

Adjustment of Secondary School Students in Champhai District: Emotional, Social and Educational Aspects

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Abstract

This study examined how secondary school students in Champhai district of Mizoram adjusted to different school management types and gender dynamics. The Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh (1984) was utilized to measure the adjustment of students in three key areas: emotional, social, and educational adjustment. A sample of 200 secondary school students was selected, consisting of 79 boys and 121 girls. The study's findings revealed insights into the emotional, social, and educational adjustments of these students, offering valuable theoretical and reference information for enhancing their school adaptation.

Keywords: *Adjustment, Adolescents, Emotional Adjustment, Social Adjustment, Educational Adjustment.*

Introduction

Adjustment as a process holds significant importance for psychologists, teachers, and parents. At birth, a child is entirely dependent on others for the fulfilment of needs, but gradually, as the child grows, they learn to manage their own needs. The adjustment of a child largely depends on interactions with their external environment. Initially, the world is a chaotic and confusing place for a newborn, who cannot distinguish between various objects. As the child matures, they learn about the environment through sensation, perception, and conception. During infancy, a child can only respond to and think about concrete objects, with the process of abstraction developing later. Young children lack self-control over instinctive impulses and tend to reach for anything that appears bright to their senses. Their development is

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primarily instinctive. The nature of the adjustment process is influenced by several factors, particularly the child's internal needs and external demands (Sinha & Singh, 1984).

Adjustment is only relative and temporary. It is impossible for the individual to become adjusted no matter how contented the individual may be over the fine meal the individual has just had; he can be out of harmony with his environment in a matter of hours if the individual next meal is not forthcoming. Furthermore, the individual almost invariably has problems in connection with his personal life or his business that disturb the individual adjustment. Thus, when we say we are trying to promote adjustment on the part of the child, we really mean that we are trying to develop the individual capacity for adjusting on the assumption that, if the individual can learn to face in an adequate fashion the problems with which the individual is confronted today, the individual may be expected to be adequate in meeting the problems of tomorrow. Adjustment can be understood from two perspectives. Firstly, it can be seen as an achievement, reflecting how effectively a person handles conflicts and alleviates resulting tension. Secondly, it can be considered a process, focusing on how a person adjusts or compromises to manage conflicts. A well-adjusted child positively engages with the school environment without distorting their personality in an unhealthy manner. However, when schools fail to create situations that satisfy students' needs, both high and low achievers react differently, leading to adjustment problems. Hence, adjustment issues always stem from the creation of needs and their subsequent non-fulfilment.

The main aim of education is to educate an individual and also to mould and shape the character of an individual where an individual experience in his schools. Many secondary schools have been set up in many places of Mizoram which includes the government schools, deficit schools and private schools which are being run by different bodies such as the education department of the state government, local managing bodies and private bodies. These various organizations strive to educate students, develop their personalities, help them adapt to new situations and changing environments, and foster proper adjustment in different areas, including emotional, social, and educational adjustment. During adolescence, both boys and girls face significant challenges as they try to navigate these problems, which can be mental, emotional, social, and physical. They also face many adjustment problems. In order to know their adjustment patterns, it is necessary to investigate the adjustment pattern of the students. The findings and the results will help administrators and the teachers to know the problems of each student and will enable them to guide them and give them personal counselling in order that they will be able to adjust to various situations in many ways.

Rationale of the Study

School is a primary socialization institution for any child. The growing child relies on the immediate environment, including the home and school, to meet developmental needs. Therefore, it is crucial to enhance and improve school facilities to cater to these needs. Adjustment is a learning process, and an effective teacher can foster positive adjustment, strengthening a child's personality. However, limited research has been conducted on adolescents' adjustment problems. These issues often revolve around physical appearance, health and physical development, academic performance, relationships with family members, teachers, peers, and home adjustment (Raju & Rahamtulla, 2007). Such maladjustments may result in absenteeism, truancy, low achievement, and other undesirable behaviours.

As children begin school, they encounter numerous challenges, such as adapting to a new environment, new teachers, academic activities, and diverse peer groups. Successful adjustment to school largely depends on past experiences at home and children's skills and knowledge. Emotional, social, and educational adjustments are necessary. Good adjustment helps overcome difficulties and fosters positive relationships with peers, society, and the school environment (Kaur & Malhotra, 2015).

Adjustment is an ongoing demand. Adolescents must continuously adapt to changing environments to maintain good social relationships, improve academic performance, and avoid emotional imbalance (Nongbri, 2019). During adolescence, students try to adjust to new situations and changing environments. This period involves developing proper adjustment in emotional, social, and educational areas, making it significant for study.

