis revealed that higher the self esteem better the adjustment.

Winga Maureen, Agak John and Ayere(2011) made a study on “The Relationship among School Adjustment, Gender and Academic achievement amongst Secondary School Students in Kisumu District, Kenya” in which they investigated the levels of school adjustment and its relationship with academic achievement, gender differences in school adjustment were also examined.

The researcher employed a cross sectional research design and the universe consisted of 4500 adolescent students and the sample of 450 adolescents was investigated for data collection. A self prepared questionnaire was executed and the study revealed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. The study recommends that the study environment of the low achievers be further scrutinized.

Preeti Louis and Arnold Emerson (2012) made a study on “Adolescent Adjustment in high school students: a brief report on mid-adolescence transitioning” with an objective to identify adjustment difficulties of high school students within a city. The universe consisted of 500 students among which 101 boys and 103 girl's students with in the age group of 14 to 18 years were randomly selected for data collection. A self prepared inventory was used and the finding revealed that there is revealed that there were problems noted across emotional, social and educational domains in both boys and girls.

However, there was no significant gender difference. The author suggested that adolescents present as a vulnerable group of children and therefore this is an important implication for parents and significant other professionals who need to help students develop adequate coping skills.

Dr. Bharati Roy and Smritikana Mitra (2012) made a study on the “Pattern of adjustment among early and late adolescent school students” examined the adjustment problems among early and late adolescent school students using Bell

adjustment inventory adopted by Mohsin - Shamshad. The test was administered on a sample of sixty adolescents (30 early adolescents & 30 late adolescents). The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys

METHODS AND MATERIALS

Aims and Objectives

The present study aims to analyze the emotional adjustment problems of the adolescent school students with the following objectives

- To study the socio-demographic characteristics of the adolescent school students
- To study the level of emotional adjustment of the adolescent school students
- To suggest suitable life skill measures to enhance the emotional adjustment of adolescent school students

Hypotheses

- There is a significant association between age of the adolescent school students and their level of emotional adjustment.
- There is a significant association between the number of siblings and the level of emotional adjustment of adolescent school students
- There is a significant difference between gender and the level of emotional adjustment of adolescent school students
- There is a significant difference between domicile and the level of emotional adjustment of adolescent school students
- There is a significant difference between the standard studied and the level of emotional adjustment of adolescent school students.
- There is a significant difference between the type of family and the level of emotional adjustment of adolescent school students.

Research Design

The researcher has adopted descriptive research design to describe the emotional adjustment problems of the adolescent students such as feeling of insecurity, loneliness, nervous, and excitement.

Pilot Study

The study was conducted in one of the reputed Government Higher secondary School, Trichy and the researcher interacted with few adolescents students studying in IX standard and X standard and explained them about the nature and purpose of the study

Universe

The universe of the study consisted of 260 adolescent school students studying in IX std and X std. In which 184 students were in IX standard (which consist of 114 boys and 70 girls) and 167 students were in X standard (which consist of 110 boys and 57 girls).

Sample

The researcher adopted disproportionate random sampling method and selected 100 respondents from each which constitute 200 respondents for the study

Tools of Data Collection

The researcher administered the Adolescent's Emotional Adjustment Inventory developed by Dr.R.V.Patil (1989) and the reliability of the scale was found to be 0.82 by using split half method.

