

## Adolescent School Students and Social Adjustment – A Psychosocial Study

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### Abstract

Adolescence is an important stage of development in which adolescents undergo many physical, psychological and social changes and they need to adjust to the social environment consisting of parents, elders at home, siblings, friends, peers, teachers and significant others in the environment. When the adolescents fail to fulfill this requirement, it creates problem in their positive growth and development. The ‘Adolescent School Students and Social Adjustment’ is a descriptive study measure the social adjustment level of the adolescent school students and suggest suitable rehabilitative measure in the form of life skills intervention for their holistic development. The study universe belong to 1399 adolescent students studying IX, X, XI and XII standards respectively among which 700 students have been chosen for data collection by adopting systematic random sampling technique. For the current study, a scale invented by Dr.Roma Pal in the year 1985 named ‘Social Adjustment Inventory’ is used for collecting the data and the analysis and interpretation has been carried out by using SPSS. Correlation test between age and social adjustment, ANOVA test among the respondents education, occupation of the respondents parents and the researcher has also done Chi-square test that was done between the number of siblings and social adjustment has also been performed. Findings and suggestions are incorporated in the article.

**Keywords:** *Adolescent school students, Social adjustment, recreational therapy, life skills intervention*

### 1. Introduction

Emergence of mental health issues and challenges occur at the time period of the transition that happens at the age of childhood to adulthood (Ensink, 2017). This period starts at 11 years of age and extends up-to 19 years of age. At this stage, adolescents come across various challenges in physic, psychological and social environment (WHO, 2018). They have to keep pace with their academic performance, establish healthy rapport with teachers and peers, maintain cordial relationship with parents, siblings, neighbors, friends and significant others in the environment that aid them to establish a healthy lifestyle (Chetna, 2017). Learning Life Skill education also help them to identify the strategies needed for a better standard of living (Dhingra and Chauhan, 2017) Beside these, they have to keep par with the expectations of the society, manage their values, principles and follow certain norms in the society which is a major domain of social adjustment. As human beings, individuals establish constant interactions and interrelationship with the environment for their growth and development and in this process, adolescents finds it difficult to adjust to the social environment.

Parents and significant others should provide a conducive atmosphere for the positive growth and development of adolescents as it is a period of revolution as well as this age group begins to strive for new opportunity (UNICEF, 2018). Adolescents keep on changing their interests and desires based on their age. Sex, intelligence, environment and opportunity are the factors which influences the development of interest in adolescents (Mihalysi, 2017). Hence social environment such as family members, friends, neighbors etc., play a vital role in enabling the adolescents to develop social interests. Adolescents have a strong desire to participate in social activities and they expect the society to respect and recognize their actions which many times remain unfulfilled. They also try to extend their friends circle by finding new friends and establish rapport with them. They spend most of their time in chatting with friends and have little or no concern for their family members. They give more importance to social views and honors the decisions of society because they are not very sure about the correctness of their own decisions. They always find fault with elders at home and do not like to get any advice

either from their parents or from their teachers. They do not like their parents or teachers to have control over them and try to rebel against it. They develop an attitude that their decisions are correct which may not be socially acceptable. These create adjustment problems with the social environment (Child Line, 2017).

School is one of the most important social institutions for adolescents where they spend nearly 5 to 8 hours daily. It is the place where the children gain proficiency and learn various skills such as social skill, communication skill, learning skill, managing emotions at home and at school (Curtis, 2015). Thus, educational institutions had a tremendous role in moulding the personality of the students and it also contributes for the positive development of the child (Sharp, 2020). It becomes very essential for the child to adjust with the school environment, class room atmosphere and cordial relationship with teachers. School environment should promote and enhance the creativity of the children in various activities.

### 1.1 Objective of the Study

- To find out the attributes of Sociodemographic aspects of the respondents.
- To assess the social adjustment level of adolescent school students.
- To provide suitable rehabilitative measure in the form of life skills intervention to enhance social adjustment.

