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## Research Article

### COMPARATIVE STUDY OF EMOTIONAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER, ACADEMIC ACHIEVEMENT AND PARENT-CHILD RELATIONSHIP

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Emotional adjustment, Gender, Academic achievement, Parent-child relationship, Secondary school students.

#### ABSTRACT

The present study was conducted with the purpose to compare Emotional adjustment of Secondary School Students in relation to their Gender, Academic achievement and Parent-child relationship. The study was conducted to a sample of 200 randomly selected secondary school students of 9<sup>th</sup> class studying in Government and Private schools of Samba District (J&K). Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh and Parent-Child Relationship Scale developed and standardized by Nalini Rao were used to collect data. The collected data was analyzed with the help of 't' test. The results of the study showed that female secondary school students are emotionally more adjusted as compared to male secondary school students. The high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students. The high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students.

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## INTRODUCTION

Adjustment is a continuous life-long process. It is adaptation, achievement as well as process. It is a compromise between needs and circumstances. To live a happy and satisfied life adjustment is essential. It is harmonious relationship between the individual himself and the environment. During adolescence stage, many physical, psychological, behavioural, cognitive, emotional changes take place. Adolescents' **shows strong feelings** and intense emotions at different times. Emotion is the current of energy that are within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the satisfaction and welfare of the individual. Mood fluctuation appears during this stage. These emotional ups and downs can lead to increased conflict and adjustment problems among adolescents'. It becomes very difficult for the adolescents to cope up with these changes. There is a need to understand these problems faced by adolescents otherwise it would lead to mal-adjustment. Parent and teachers are more responsible for the emotional adjustment of the child. Therefore education of the adolescents must be planned in such a way enabling them to adjust personally, socially, emotionally and educationally to the various environment. The important area of adjustment as Home, Health, Social, Emotional and School Adjustment:

- Home Adjustment: A house consists of family which means parents, children and also grandparents. Each member in the home has his/her own personality which affects the others. Health Adjustment: Health is a source of satisfaction. Persons who have physical defects or deformities may develop various types of complexes and frustrations.
- Social Adjustment: Adjustment with other in the society is called social intelligence. Social adjustment is influenced by social maturity of the person. Social adjustment is the adjustment in the social situation. It is adjustment in all types of status and roles in all the social institution.
- Emotional Adjustment: Emotion adjustment is also called personal adjustment. Emotion is the current of energy that are within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the Satisfaction and welfare of the individual. Parent and teachers are more responsible for the emotional adjustment of the child.
- School Adjustment: Healthy environment in the school helps the persons in making school Satisfaction of the child with the behaviour in of his class-fellow, teachers, and head of the institution, methods of teacher,

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discipline, time-table, co-curricular activities influences his adjustment.

### **Parent-Child Relationship**

Parent-child relationship is a major determining factor in the development of personality and psycho-social development of children. Parent-adolescent relationship refers to the frequency and intensity of communication and interaction patterns between adolescent and their parents. The parent-child relationship consists of a combination of behaviors, feelings and expectations that are unique to a particular parent and a particular child. The quality of the parent-child relationship is affected by the parent's age, marital status and experience.

### **Academic Achievement**

Academic achievement is one of the important goals of education. It is an important factor in life as it is the basis for ambition and progress. Academic achievement not only provides the individual with the basic needs of life like food, shelter and clothing but equip him with the necessary knowledge and skill in this rapidly changing and technology minded world. Academic achievement is a measure of understanding or skills. Knowledge attained or skill developed in school subjects usually designated by test scores or marks assigned by the teacher or by both. A The academic achievement may be for a particular subject or total scores of several subjects combined.