Methodology

The investigator employs descriptive study method, personally visiting the sampled institutions and obtaining formal permission from the principals and staff of the secondary schools. The purpose of the study and the instructions for completing the questionnaire were clearly explained to the participants. They were assured that their responses would remain confidential and be used solely for research purposes. To ensure that students felt comfortable responding, the investigator established good rapport with them before distributing the questionnaire.

Tool Used

The Adjustment Inventory for School Students (AISS), developed by A.K.P. Sinha and R.P. Singh in 1984, was utilized to measure the adjustment levels of school

students in three key areas: emotional, social, and educational.

Population

The study focuses on all secondary school students in Champhai district of Mizoram. Champhai has a total enrolment of 2162 students enrolled during 2022-2023 session in government and private schools at secondary level.

Sample

The sample was chosen through a stratified random sampling technique. A total of 200 students were randomly chosen, comprising 79 males and 121 females.

Table 1: Sample Distribution

Gender	Government School	Private School	Total
Male	39	40	79
Female	60	61	121
Total	99	101	200

Objectives of the Study

The objectives of the study are stated as under:

1. To determine the adjustment level of secondary school students in Champhai district.
2. To compare the adjustment levels of government and private secondary school students in Champhai district.
3. To compare the adjustment levels of male and female secondary school students in Champhai district.

Hypotheses of the Study

1. There is no significant difference between the adjustment level of government and private secondary school students in Champhai district.
2. There is no significant difference between the adjustment level of secondary school students in Champhai district with reference to their gender.

Analysis and Interpretations

1. To determine the adjustment level of secondary school students in Champhai district.

Table 2: Adjustment Level of Secondary School Students in Champhai District

Sl. No.	Level of Adjustment	Frequency	Percent-age
1.	Extremely/Unsatisfactory Adjustment	4	2%
2.	Unsatisfactory Adjustment	21	10.5%
3.	Below Average Adjustment	34	17%
4.	Average/Moderate Adjustment	80	40%
5.	Above Average Adjustment	38	19%
6.	High Adjustment	21	10.5%
7.	Extremely High Adjustment	2	1%

Table 2 provides a distribution of adjustment levels among a sample of 200 secondary school students in Champhai district.

Extremely/Unsatisfactory Adjustment: In this category, a total of 4 students (2%) fall into the extremely/unsatisfactory adjustment level.

Unsatisfactory Adjustment: A total of 21 students (10.5%) fall into the unsatisfactory adjustment category.

Below Average Adjustment: In the below-average adjustment category, 34 students (17%) are classified.

Average/Moderate Adjustment: A significant portion of students, i.e., 80 (40%), fall into the average/moderate adjustment category.

Above Average Adjustment: A total of 38 students (19%) fall into the above-average adjustment category.

High Adjustment: In the high adjustment category, 21 students (10.5%) are classified.

Extremely High Adjustment: Lastly, in the extremely high adjustment category, only 2 students (1%) are classified.

The investigator observes that a significant portion of secondary school students fall within the average/moderate adjustment category, indicating a generally balanced level of adjustment among the sample.

2. To compare the adjustment level of government and private secondary school students in Champhai district.

Table 3.1: Adjustment Level of Government and Private Secondary School Students in Champhai District

Sl. No.	Level of Adjustment	Govt.		Private	
		Frequency	Percentage	Frequency	Percentage
1.	Extremely/Unsatisfactory Adjustment	2	2%	1	1%
2.	Unsatisfactory Adjustment	10	10%	10	10%
3.	Below Average Adjustment	13	13%	23	23%
4.	Average/Moderate Adjustment	39	39%	33	33%
5.	Above Average Adjustment	25	25%	26	26%
6.	High Adjustment	9	9%	5	5%
7.	Extremely High Adjustment	2	2%	2	2%

The data from Table 3.1 provides insights into the levels of adjustment among students in government and private schools in Champhai district. In both types of schools, a significant portion of students fall within the moderate to above-average adjustment range. Specifically, 39% of government school students and 33% of private school students demonstrate average adjustment, while 25% of government and 26% of private school students show above-average adjustment. This indicates that large shares of students are adapting well to their educational environments, reflecting a generally stable and balanced level of adjustment. However, distinctions emerge when looking at the below-average adjustment category. A higher percentage of private school students (23%) are classified under below-average adjustment compared to government school students (13%). Conversely, in the high adjustment category, government school students (9%) outnumber their private counterparts (5%), potentially pointing to factors within government schools that support adaptability among certain students. Both school types have a minimal number of students at the extremes of adjustment levels. Those experiencing extremely unsatisfactory or unsatisfactory adjustment are relatively few, indicating that severe adjustment difficulties are not widespread. Similarly, extremely high adjustment levels are also rare, with an equal proportion of students (2%) in both government and private schools exhibiting exceptional adaptability.