### 1.2 Reviews of Literature

**JatinderKumra (2015)**, explained about the strong significance between the social and economical status of adolescent school going students with regard to their scholastic achievements. He also stressed the impact of academic accomplishment in connection with intellectual ability. that result leads to identify the significant impact of the socioeconomic condition in creating problems associated with behaviour and emotional feelings.

**Schneider et al., (2016)**, had emphasized the ignorance and neglect against the adolescent children affect their Quality of life, overall emotional and social well-being. He also stressed that such kind of avoidance result in the emergence of psychiatric disorders. The way of acceptance and how much opportunity he or she, the adolescent is getting in their sociocultural and educational environment, that helps them to make a better adjustment in their psychological social and cultural aspects of everyday life.

A study conducted by **Luis Rico et al.**, in the year **2020**, the sociometric statistics of the adolescents make diverse impact in their life of development. There is a significant impact in the relation between the classmates and schoolmates in personality development. Importance of social skill in the life adolescent for the future development is also well explained the study.

The study made by **Rodríguez Rodríguez and Guzmán Rosquete (2019)** highlighted the reason behind school failure. This study evaluated the poor socioeconomic condition of the students, regular conflicts and problematic situation that is happening in their home environment, the emotional maladjustment's between parents will leads to the scholastic backwardness of the school going adolescent.

‘Life projects in adolescents at risk of social exclusion’ by **Garcés-Delgado et al. (2020)** had accentuated the risk factors involved in the social exclusion of adolescents. It include the poor economic condition, illiteracy of the parents, the area where the adolescent is born and brought up, as well as the poor support system in the society affects the adolescent educational achievements. have referred to adolescents born and growing up in low-education and low-economic families, with few social support networks, belonging to socially excluded minority cultures and unstructured families as “minors at risk of social exclusion.”

## 2. Methods and Materials

### 2.1 Methods

Descriptive research design was used by the researcher to study the demographic characteristics as well as the social aspects of the respondents. The research design also investigate the social adjustment level done through Social Adjustment Inventory. She has taken two government higher secondary schools in Trichy and included adolescent students studying IX standard to XII standard constituting a universe of 1399 adolescent students. In

order to select the sample, systematic random sampling method has been adopted and every 2<sup>nd</sup> item was selected as the sample which constituted 700 respondents (359 boys and 341 girls) from two schools.

## 2.2 Materials

In this study the researcher has collected the Sociodemographic data from the respondents, through a self-prepared questionnaire and to assess the Social Adjustment level of the adolescent school students, the researcher has used Dr.Roma Pal's Social Adjustment Inventory, developed in the year 1985. It consist of 60 statements followed by "Yes" "No" responses and has two dimensions such as Emotional Adjustment Dimension and Social Adjustment Dimension and the scoring pattern is Yes – 2 score No – 1 score. 0.82 is the split half method for the reliability co-efficient done by the researcher.

## 3. Analysis and Findings

### 3.1 Characteristic Features of Population of the Respondents

In the first table, it shows that sixteen years old adolescent school students are of 30 percentage and their mean age is calculated as 15.62. Table also represents, there are 22 percentage of adolescent school students are in the age of 15 years and 18 % of them were 17 years old. With regard to the age of the adolescent school students, there are of 17 %, 7%,5 % & also the last 1% of the respondents belongs to the age of 14,18,13 and 19 years of age respectively.

As mentioned in table-1, 29 per cent of the adolescent school students are studying in Eleventh grade and there are 28 per cent of them were Ninth standard. Adolescent school students studying in twelfth standard are of 24 percentage and remaining 19 per cent of the school students are studying in tenth standard.

The first table also displays the employment details of the fathers of adolescent school students. In that, majority of the respondents, about 49 per cent of fathers of the adolescent school students are working as a low-wage laborers and 26% of them were working in private sector and there are 15 percentage of the fathers are working in the filed of business. The remaining ten percentage, five per cent of them were skillful in the filed of farming and the other five per cent are working as Government employees.

