Contemporary Indian Society

Issues and Challenges with Special Reference to North -East India

Volume–II

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Preface

Unity in diversity is the unique feature of India. Diversity of Indian society is neither repulsive nor isolated by nature but acts as a binding force by virtue of showing mutual love and respect for diversified beliefs and traditions of another segment of the society. Indian society has passed all tests of oppression and hatred to remain tolerant in the end. Temporarily, like all repulsive forces in the world, it too showed signs confinement at one or another point of time but in general it remained opened to receive positive changes. Invaders came along with their religion, language and culture. Indian society embraced all these and incorporated changes in its social fabric. Contemporary Indian society is a mix of its ancient values and those of invaders. Contemporary Indian society is the result of massive transformation it has undergone by discarding some of its own values and adopting new values that came with invaders. This transformation has increased its degree of diversity manifold. Contemporary Indian society still possesses the power to receive because of its principle value of "Vasudhev Kutumbukam".

North eastern states or seven sisters have always been treated as step daughters by mother India. This region, before and after independence of India, never got its due share of respect and care. It seems to be small and economically weak is curse for this region. Negligent attitude of federal government increased its problems manifolds. Unlike other parts of India it remained isolated from development and prosperity. North east is the hot bed of biological diversity and has huge

economical potential but this virtue of its still remains unexploited.

Present edited book is the outcome of the national seminar organized by department of education and sponsored by ICSSR-NERC and Rajiv Gandhi University. Seminar was organized to achieve the following objectives:

1. To assess the issues and challenges of contemporary Indian society with special reference to north-eastern region.
2. To sensitize people about multi-faceted issues and challenges of contemporary Indian society with special reference to North-East India.
3. To provide feedback to the government regarding various policies and programmes implemented, so far, to bring reform and development in the country.
4. To provide a forum to various academicians, research scholars, teachers, NGOs, students and others members of the society from different part of the country to exchange their ideas in the broad theme of the seminar.
5. To suggest measures to improve the country from various socio-cultural, political and other crisis in the country.
6. To bring out presented papers of the seminar in the form of a book

After successful organisation of the national seminar with main theme "Contemporary Indian Society: Issues and Challenges with special reference to north east India" a total no. of 35 papers were selected to be published in the form of books. Volume –II contains seventeen papers encompassing- Higher and Elementary education issues in north east, environmental related problems of north east, and challenges faced by teacher education in this region.

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1

Adjustment Problem of Higher Secondary School Students in East Siang District of Arunachal Pradesh: A Comparative Study on Male and Female

Yalo Gao & Prof. E. Hangsing

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Introduction

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organism, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him or her in given environment. Good (1959) state that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Adjustment may also be defined as a process altering behavior to reach a harmonious relationship with the environment.

Psychologists have interpreted adjustment from three points of view: a biological, statistical and cultural point of view. A biological view of adjustment would emphasize adaptation for survival and a narrower view

of it would be adaptation for need reduction. The efforts of the individual to adapt himself to the environment, to overcome frustration in achieving the gratification of his needs, may be called the adjustment process. The statistical concept of adjustment may be looked upon as conformity to the norm. An individual is well adjusted while the queer, eccentric, deviant etc. is poorly adjusted. From cultural point of view adjustment is assessed when an individual is accepted by his cultural group, that is, if he conforms to his group conventions, mores, ideas, etc. the maladjusted individual is one who is rejected by the groups because of his non-conformity to the group mores, customs and conventions.

When we come across the broader perspective of adjustment of the individual, then individual adjustment is not confined to any single dimension or area rather there lie different aspects which contribute to lot towards adjustment of an individual in social environment.

Basically these adjustment areas are: health adjustment, emotional adjustment, home adjustment, social adjustment, occupational adjustment, school and educational adjustment. Research demonstrates that adolescents undergo a number of developmental adjustments including biological, cognitive, emotional and social changes on their way to becoming adults. Understanding of their problems and their adjustment process provides a basis for many health developmental outcomes during adolescence.

The present study aims to understand the adjustment problems of higher secondary school students in emotional, social and educational area. The findings of the study conducted by Randhawa, G. (2011) revealed that male students are better adjusted than the female students. Roy, Ekka and Ara (2011) observed that girl students were better adjusted in all areas of

adjustment than boy students. Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Another study by Mokone, M. (2009) on the adjustment of first year male and female engineering students into university indicated that male first year engineering students outperformed female engineering students academically for the reason that they had better developed three dimensional spatial perceptions than female students. Abdulla, M.C. (2009) studied adjustment among first year students in a Malaysian university. The findings indicated that 70% of the respondents' overall adjustment was at the moderate level, while only 4% obtained a high level of overall adjustment. 26% were found to be in the low category for their overall adjustment. Pal and Nigam (2009) conducted a comparative study of adjustment of blind children of general, S.C and S.T. caste category. The findings of the study showed that general caste students were having better adjustment than the S.C and S.T. students. Rahamatullah (2007) stated that boys are significantly better adjusted than girls on the emotional adjustment area. Anita (1994) provided an insight into the gender differences in adolescents self concept and adjustment. It was depicted from the results that girls better adjusted in emotional, social, education and other areas of adjustment compared to boys. Pathak (1970) studied on adjustment of 400 students (200 boys & 200 girls) with age range of 14 – 16 years. The sample was selected randomly from six high schools of Jabalpur in Madhya Pradesh. Saxen's Vyakiya Paraks – Prashnavali (MA – 62) measured the adjustment and reported that girls were facing more problems than boys in the areas such as social and emotional adjustment. They were found to be comparable in the areas of social

and emotional adjustment as there was no significant difference.