In summary, the data reveals that students from both government and private schools are generally well-adjusted, with the largest proportions falling within the average and above-average adjustment levels. However, private school students display a higher proportion in the below-average adjustment range, while government school students show slightly higher percentages in high adjustment levels. Extreme adjustment levels, whether unsatisfactory or exceptionally high, are minimal across both groups.

Table 3.2: Comparison of Adjustment Level of Government and Private Secondary School Students in Champhai District

Group Compared	N	Mean	SD	df	t-value	Sig value
Govt.	100	51.95	11.13	198	0.26	0.05
Private	100	51.59	8.52			

(Not Significant at 0.05 level)

Analysis of Table 3.2 indicates that the 't' value relating to the comparison of secondary school students with reference to government and private schools is 0.26, which is not significant at the 0.05 level. Therefore, the hypothesis 'There is no significant difference between the adjustment level of government and private secondary school students in Champhai district' is accepted. The table shows no significant difference in adjustment levels between government and private school students, as indicated by the non-significant 't' value and the p-value of 0.05. However, the mean scores suggest that government school students have a slightly higher adjustment level (Mean = 51.95) compared to their private school counterparts (Mean = 51.59).

3. To compare the adjustment level of male and female secondary school students in Champhai district.

Table 4.1: Adjustment Level of Male and Female Secondary School Students in Champhai District

Sl. No.	Level of Adjustment	Male		Female	
		Frequency	Percentage	Frequency	Percentage
1.	Extremely/Unsatisfactory Adjustment	2	2.53%	2	1.65%
2.	Unsatisfactory Adjustment	8	10.13%	13	10.74%
3.	Below Average Adjustment	15	18.99%	19	15.70%
4.	Average/Moderate Adjustment	31	39.24%	49	40.50%
5.	Above Average Adjustment	15	18.99%	23	19.01%
6.	High Adjustment	7	8.86%	14	11.57%
7.	Extremely High Adjustment	1	1.26%	1	0.83%

Table 4.1 presents adjustment levels between male and female secondary school students in Champhai district. For both genders, a significant share of students falls within the moderate to above-average adjustment range. Among male students, 39.24% exhibit average adjustment, while 18.99% demonstrate above-average adjustment. Similarly, 40.50% of female students show average adjustment,

with 19.01% displaying above-average adjustment. These figures suggest that many students, regardless of gender, maintain a stable level of adjustment in their environments. Some distinctions, however, emerge between male and female students. Females have a slightly higher proportion in the unsatisfactory adjustment category (10.74% compared to 10.13% for males) and the high adjustment category (11.57% compared to 8.86% for males). This indicates that while females may face slightly more adjustment difficulties, they also have a larger proportion reaching higher levels of adjustment. The below-average adjustment category shows 18.99% of male students and 15.70% of female students. At the extremes of adjustment, both groups have minimal representation. Those with extremely unsatisfactory adjustment are at 2.53% for males and 1.65% for females, while students exhibiting extremely high adjustment are equally rare, with 1.26% for males and 0.83% for females.

In summary, the data reveals that many male and female students are well-adjusted overall, but males display a slightly higher proportion in the below-average adjustment range, while females show a marginally greater representation in both unsatisfactory and high adjustment levels.

Table 4.2: Comparison of Adjustment Level of Male and Female Secondary School Students

Group Compared	N	Mean	SD	df	t-value	Sig value
Male	79	49.2	10.62	198	-2.98	0.01
Female	121	53.49	8.85			

(Not Significant at 0.01 level)

Analysis of Table 4.2 indicates that the t-value relating to the comparison of secondary school students with reference to gender (male and female) is -2.98, which is significant at the 0.01 level. Therefore, the hypothesis 'There is no significant difference between the adjustment level of secondary school students in Champhai district with reference to their gender' is rejected. The table shows a significant difference in adjustment levels between male and female secondary school students, as indicated by the significant t-value and the p-value of 0.01. The mean scores suggest that female students have a higher adjustment level (Mean = 53.49) compared to their male counterparts (Mean = 49.2). This significant difference implies that, on average, female students tend to have better adjustment levels than male students. The standard deviations (SD) further support the findings. The SD for male students is 10.62, indicating more variability in adjustment scores within this group, compared to female students who have an SD of 8.85. Despite this variability, the overall difference in adjustment levels between the two groups is significant.