On the other hand Researcher also stressed the employment which the mothers of adolescent school students are possessing. With regard to the tabular representation of occupation of the mother, more than half, that means 76 percentage of the mothers have no other employment and they are running the family as housewives. Private employers are of 11 percentage and mothers of the adolescent school students who are involved in business are of 10 percentage. The rest 3 percentage are working in the field of Government sector.

About the number of siblings which the respondents have, there are 56 % of the adolescent school students have one or two siblings. There are school students those who have more than two siblings or less than 5siblings.. It is understood from the table that, there are adolescent school students those who have more than five siblings are of 5 percentage of the respondents have more than 5 siblings. The calculated mean value for the respective data is 1.49.

**Table 1 : Characteristic of the Respondents Population**

Sl.No	Variables associated with Sociodemographic data	Number of Adolescent School Students	Percentage of Respondents
1	Agein years		
	13	36	5
	14	119	17
	15	153	22
	16	211	30
	17	129	18
	18	49	7
	19	3	1
	Calculated Mean value is 15.62 & 1.31 is the Standard Deviation.		

2	Level of Education		
	9 <sup>th</sup> Std.	201	28
	10 <sup>th</sup> Std.	130	19
	Class 11	203	29
	Class 12.	166	24
3	Father's Line of work		
	Coolie	345	49
	Agriculturist	36	5
	Private Job	180	26
	Business	101	15
	Government Job	38	5
4	Mother's Occupation		
	House wife	534	76
	Private employee	77	11
	Business	69	10
	Government employee	20	3
5	Number of Brothers/Sisters		
	2 or below 2	392	56
	3-4	271	39
	More than 5	37	5
	Calculated Mean Value is 1.49 Standard Deviation obtained: 0.59		

### 3.2 Levels of Social Adjustment

In the second table, it is clearly understood that, about 53 per cent of the adolescent school students have low level of social adjustment with respect to the emotional adjustment. Considering the dimension of emotional adjustment, 47 per cent of the adolescent school students have high level of social adjustment. Majority (55%) of the adolescent school students have low adjustment level in the social aspects. Tabular representation of the criteria of social adjustment in the second table also pointed out, there are 53 per cent of the adolescent school students have overall social adjustment in a very low level and overall social adjustment of the remaining 47 per cent of the school students possess high level adjustment.

**Table 2 Statistical distribution of various attribute of Social Adjustment among Respondents**

S.No	Attribute of Social Adjustment	Number of Respondents (N=700)	Percentage
1	<b>Emotional Adjustment</b>		
	Low	371	53
	High	329	47
2	<b>Social Adjustment</b>		
	Low	385	55
	High	315	45
3	<b>Overall Social Adjustment</b>		
	Low	374	53
	High	326	47
Total		700	100

### 3.3 Correlation between Age of the Respondents and numerous attribute of Social Adjustment

The third table highlighted the significant relationship between age and various attribute of social adjustment like, emotional, social and overall adjustment. The correlational value of the age and emotional adjustment is 0.214, if the P value is less than 0.01. The table also indicate the correlation value of the age and social

adjustment as 0.256, here also the value of P is less than 0.01. Finally the overall social adjustment with regard to the adolescent school students is 0.243 and here also the value of P is less than 0.01. The research study is also accordant with the data proposed by Pandey and Tiwari in the year 1982, it says that, there is a significant relationship between the age of the adolescent school students with respect to social adjustment. The representation of the data in table-3 also disclose, the better social adjustment can be seen among the adolescents in their young age like 14 – 16 years when comparing it with the adolescents in the age between 17 to 18 years.

**Table-3 : Karl Pearson’s Co-Efficient of Correlation**

S.No	Attribute of Social Adjustment	Value of Correlation	Statistical Inferences
1	Age and Emotional Adjustment	.214	P<0.01
2	Age and Social Adjustment	.256	P<0.01
3	Age and Overall Social Adjustment	.243	P<0.01

### 3.4 ANOVA among Respondents Education with regard to various dimensions of Social Adjustment

The table-4 clearly mentioned the significance in relation with education of the adolescent with respect to each dimensions of social adjustment. That made an inferences in the emotional adjustment by the F-statistic is equal to 23.097, and here the P-value is less than 0.05, in the case of social adjustment the significant shows the F is equal to 24.486, value of P is less than 0.05 and the result of the overall social adjustment implies the F-statistic is equal to 25.01 and the value of P is less than 0.05.

