Futuristic Trends in Social Sciences
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IIP Series, Volume 3, Book 7, Part 2, Chapter 3
A STUDY ON RELATIONSHIP BETWEEN ADJUSTMENT
ABILITY AND SOCIO-ECONOMIC STATUS OF LEARNERS STUDYING
IN SECONDARY SCHOOLS OF PURBO MEDINIPUR DISTRICT, WEST BENGAL

A STUDY ON RELATIONSHIP BETWEEN ADJUSTMENT ABILITY AND SOCIO-ECONOMIC STATUS OF LEARNERS STUDYING IN SECONDARY SCHOOLS OF PURBO MEDINIPUR DISTRICT, WEST BENGAL

Abstract

We should know about individual attributes of learners to provide appropriate teaching methods and counselling procedures to them as demanded by our present education system. In this study, adjustment ability and socio-economic status of learners were assessed and their correlation among learners of rural and semi-rural area was studied using survey method and purposive sampling was done. Standardized questionnaire was selected and coefficient of correlation, mean, standard deviation, t-value tests were used as statistical tools. Pie-chart was used to represent data. The studies revealed that no such correlation exits among these variables. This study was confined among a few learners of rural and semi-rural area of Purbo-Medinipur district. Results could be generalized using more samples. Care should be taken in framing and implementation of curriculum so that learners do not their loose adjustment abilities in home, School and society irrespective of their socio-economic status and individual differences.

Keywords: Adjustment ability, socio-economic status, correlation, individual differences, learners etc.

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I. INTRODUCTION

Adjustment is a mechanism by which human beings can cope up with themselves as well as with the environment. It is very essential and continuous process of maintaining harmony with one another. A person with good adjustment ability possesses a balanced personality. Individuals should develop home adjustment, School adjustment, emotional adjustment, social adjustment abilities among themselves. As a child grows up, he/she develops adjustment abilities which are enhanced if we can provide them a suitable environment. Lack of proper environment and dissatisfaction of needs may lead to maladjustment and aggressive behavioural expressions.

Socio-economic status is the measure of social and economic conditions of individuals. Income, education and occupation are parameters on which socio-economic condition of individuals can be assessed. Possession of wealth, house-hold income, occupation and income level of parents denote socio-economic status of an individual.

Learners coming to educational institutions are from different cultural and family background. The present study is conducted to find out their socio-economic condition and it's variation with their adjustment abilities in home, School and society.

II. RATIONALE OF THE STUDY

Our present education system is based on learner -centred teaching-learning processes. Each learner is different from one another. In order to make teaching-learning process effective, individual differences among learners is to be emphasized. Teachers should also have a knowledge about learner's family background, their socio-economic conditions, their adjustment abilities, their locality and many other factors that affect learner's all round development. This study will widen our knowledge with information about environmental circumstances to which learner's belong, their adjustment abilities, what type of guidances will be appropriate for them and what will be their expected learning outcomes and behavioural changes. So, this study is just a step forward to upliftment of our present education system and this will be beneficial to researchers, teachers, policy-framers and administrators to satisfy the goals of imparting education to all learners of our country.

III. OBJECTIVES

This study includes the following objectives:
- To find out adjustment ability and socio-economic status of learners.
- To find out correlation between learner's adjustment abilities and socio-economic condition.
- To study variation in relationship between adjustment ability and socio-economic status among boys and girls studying in Secondary Schools of Purbo Medinipur District.
- To study variation in relationship between adjustment ability and socio-economic status among boys and girls of rural and semi-rural area studying in Secondary Schools of Purbo Medinipur District.

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- To make learners aware about the necessity of increasing their adjustment ability in every field so that they develop their mental satisfaction, self-realization and cooperation with environment and society irrespective of their individual differences.

IV. REVIEW OF RELATED LITERATURE

Some countries favour children with dominant cultural advantages and rich family background and produce expected learning outcomes (Shavit and Blossfeld 1993). According to Lareau (1987,2011), parents of middle-class family learner's foster on cultivating their children's talent through organized activities, while working parents prefer natural growth parenting style and let their children create their own activities in unstructured time. These differences in parenting style may cause differences in adjustment abilities of learners. According to Barone 2006, a student's social ability, language style and attitudes towards School curriculum and teachers, may differ according to social class origins. Van de Wefhorst and Mijs (2010) discussed that existence of educational inequality occurs due to inequality of educational opportunities in terms of influence of socio-economical background on students' test scores, and in learning, as expressed by the performance distribution in test scores.