It has firmly established by review of literature that adjustment problem of students is affected by variables like emotional, social and educational as related to present study. Sufficient literatures are available on the relationship of many of these variables with adjustment problem. These all variables influence in acquiring higher adjustment to the children. Each variable has its own consideration in relation with adjustment problem. It is positively and significantly correlated with adjustment problem. It is essentially a type of drive for success in adjustment problem. Pupil's emotions related area such as expressed anger, jealous, dissatisfaction with school, feeling of being neglected etc. was related to their emotional adjustment.

In terms of social, it is a factor contributing towards adjustment. Low social adaptability like avoid meeting people, shy nature, hasitation in asking question etc. always has a high level of adjustment problem. The study by Hashemian, Abbasnia and Khani, Baba (2012) reported that the social adjustment of undergraduate can be used as a mediator in the relationship between coping styles and mental health in students. While, there is positive relationship between problem solving style with mental health and social adjustment.

The educational related area such as afraid of examination, often get less mark, not understanding, not interested regarding education, not paying attention etc. exerts a profound influence in adjustment problem. In educational area individuals scoring high are poorly adjusted with their curricular and co-curricular programmes. Students with low scores are interested in school programmes.

Thus, the finding of earlier studies conducted by Randhawa, G. (2011), Lama (2011), Mokone, M. (2009),

Rhamtulla (2007) corroborated with the finding that male students are better adjusted than the female students. However, the studies conducted by Roy, Ekka and Ara (2011), Anita (1994) showed contradictory findings that female students adjust better than male students. It has also been observed that the adjustment process of individual differs in their needs and adjustment process too. The literature findings are not consistent and no such study has been taken in East Siang district. Thus, the researcher is prompted to take up the present study.

Statement of the Problem

"Adjustment Problem of Higher Secondary School Students in East Siang District of Arunachal Pradesh: A Comparative Study on Male and Female"

Objectives of the Study

1. To study the adjustment problem of higher secondary school students in different areas namely: emotional, social and educational.
2. To compare the adjustment problem of male and female of higher secondary school students in emotional area.
3. To compare the adjustment problem of male and female of higher secondary school students in social area.
4. To compare the adjustment problem of male and female of higher secondary school students in educational area.

Hypotheses of the Study

1. There is no significant difference between male and female higher secondary school students in their adjustment in emotional area.
2. There is no significant difference between male and female higher secondary school students in social area.
3. There is no significant difference between male and female higher secondary school students in educational area.

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Operational Terms Used

1. Adjustment: The behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied.
2. Higher Secondary School: Higher secondary schools under the government of Arunachal Pradesh.
3. East Siang district: One of the districts of Arunachal Pradesh is located in Eastern part of Arunachal Pradesh with the population of 99. 214 as per 2011 census.
4. Sex: it refers to the male and female students of class – IX that formed as a sample for the study.

Methodology

Population and Sample

The population of the present study comprised of 11 (eleven) government higher secondary schools located in East Siang district of Arunachal Pradesh. Out of eleven higher secondary schools, the researcher selected 4 (four) government higher secondary schools through simple random sampling technique. All the students who were enrolled in class –XI in the year 2014 – 15 academic session in these selected sample schools were included in the sample of the present study. The final sample for the present investigation comprised of 346 class – XI students.

Tool used

For collecting new and unknown data required for the study of any problem, one may use various devices for each and every type of research. The selection of tools for a particular study depends upon various considerations, such as objectives of the study, the amount of time at the disposal of the investigator, availability of suitable tests, personal competence of the

researcher to administer, scoring and interpreting the results. Taking these factors into consideration the investigator used – Adjustment Inventory for School Students developed by Sinha, A.K. and Singh, R.P., 1971.

Interpretation of results

Objective 1: To study the adjustment problem of higher secondary school students in different area namely: emotional, social and educational.

The calculated mean for total students is 32.17 and the standard deviation is 3.45 which are below the mean i.e. 36.02 and 14.57 respectively of adjustment inventory for school students (AISS). This indicates that the overall adjustment of higher secondary school students is found to be very satisfactory. This means that students have the problems like fear of something, anger, worry, jealousy, complex feeling, sadness and distress, feeling neglected, dissatisfaction, getting wild, doubting, resentment, mentally depressed, avoid meeting people, shyness, hesitation, friendless, not joining freely with others, not liking to work together, like to be alone, shy of talking to seniors, forgetful, afraid of examination, difficult to understand, attention problem, often getting less mark, quarrelling with classmate, not taking parts in school assembly and sports.

Objective- 2: To compare the adjustment problem of male and female of higher secondary school student in emotional area.

Hypothesis- 1: There is no significant difference between male and female of higher secondary school students in their emotional adjustment.

Table 1: Difference between Male and Female in Emotional Area

Group	N	M	S.D	SE_D	t-value	Level of Significance
Male	179	8.53	3. 13	0.19	0.37	0.01
Female	167	8.58	3. 23			