RESULTS AND DISCUSSIONS

Table 1: Socio Demographic Variables of the Respondents

| Sl. No | Variables | No. of Respondents | % |
|--------|------------------------------|--------------------|----|
| 1. | Age | | |
| | 13 years | 20 | 10 |
| | 14 years | 65 | 33 |
| | 15 years | 87 | 44 |
| 2. | 16 years | 28 | 14 |
| | Gender | | |
| | Boys | 93 | 47 |
| | Girls | 107 | 53 |
| 3. | Religion | | |
| | Hindu | 28 | 14 |
| | Christian | 10 | 5 |
| 4. | Muslim | 162 | 81 |
| | Residence | | |
| | Urban Area | 181 | 90 |
| 5. | Rural Area | 19 | 10 |
| | Family Type | | |
| | Joint Family | 47 | 24 |
| 6. | Nuclear Family | 153 | 77 |
| | Fathers Education Illiterate | 77 | 38 |
| | High School | 61 | 30 |
| | Higher Secondary School | 24 | 12 |
| | Under Graduation | 10 | 5 |
| | Post Graduation | 7 | 4 |
| 7. | Father is not alive | 21 | 11 |
| | Mother's Education | | |
| | Illiterate | 84 | 42 |
| | High School | 71 | 35 |
| | Higher Secondary School | 18 | 9 |
| | Under Graduation | 15 | 8 |
| 8. | Post Graduation | 3 | 1 |
| | Mother is not alive | 9 | 5 |
| | Father's Occupation | | |
| | Daily labour | 86 | 43 |
| | Farmer | 4 | 2 |
| | Private Employee | 43 | 22 |
| 9. | Self employee | 31 | 15 |
| | Government employee | 15 | 7 |
| | Father is not alive | 21 | 11 |
| | Mother's Occupation | | |
| | Home maker | 144 | 72 |
| 9. | Private employee | 17 | 9 |
| | Self employee | 23 | 12 |
| | Government employee | 7 | 4 |
| | Mother is dead | 9 | 5 |

Table 1 – Contd.,

| | | | |
|-----|------------------------------------|-----|----|
| 10. | Father's Income | | |
| | Below 5000 | 114 | 57 |
| | 5001 to 10,000 | 34 | 17 |
| | 10,001 to 15,000 | 18 | 9 |
| | 15,001 and above | 13 | 6 |
| | Father is dead | 21 | 11 |
| 11. | Mother's Income | | |
| | No Income' | 143 | 71 |
| | Below 5000 | 44 | 22 |
| | 5001 to 10,000 | 6 | 3 |
| | 10,001 to 15,000 | 4 | 2 |
| | 15,001 and above | 3 | 2 |
| 12. | No. of Siblings | | |
| | Below 2 | 100 | 50 |
| | 3 to 4 | 84 | 42 |
| | 5 and above | 16 | 8 |
| 13 | Cordial Relationship with Teachers | | |
| | Yes | 140 | 70 |
| | No | 60 | 30 |
| 14 | Sharing Problems | | |
| | Teachers | 31 | 15 |
| | Friends | 153 | 77 |
| | No sharing | 16 | 8 |
| 15 | Academic guidance | | |
| | Teachers | 140 | 70 |
| | Friends | 50 | 25 |
| | No guidance | 10 | 5 |
| 16 | Happy with educational development | | |
| | Yes | 183 | 91 |
| | No | 17 | 9 |

The table 1 shows that nearly half (44 percent) of the respondents are in the age group of 15 years, one-third (33 percent) of the respondents are in the age group of 14 years, (14 percent) of the respondents are in the age group of 16 years and 10% of the respondents are in the age group of 13 years.

The table 1 indicates that more than half (53 percent) of the respondents are female and (47 percent) of the respondents are male.

It is inferred from the table 1 that vast majority (81 percent) of the respondents belong to muslim religion, (14 percent) of the respondents belong to hindu religion and (5 percent) of the respondents belong to Christian religion.

The table 1 indicates that vast majority (90 percent) of the respondents is from urban area and (10 percent) of the respondents are from rural area

It is inferred from the table 1 that majority (77 percent) of the respondents are from nuclear family type and (23 percent) of the respondents are from joint family system.

The table 1 indicates that more than one-third (38 percent) of the respondents father's are illiterate, (30 percent) of the respondents fathers have studied up to high school, (12 percent) of the respondents father's have studied higher secondary, (11 percent) of the respondents fathers are not alive, (5 percent) of the respondents fathers have studied under graduation and (4 percent) of the respondents father's have studied post graduation.