V. RESEARCH METHODOLOGY

All learners studying in standard 11 of Secondary Schools of Purbo Medinipur district were considered as population of the study. Survey method was used, purposive sampling was done and 100 learners were selected as samples from different Secondary Schools of Khejuri, Block-I, Purbo Medinipur district, West Bengal. Standardized questionnaires were used as research tool to collect data from the learners. Modified form of Kappuswamy's socio- economic status scale was used to assess socio-economic condition and M.L. Saxena's adjustment inventory was used for assessment of adjustment ability of learners. A good rapport was established among the learners and the investigator and proper instructions were given to them so that they give correct responses. Mean, standard deviation, coefficient of correlation using Pearson's product moment method, t-test was used for statistical analysis of data. Significant positive correlation coefficient indicates increase or decrease in one variable causes increase or decrease in the other. Significant negative correlation coefficient indicates increase in one variable cause decrease in the other and vice versa. Pie-chart was used for data representation.

1. **Hypotheses:** This study includes the following hypotheses-

- **Ho1:** There was no significant relationship between adjustment ability and socio-economic status scores of all learners studying in Secondary Schools.

- **Ho2:** There was no significant relationship between adjustment ability and socio-economic status scores of boys of rural area studying in Secondary Schools.

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- **H₀3:** There was no significant relationship between adjustment ability and socio-economic status scores of girls of rural area studying in Secondary Schools.

- **H₀4:** There was no significant relationship between adjustment ability and socio-economic status scores of boys of semi-rural area studying in Secondary Schools.

- **H₀5:** There was no significant relationship between adjustment ability and socio-economic status scores of girls of semi-rural area studying in Secondary Schools.

2. **Analysis and Interpretation of Data:** The hypotheses were analyzed in following ways

   Before testing the hypothesis, scores were distributed in the following manner and pie-chart was drawn to represent the scores-

Measures	Number of samples	Mean	Standard deviation	Categorisation of scores		
				Low	Average	High
Adjustment ability	100	85.8	14.63	44	54	2
Socio-economic		37	10.73	50	39	11
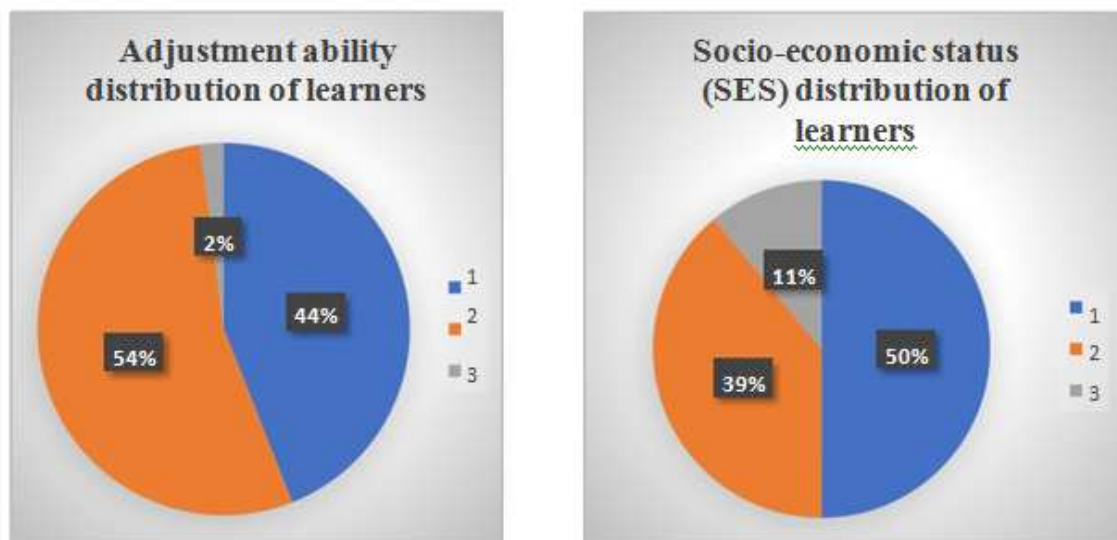
Figure 1: (a and b)