The below table also implies, students those who are studying in the twelfth standard have shown a high level of adjustment in their social, emotional and overall adjustment. This study also encourages the researchers named M.V.R. Raju and T.Khaja Rahamtulla, who were bring out the dependency of social adjustment with respect to the standard which the adolescent is studying, the environment where he or she gets for the education and the existing school management system in the year 2007.

**Table 4 ANOVA Education of the respondent in relation with numerous attributes of social adjustment**

S. No	Respondents Educational Background	Df	SS	MS	Mean	Statistical Inferences
1.	<b>Emotional Adjustment</b>					
	Independent Measures	4	3340.30	48.20	G1=40.75	F=23.097
	Repeated Measures	696	33552.07	1113.43	G2=41.11	P<0.05
					G3=41.59	
G4=46.24	Significant					
3.	<b>Overall Social Adjustment</b>					
	Independent Measures	4	14287.07	190.34	G1 = 82.41	F = 25.01
	Repeated Measures	696	132481.29	4762.35	G2 = 83.93	P < 0.05
					G3 = 85.74	
G4 = 94.24	Significant					

G1- IX standard,

G2 – X standard,

G3 – XI standard,

G4 – XII standard

### 3.5 ANOVA among Respondents Father’s Occupation in relation with numerous attributes of Social Adjustment

Here the below table point out the significant relationship existing between the fathers occupation in relation with attributes of social adjustment. The first attribute in the social adjustment like emotional adjustment shows F is equal to 4.845, in the case of social adjustment F is equal to 4.168 and the last overall attribute of social adjustment F is equal to 4.659, in all the three dimensions the value of P is less than 0.05.

So it well understood that, the students of fathers who were in the coolie work comprehend social adjustment in a high level when compared with the students those fathers work in different other fields. The study consistency can be assured in terms of the research conducted by M.V.R. Raju and T. Khaja Rahamtulla regarding

significant relationship with the occupation of both parents in the life of adolescent school students. They have done the study in the year 2007.

**Table 6 ANOVA among Respondents Father's Occupation in relation with numerous attributes of Social Adjustment**

S. No	Fathers Employment	Df	SS	MS	Mean	Statistical Inferences
1	<b>Emotional Adjustment</b>					
	Independent Measures	4	1000.84	51.64	G1 = 48.27 G2 = 47.22 G3 = 47.67	F = 4.845 P<0.05 Significant
Repeated Measures	696	35891.52	250.21	G4 = 45.23 G5 = 45.94		
2	<b>Social Adjustment</b>					
	Independent Measures	4	966.82	57.99	G1 = 44.76 G2 = 44.30 G3 = 44.49	F = 4.168 P < 0.05 Significant
Repeated Measures	696	40306.56	241.70	G4 = 41.34 G5 = 43.39		

3	<b>Overall Social Adjustment</b>					
	Between Groups	4	3832.92	205.66	G1 = 87.73 G2 = 86.94 G3 = 87.49	F = 4.659 P < 0.05 Significant
Within Groups	696	142935.40	958.23	G4 = 81.23 G5 = 83.57		

G1 – Coolie work, G2 – Farmer, G3 – Business, G4 – Government employee, G5 – Private employee

### 3.6 ANOVA among Respondents Mother's Occupation in relation with various attribute of Social Adjustment

From the below table, it manifest the employment in which the mother of the adolescent school student have no significant difference in regard to the various attribute of social adjustment. The F value got in the statistics for emotional adjustment is equal to 0.608, that means the test hypothesis is false. In the other case, the attribute of social adjustment, here the F value is equal to 0.350, which means the P value is greater than 0.05 that says no effect was observed and finally F is equal to 0.394 and the P value is greater than 0.05 for the overall social adjustment.