### **Review of Related Literature**

Related studies help in acquiring information about the studies done in the field. It is through that a review of related literature would develop an insight and interest of investigator. Brody & Benbow (1986) studied Social and emotional adjustment of adolescents extremely talented in verbal or mathematical reasoning and found that higher verbal ability may be related to some social and emotional problems. Martínez & Semrud-Clikeman M (2004) studied Emotional adjustment and school functioning of young adolescents with multiple versus single learning disabilities. the results confirmed that adolescents with multiple LD (reading and math) reported poorer functioning (i.e., higher T scores) on school maladjustment, clinical maladjustment, emotional symptoms index, attitude to school, a typicality, and depression when compared to TA peers but not when compared to peers with a single LD (reading or math). All three groups differed from the TA group (but not from each other) on sense of inadequacy, with the multiple LD group reporting the highest T scores. Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and results showed that there were no significant differences between girls and boys in school adjustment. Deepshikha and Bhanot (2011) studied Role of Family Environment on Socio-emotional Adjustment of Adolescent Girls in Rural Areas of Eastern Uttar Pradesh and found that all the eight family environment factors, viz. cohesion, expressiveness conflict, acceptance and caring, independence, active-recreational orientation, organization and control together showed significant role in socio-emotional and educational adjustment of adolescent girls. Yellaiah (2012) investigated a study of

Adjustment on Academic Achievement of High School Students. The study conclude that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement. Basu (2012) conducted a study on Adjustment of Secondary School Students .The findings of the present study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Chauhan (2013) conducted a study on study on adjustment of higher secondary school students of durg district. The t-test results indicate that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students. Sharma & Saini (2013) studied Health, social and emotional problems of college students. The findings of the study revealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional areas. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional areas. There is no significant they differ significantly difference between health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment. Mansingbhai & Patel (2013) conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement. Gaur (2013) investigated a Comparative Study of Adjustment Problems of High and Low Achievers in Higher Secondary School of Gwalior City (M.P). The analysis of data and the results indicates towards the importance of adjustment problems related to home, health, emotional, social, school etc. Low achievers problem needs an urgent solution and the society required well-adjusted and mentally healthy citizens. Rajeswari & Eljo (2013) studied Emotional Adjustment of Adolescent School Students. The findings of the study revealed that there exists low level of emotional adjustment ability among the adolescent school students. Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender. The result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 level. It means boys are Social adjustment better than girls. Bala (2014) studied Values and Adjustment Problems of High Achievers and Low Achievers. High achievers and low achievers are similar as for as social and home adjustment is concerned. High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. Low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers

were found adjusted on health and emotional area than low achievers. Gill (2014) investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students and found that there is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Mansingbhai & Patel (2014) studied Adjustment and Academic Achievement of Higher Secondary School Student and results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement. Mohanraj and Latha (2014) studied Perceived Family Environment in Relation to Adjustment and Academic Achievement. Academic performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of the home and environment. Vishal & Kaji (2014) studied Adjustment of Boys and Girls School Level Students in Ahmedabad. The result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There is no significant difference in school adjustment of boys and girls students in Ahmedabad. Gul (2015) studied Impact of Socio-Emotional Adjustment on Academic achievement of Adolescent Girls in Jammu and Kashmir and findings of the study revealed that: (1) there is a positive and significant correlation between socio-emotional adjustment and academic achievement of adolescent girls; (2) The socio-emotional adjustment of adolescent girls has a significant effect on their academic achievement; and (3) there was significant difference between rural and urban adolescent girls in their socio-emotional adjustment. Accariya&Khalil (2016) studied Socio-Emotional Adjustment of Learning-Disabled Students Undergoing School Transitions. The findings point to three main concerns of LD adolescents regarding their transition to junior-high: A sense of isolation, a lack of social and adaptation skills, and a poor relationship with teachers. Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-Educational Schools and results of their study revealed that significant differences were found between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively.

**Objectives**

1. To study Emotional adjustment of secondary school students in relation to their Gender.
2. To study Emotional adjustment of secondary school students in relation to their Academic achievement.
3. To study Emotional adjustment of secondary school students in relation to their Parent-child relationship.

**Hypotheses**

1. There is no significant difference in the Emotional adjustment of secondary school students in relation to their Gender.
2. There is no significant difference in the Emotional adjustment of secondary school students in relation to their Academic achievement.