- Low level categorization of scores
- Average level categorization of scores
- High level categorization of scores

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3. **Hypothesis Ho1:** Coefficient of correlation between adjustment ability and socio-economic status scores was calculated and test of significance of coefficient of correlation was done. The required table is as follows-

Table 2

Total number of samples	Degrees of freedom	Coefficient of correlation(r)	t-value	Test of significance (0.01 level)
100	98	-0.008	0.079	Not- significant

r-value was negative and insignificant. So, hypothesis Ho1 was retained.

4. **Hypothesis Ho2:** Coefficient of correlation between adjustment ability and socio-economic status scores among boys of rural area was calculated and test of significance of coefficient of correlation was done. The required table was as follows-

Table 3

Total number of samples	Degrees of freedom	Coefficient of correlation(r)	t-value	Test of significance (0.01 level)
50	48	-0.17	1.196	Not- significant

r-value was negative and insignificant. So, hypothesis Ho2 was retained.

5. **Hypothesis Ho3:** Coefficient of correlation between adjustment ability and socio-economic status scores among girls of rural area was calculated and test of significance of coefficient of correlation was done. The required table was as follows-

Table 4

Total number of samples	Degrees of freedom	Coefficient of correlation(r)	t-value	Test of significance (0.01 level)
50	48	0.158	1.109	Not- significant

r-value was positive and insignificant. So, hypothesis Ho3 was retained.

6. **Hypothesis Ho4 :** Coefficient of correlation between adjustment ability and socio-economic status scores among boys of semi-rural area was calculated and test of significance of coefficient of correlation was done. The required table was as follows-

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Table 5

Total number of samples	Degrees of freedom	Coefficient of correlation(r)	t-value	Test of significance (0.01 level)
50	48	-0.32	2.341	Not- significant

r-value was negative and insignificant. So, hypothesis Ho4 was retained.

7. **Hypothesis Ho5:** Coefficient of correlation between adjustment ability and socio-economic status scores among girls of semi-rural area was calculated and test of significance of coefficient of correlation was done. The required table was as follows-

Table 6

Total number of samples	Degrees of freedom	Coefficient of correlation(r)	t-value	Test of significance (0.01 level)
50	48	0.11	0.767	Not- significant

r-value was positive and insignificant. So, hypothesis Ho5 was retained.

VI. DISCUSSION

The present study is highly important in recent times as effect of culture, socio-economic status, environment on development of learner's adjustment ability and personality are important factors for learner's continuous and comprehensive evaluation and development. Learners who do not develop adjustment abilities, lack self-respect, self-confidence, courage to solve real life problems, develop feeling of insecurity, get mal-adjusted and fail to exhibit their talents. This study reveals that variation in socio-economic status of learners will not affect learner's adjustment abilities. Further studies could be done to find out multiple relationship among adjustment abilities, socio-economic status and other variables among a large number of samples from different districts to overcome delimitations and generalize conclusions of this study. Development of self-adjusting ability is an essential criterion of learners and facilitators should take care of these aspects and take appropriate measures, irrespective of their socio-economic conditions.

VII. CONCLUSION

Socio-economic status is 'the social standing or class of an individual or group' (APA 2018). Adjustment ability is the ability of learners to adjust with the environment. This research work was done by the researcher to find out whether any correlation exists among socio- economic status and adjustment abilities of learners who study in Secondary Schools of Purbo Medinipur district, West Bengal. Detailed statistical analysis shows that no such correlation exists among boys and girls of rural and semi-rural area. From this, we conclude that whatever be the socio-economic status of learners, self-adjustment ability can be

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inculcated among them through applying proper counselling methods and appropriate teaching processes. Learners are future generations of our society. Care should be taken by all Government and non- Government educational institutions, special actions should be taken in framing and implementation of curriculum so that learners do not loose confidence, self-respect and adjustment abilities with the society irrespective of their individual differences.

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