It is inferred from the table 1 that more than one-third (42 percent) of the respondents mother's are illiterate,(35 percent) of the respondents mother's have studied high school, (9 percent) of the respondents mother's have studied higher

secondary, (8 percent) of the respondents mother's have studied under graduation, (5 percent) of the respondents mother's are not alive and (1 percent) of the respondents mother's have studied Post Graduation.

The table 1 indicates that more than one-third(43 percent) of the respondents fathers are engaged in daily labour, (22 percent) of the respondents fathers are employed in private sector, (15 percent) of the respondents fathers are self employed, (11 percent) of the respondents fathers are not alive, (7 percent) of the respondents fathers are employed in government sector and (2 percent) of the respondents fathers are farmers.

The table 1 indicates that majority(72 percent) of the respondents mothers are home makers, (12 percent) of the respondents mothers are self employed, (9 percent) of the respondents mothers are employed in private sector, (5 percent) of the respondents mother's are not alive, (4 percent) of the respondents mothers are employed in government sector.

It is inferred from the table 1 that more than half (57 percent) of the respondents fathers earn below Rs.5000 per month, (17 percent) of the respondents fathers earn between Rs.5001 to 10,000 per month, (11 percent) of the respondents fathers are not alive, (9 percent) of the respondents fathers earn between Rs.10,001 to 15,000 per month and 6% of the respondents fathers earn more than Rs.15,001 per month.

The table 1 shows that majority (71 percent) of the respondents mothers do not earn any income, (22 percent) of the respondents mothers earn below Rs.5000 per month, (3 percent) of the respondents mothers earn between Rs.5001 to 10,000 per month, (2 percent) of the respondents mothers earn between Rs.10,001 to 15,000 per month and (2 percent) of the respondents mothers earn more than Rs.15,001 per month respectively.

The table 1 shows that half (50 percent) of the respondents have below 2 siblings, (42 percent) of the respondents have 3 to 4 siblings and (8 percent) of the respondents have more than 5 siblings.

The table 1 shows that majority (70 percent) of the respondents revealed that they have cordial relationship with the teachers and (30 percent) of the respondents revealed that they do not have cordial relationship with teachers.

That table 1 shows that majority (77 percent) of the respondents revealed that they shared their problems with their friends, (15 percent) of the respondents revealed that they shared their problems with teachers and (8 percent) of the respondents revealed that they do not share their problems with anybody.

The table 1 shows that majority (70 percent) of the respondents opined that they get guidance for academic development from their teachers, (25 percent) of the respondents opined that they get guidance for academic development from their friends and (5 percent) of the respondents opined that they do not go for any guidance for their educational development.

The table 1 indicates that vast majority (91 percent) of the respondents opined that they are happy with their educational development and (9 percent) of the respondents opined that they are not happy with their educational development.

Table 2: Distribution of the Respondents by the Level of Emotional Adjustment

| Variables | No. of Respondents | % |
|-------------------------------|--------------------|----|
| Level of Emotional Adjustment | | |
| Low | 142 | 71 |
| High | 58 | 29 |

The above table indicates that majority (71 percent) of the respondents has low level of emotional adjustment and only (29 percent) of the respondents have high level of emotional adjustment.

Table 3: Association between Age and Level of Emotional Adjustment

| Age | Levels of Emotional Adjustment | | No. of Respondents | Statistical Inference |
|-----|--------------------------------|------|--------------------|---|
| | Low | High | | |
| 13 | 13 | 7 | 20 | $X^2 = 5.226$ df= 3 P > 0.05 Not significant |
| 14 | 45 | 20 | 65 | |
| 15 | 58 | 19 | 87 | |
| 16 | 16 | 12 | 28 | |

The above table indicates that there is no significant association between the age of the respondents and the emotional adjustment ($X^2 = 5.226$, $P > 0.05$) of the respondents