**Table 7 ANOVA among Respondents Mother's Occupation in relation to numerous attribute of Social Adjustment**

S. No	Mothers Occupation of the Respondents	Df	SS	MS	Mean	Statistical Inferences
1	<b>Emotional Adjustment</b>					
	Between Groups	4	96.35	32.11	G1 = 42.47 G2 = 41.46	F =0.608 P>0.05 Not Significant
Within Groups	696	36796.05	52.86	G3 = 42.78 G4 = 41.05		
2	<b>Social Adjustment</b>					
	Between Groups	4	62.08	20.69	G1 = 44.16 G2 = 43.29	F =0.350 P > 0.05 Not Significant
Within Groups	696	41211.29	59.21	G3 = 44.37 G4 = 44.60		
3	<b>Overall Social Adjustment</b>					
	Between Groups	4	248.68	82.89	G1 = 86.63 G2 = 84.90	F = 0.394 P > 0.05 Not Significant
Within Groups	696	146519.68	210.51	G3 = 87.15 G4 = 85.65		

G1 – House wife, G2 –Private Employee, G3 – Business, G4 – Government employee

### 3.7 Attributes of Social Adjustment and in relation with number of siblings

The table-8 represents the data regarding the relationship with the number of siblings and social adjustment attributes. That explains there is no significant association in relation with any of the attribute selected by the researcher with regard to social adjustment. The statistical inferences that proves there is no significant relation in any of the attribute like for emotional dimension it shows  $\chi^2$  is equal to 2.576, and the P value is greater than 0.05, in the case of social adjustment the  $\chi^2$  value is equal to 0.537, and the P value is therefor greater than 0.05, at last for determining the overall social adjustment the  $\chi^2$  value is equal to 0.216, and here also the value of P is greater than that of 0.05. So we can came to an inference that there is no significant relationship between any of the dimensions.

**Table 8 Relationship with number of siblings and numerous attributes of Social Adjustment**

S.No	Number of siblings	Social Adjustment		Statistical Inferences
		Low	High	
1	<b>Adjustment in the emotional aspect.</b>			$\chi^2 = 2.576$
	Below2	209	183	Df=1
	3-4	138	133	P>0.05
	Above 5	24	13	Not significant
2	<b>Adjustment in the social aspect.</b>			$\chi^2 = .537$
	Below2	220	172	Df=1
	3-4	146	125	P>0.05
	Above 5	19	18	Not significant
3	<b>Social Adjustment as a whole.</b>			$\chi^2 = .216$
	Below2	210	182	Df=1
	3-4	143	128	P>0.05
	Above 5	21	16	Not significant

### 3.8 Discussion

Adolescent students undergo lot of problems in adjusting with the existing social environment and they have low level of social adjustment. Hence it becomes essential to provide rehabilitation in the form of recreational therapy activity to provide them opportunity to mingle with others in the environment. In schools, tour programmes, yoga therapy and recreational activity has to be executed in order to make the adolescent students feel relaxed and develop healthy relationship with peers, friends and teachers at school. Apart from these, parents also should help their adolescents to express their emotions and provide recognition for each and every activity they perform at home. Socialization is important in this significant period and that also plays a pivotal role in establishing good relationships. These characteristic features all together to contribute for personality development.

### 4. Conclusion

This study may be beneficial to the adolescent school students through assessing their level of social adjustment in a scientific way and also emphasize suitable measures for rehabilitation which will help to enhance the asocial adjustments of the teenage school students. Accordingly, recreational therapy for the adolescent students, tour programme where they can meet different people from different culture, yoga therapy will provide peace of mind and utmost concentration in their activity will enable them to promote positive mental health and have healthy psychological well-being. In addition to these, the researcher tried to convey the essentiality of life-skill education in schools and its role in personality development of adolescents school students. This study is also beneficial for identifying the copying mechanism to manage emotions, stress and develop healthy interpersonal relationship in school, home and society large.

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