3. There is no significant difference in the Emotional adjustment of secondary school students in relation to their Parent-child relationship.

**Sample**

For the present study a sample of 200 students of 9<sup>th</sup> class studying in government and private schools of Samba District (J&K) has been taken up.

**Tools Used**

1. Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh (1971) was administered. The inventory measures the adjustment of secondary school students in three areas of adjustment - Emotional, Social and Educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.
2. Parent-Child Relationship Scale developed and standardized by Nalini Rao (1989). The The test-retest-reliability coefficient ranged from 0.770 to 0.871 for boys sample and 0.772 to 0.873 for the girls sample over the ten subscales.
3. Achievement achievement is indicated by the marks obtained by particular student in the previous class i.e. VIII class.

**Statistical Techniques Used**

The collected data was analyzed with the help of inferential statistics such as Means and and t-test.

**RESULTS AND DISCUSSIONS**

**Objective-1:**

The first objective was to study Emotional adjustment of secondary school students in relation to their Gender. The data related to this objective were analyzed by employing ‘t’ test.

**Table 1** Showing ‘t’ value of Emotional adjustment of secondary school students in relation to their Gender

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	‘t’ value	Results
Male	100	11.0	1.60	0.160	0.213	2.34**	Significant at 0.01 level
Female	100	10.5	1.45	0.145			

\*Significant at 0.05 level  
\*\*Significant at 0.01 level

Table-1 indicates that, t-value comes out to be 2.34 which is significant at 0.01 level. It means there is significant difference in the emotional adjustment of secondary school male and female students. Thus, the null hypothesis stating that “There is no significant difference in the Emotional adjustment of secondary school students in relation to their Gender”, is rejected.

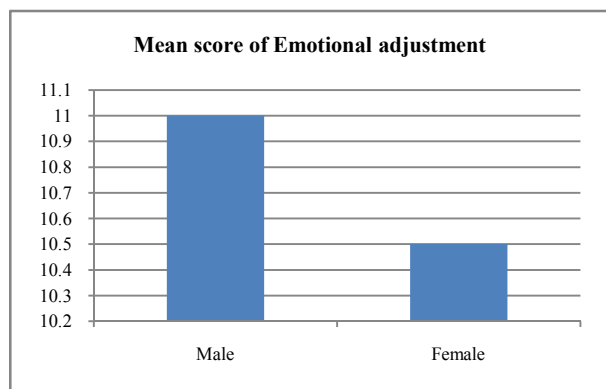


Figure 1 Mean score of Emotional adjustment of secondary school students in relation to their Gender.

Further the mean score of the male students is 11.0 which is significantly higher than the mean scores of female students is 10.5. High mean score indicates un table emotion as per adjustment inventory. Students with low scores tend to be emotionally stable. This indicates that the female secondary school students are emotionally more adjusted as compared to male secondary school students. Results of the study conducted by Mansingbhai & Patel (2014) & Vishal & Kaji (2014) also highlighted that there is significant gender difference in emotional adjustment of students.

### Objective-2

The second objective was to study Emotional adjustment of secondary school students in relation to their Academic achievement.

The data related to this objective were analyzed by employing 't' test.

Table 2 Showing 't' value of Emotional adjustment of secondary school students in relation to their Academic achievement

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High achiever	100	7.07	3.23	0.323	0.49	2.38**	Not significant
Low achiever	100	8.24	3.82	0.382			

\*Significant at 0.05 level  
\*\*Significant at 0.01 level

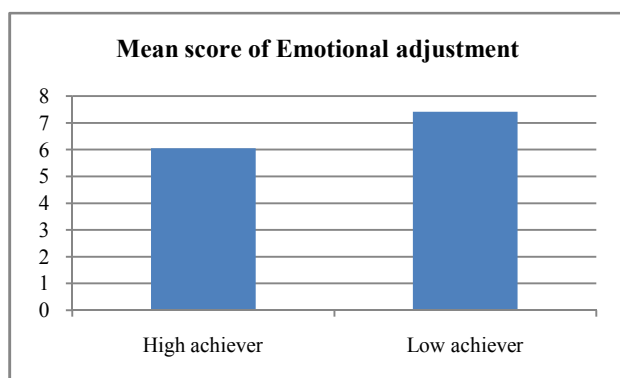


Figure 2 Mean score of Emotional adjustment of secondary school students in relation to their Academic achievement.