Major Findings of the Study

1. From the study, the investigator found that a large portion of secondary school students in Champhai district have average adjustment level. This means that most students (40%) are neither exceptionally well-adjusted nor poorly adjusted, but rather fall within a moderate range of adjustment.
2. There are no government students who fall in the extremely high adjustment. This indicates that while government school students may have varying levels of adjustment, none exhibit an exceptionally high level of adjustment.
3. The investigator found that a significant portion of male students fall within the average adjustment level (39.24%). Additionally, 18.99% of male respondents have below average and above average adjustment levels, suggesting that a significant portion of male students experience moderate adjustment difficulties or slightly better-than-average adjustment. Furthermore, 10.13% of male respondents have unsatisfactory adjustment levels, indicating a need for additional support for these students. 8.86% of male respondents have high adjustment levels, while 2.53% have extremely/unsatisfactory adjustment levels. Only 1.27% of male respondents fall into the extremely high adjustment category.
4. The investigator also found that a significant number of female students fall within the average adjustment level (40.50%). Additionally, 19.01% of female respondents have above average adjustment levels, suggesting that a significant portion of female students are well-adjusted. In contrast, 15.70% of female respondents have below average adjustment levels, indicating some adjustment difficulties. Furthermore, 11.57% of female respondents have high adjustment levels, while 10.74% have unsatisfactory adjustment levels. Only 1.65% of female respondents fall into the extremely/unsatisfactory adjustment category, and 0.83% fall into the extremely high adjustment category.
5. A t-test comparison of adjustment levels between male and female students indicates a significant difference in adjustment levels based on gender among secondary school students. The mean scores suggest that female students exhibit higher adjustment levels (Mean = 53.49) compared to their male counterparts (Mean = 49.2). This significant difference implies that, on average, female students tend to have better adjustment levels than male students. The variability in adjustment scores, as indicated by the standard deviations, further supports these findings.
6. A t-test comparison of adjustment levels between government and private school students shows that there is no significant difference in adjustment levels

between the two groups. The mean adjustment scores for government school students (Mean = 51.95) and private school students (Mean = 51.59) are very close, and the t-value (0.26) is not significant at the 0.05 level. This suggests that, on average, both groups exhibit similar adjustment patterns.

Discussion and Conclusion

The study concludes that most secondary school students in Champhai district have average adjustment levels, with significant differences observed based on gender but not on the type of school attended. This means that most students, approximately 40%, are coping relatively well with their school environment, balancing their academic, social, and personal responsibilities effectively. Female students generally exhibit higher adjustment levels compared to male students, suggesting that gender-specific factors significantly influence adjustment patterns. However, no significant differences were found between government and private school students, indicating that both groups face similar adjustment challenges.

The investigator found that the greater number of male students fall within the average adjustment level (39.24%). A significant proportion of male students, about 18.99%, are classified under both below average and above average adjustment levels. Additionally, 10.13% of male students exhibit unsatisfactory adjustment, and 8.86% fall into the high adjustment category. It is concerning that 2.53% of male students have extremely unsatisfactory adjustment, and only a small percentage, 1.27%, reach the extremely high adjustment level.

The study also found that the larger proportion of female students fall within the average adjustment level (40.50%). A substantial portion of female students, approximately 19.01%, are classified under above average adjustment, indicating a generally positive adjustment pattern among females. However, 15.70% of female students are categorized under below average adjustment, and 11.57% are in the high adjustment category. It is considerable that 10.74% of female students have unsatisfactory adjustment, while only 1.65% exhibit extremely unsatisfactory adjustment levels. The extremely high adjustment level is the least represented among females, with only 0.83% falling into this category.

The t-test comparison between government and private secondary school students indicated no significant difference in adjustment levels (t-value = 0.26, p-value = 0.05). The mean adjustment scores for government (Mean = 51.95) and private (Mean = 51.59) school students are very close, suggesting that both groups experience similar adjustment challenges. This finding implies that factors other than the type of school may play a more critical role in influencing student adjustment levels.

These findings emphasize the importance of considering gender-specific needs when developing interventions and support systems to enhance student adjustment levels. Tailored support programs that address the unique challenges faced by male and female students can help improve their overall well-being. Additionally, the lack of significant differences between government and private school students highlights the need for a comprehensive approach that considers individual student characteristics and broader environmental factors.

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