Table 4: Association between Number of Siblings and Level of Emotional Adjustment

| Age | Levels of Emotional Adjustment | | No. of Respondents | Statistical Inference |
|-----|--------------------------------|------|--------------------|---|
| | Low | High | | |
| 13 | 13 | 7 | 20 | $X^2 = 6.705$ df= 2 P < 0.05 significant |
| 14 | 45 | 20 | 65 | |
| 15 | 58 | 19 | 87 | |
| 16 | 16 | 12 | 28 | |

The above table indicates that there is a significant association between the number of siblings and the emotional adjustment ($X^2 = 6.705$, $P < 0.05$) of the respondents.

Table 5: “z” Test between Gender and Level of Emotional Adjustment

| Variable | N | Mean | SD | Statistical Inference |
|----------------------------------|-----|---------|--------|--|
| 1. Level of Emotional Adjustment | | | | Z = 1.124 P > 0.05 Not significant |
| Male | 93 | 42.1505 | 6.6506 | |
| Female | 107 | 43.2710 | 7.3453 | |

The above table indicates that there is no significant difference between the gender and the level of emotional adjustment ($z = 1.124$, $P > 0.05$) of the respondents. The findings of this study is consistent with the study made by Winga Maureen(2011) who revealed that there is no significant difference between gender and school adjustment of the adolescent students.

Table 6: “z” Test between Domicile and the Level of Emotional Adjustment

| Variable | N | Mean | SD | Statistical Inference |
|----------------------------------|-----|---------|--------|--|
| 1. Level of Emotional Adjustment | | | | Z= 1.175 P> 0.05 Not significant |
| Urban | 19 | 40.9474 | 7.6845 | |
| Rural | 181 | 42.9392 | 6.9627 | |

The above table indicates that there is no significant difference between the domicile and the level of emotional adjustment ($z = 1.175$, $P > 0.05$) of the respondents

Table 7: “z” Test between the Standard Studied and Level of Emotional Adjustment

| Variable | N | Mean | SD | Statistical Inference |
|----------------------------------|-----|---------|--------|-----------------------|
| 1. Level of Emotional Adjustment | | | | $z = 1.369$ |
| IX std | 100 | 43.4300 | 7.8506 | $P > 0.05$ |
| X std | 100 | 42.0700 | 6.0740 | Not Significant |

The above table indicates that there is no significant difference between the standard studied and the level of emotional adjustment ($z=1.369$, $P > 0.05$) of the respondents

Table 8: “z” Test between Family Type and the Level of Emotional Adjustment

| Variable | N | Mean | SD | Statistical Inference |
|----------------------------------|-----|---------|--------|-----------------------|
| 1. Level of Emotional Adjustment | | | | $z = 0.026$ |
| Joint Family | 47 | 42.5106 | 7.6068 | $P < 0.05$ |
| Nuclear Family | 153 | 42.8235 | 6.8787 | Significant |

The above table indicates that there is significant difference between the type of family and the level of emotional adjustment ($z=0.026$, $P < 0.05$) of the respondents and the respondents in nuclear family type have high level of emotional adjustment problems as they have greater mean value of 42.8235

STRATEGY TO ENHANCE EMOTIONAL ADJUSTMENT

Life skills are those abilities that enables the adolescent to cope up with their challenges and develops positive attitude in them. These life skills has to be nourished among the adolescent school students through various ways and means such as debate, role play which induces creativity among the adolescent students. Teachers have to promote group discussion among the school students about the problems being faced by adolescent students and enable them to draw suggestion for improvement. This will in a way promote problem-solving and decision making capacity of the adolescent school students. Adolescent students need to analyze the real life situations in the form of case studies which will make the adolescent students to analyze the case studies in an objective manner and enhance their critical thinking ability. They have to be encouraged with street play and other community organization programme in order to enhance their interpersonal relationship skill and communication skill. All these abilities will enable them to cope with their emotional challenges and enhance their adjustability will further leads to positive development and mental health.

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