Table-2 indicates that, t-value comes out to be 2.38 which is significant at 0.01 level. It means there is significant difference in the emotional adjustment of secondary school high achievers

and low achievers. Thus, the null hypothesis stating that "There is no significant difference in the Emotional adjustment of secondary school students in relation to their Academic achievement", is rejected.

Further the mean score of the low achiever secondary school students is 11.0 which is significantly higher than the mean scores of high achiever secondary school students is 10.5. High mean score indicates un table emotion as per adjustment inventory. Students with low scores tend to be emotionally stable. This indicates that the high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students. Results of the study conducted by Bala (2014) also highlighted that low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers were found adjusted on health and emotional area than low achievers.

### Objective-3

The third objective was to study Emotional adjustment of secondary school students in relation to their Parent-child relationship. The data related to this objective were analyzed by employing 't' test.

Table 3 Showing 't' value of Emotional adjustment of secondary school students in relation to their Parent-child relationship

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High Parent-child relationship	100	6.05	3.03	0.303	0.46	2.97**	Significant at 0.01 level
Low parent-child relationship	100	7.42	3.52	0.352			

\*Significant at 0.05 level  
\*\*Significant at 0.01 level

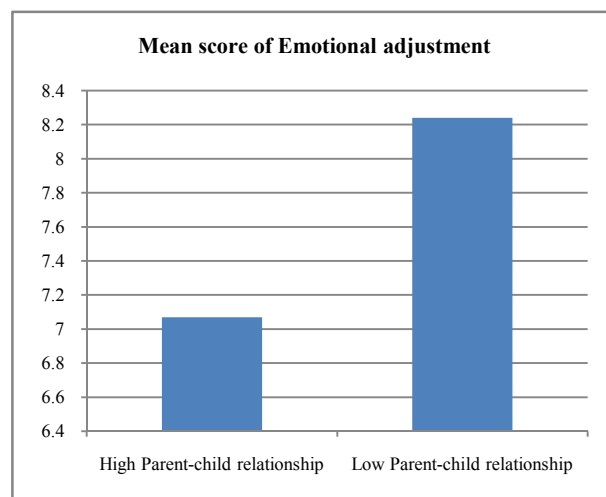


Figure 3 Mean score of Emotional adjustment of secondary school students in relation to their Parent-child relationship.

Table-3 indicates that, t-value comes out to be 2.97 which is significant at 0.01 level. It means there is significant difference in the emotional adjustment of high Parent-child relationship students and low parent-child relationship students. Thus, the null hypothesis stating that "There is no significant difference in the Emotional adjustment of secondary school students in relation to their Parent-child relationship", is rejected.

Further the mean score of low Parent-child relationship students is 7.42 which is significantly higher than the mean

scores of high parent-child relationship students is 6.05. High mean score indicates untangle emotion as per adjustment inventory. Students with low scores tend to be emotionally stable. This indicates that high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students.

## CONCLUSIONS

1. The female secondary school students are emotionally more adjusted as compared to male secondary school students.
2. The high achiever secondary school students are emotionally more adjusted as compared to low achiever secondary school students.
3. The high Parent-child relationship students are emotionally more adjusted as compared to low parent-child relationship students.

## Educational Implications

1. The good relationship between the teacher and student will enhance the emotional adjustment of the students.
2. Provision of various types of co-curricular activities should be in every school.
3. Various programmes such as NCC, NSS, cultural activities will promote emotional adjustment of students.
4. Yoga and meditation should be included in the school activities.
5. Parents should provide good family environment to the children and keep healthy relations with them.
6. Freedom to children should be provided to children in home so that they can freely express their feelings and share experiences with them.
7. Undue control and restrictions should not be imposed on children.

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