



Novel Insights, An International Journal of Multidisciplinary Studies

A Peer-Reviewed Quarterly Research Journal

ISSN: 3048-6572 (Online) 3049-1991 (Print)

Impact Factor: 4.25 (IIFS), 8.2 (IJIN)

Volume-II, Special Issue, March 2026, Page No. 155-164

Published by Uttarsuri, Sribhumi, Assam, India, 788711

Website: <http://novelinsights.in/>

DOI: 10.69655/novelinsights.vol.2.issue.specialW.099



A Study on Social Adjustment among Secondary School Students

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Received: 27.03.2026; Accepted: 30.03.2026; Available online: 31.03.2026

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Abstract

The present study is intended to examine the social adjustment among secondary school students in Kokrajhar district of Assam. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. It is used to emphasize individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her social environment.

The Main purpose of this study was to find out the social adjustment of secondary school students. Descriptive survey method has been used in this study. The study was conducted on a sample of 200 students studying 11th class in secondary school of Kokrajhar district, and sample has been selected using random sampling method. For data collection, the investigator used standardized questionnaire consists of 28 items. The collected data was analysed by using Mean, SD and t-test values. The major findings of the study revealed that the majority of sample possessed moderate level of social adjustment. This is also revealed that there is no significant difference between Bodo and English Medium, ST and General Category, Male and Female, Urban and Rural Secondary School Student.

Keywords: Social Adjustment and Secondary School Students

Introduction:

Human being is social animal, and therefore adjustment with other members in society and self-adjustment with various situation of life are some of the most fundamental characteristics of human psychological and behavioural process. Adjustment starts right after the birth and ended with dead. In this connection, various psychologists of the world have opinion that adjustment is a continuous process of adopting oneself to changes, challenges and stresses in life to achieve emotional stability, social compatibility and mental well-being.

Meaning of adjustment:

Adjustment is a fundamental psychological and behavioural process through which individual strive to maintain a harmonious relationship with their internal needs and the external demands of the environment. In this connection, **Burning (1948)** define "adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs." **Bhatia (1965)** also defined

“adjustment as an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands.”

Adjustment is exclusively an individual process. Hence, works or situation for one person may not be effective or suitable for another due to differences in various aspects of life such as personality, past experience, values, social context etc. Adjustment is a vital and ongoing process that reflects an individual's ability to align themselves with life's demands and transitions. **Bhatnagar (1968)** defined “adjustment refers to harmonious relationship between the individuals and environment whereas social integration enhances efficiency, co-ordination, co-operation and communication.”

It is used to emphasis individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her social environment. It can also be termed as a process of direction of one's own effort towards modification of behaviour and attitudes, which helps an individual to cope with changes of environment and outlook. This promotes happiness and efficiency of the person in an environment, and make realise as well in regard to acceptance and performance of multiple responsibilities and duties for self and towards another fellow being.

Characteristics of well-adjusted person:

Healthy and well-adjusted person normally possess some behavioural patterns, which are in accordance with the social expectations of an individual. The characteristics of adjustment and well-adjusted persons are:

1. **Flexibility and adaptability:** The healthy and well-adjusted persons can change and modify their approach when necessary. They change their emotions, thoughts and behaviour according to the needs and changing situations.
2. **Emotional stability and resilience:** Ups and down in human life is a common and accordingly we have to take the decision. Emotional stability and resilience refer as one's ability to manage the emotions effectively and rebound from the setbacks. Well-adjusted person can maintain and survive in any situation, and move forward with positive outlook.
3. **Problem solving skill:** This is an ability of an individual that helps to identify, analyse and find out a right path to solve the problems. These skills are utmost important in persons' life, whether it may be in personal and professional for resolving the problems through right decision.
4. **Self-awareness and acceptance:** Well-adjusted persons become able to know themselves including their right, wrong, weakness, strength and emotions. In every moment of life, they can monitor their own thoughts and behaviour, and can create ability of acceptance.
5. **Maintain balance life:** The term balance in life describes a state of harmony and balance in career, relationship, health and hobbies among other areas of their life. Well-adjusted person strives for a balance life between professional works, personal and family life, social works and other commitments, if any.
6. **Maintain healthy relationship in society:** Healthy relationship in society are defined by mutual support, open communication, respect and trust. Positive connections, a sense of belonging and shared belief serve as their cornerstone. These characteristics reflect in the behaviour of well-adjusted person, which maintain a healthy relationship ins society.

7. **Realistic perception of the world:** Realistic perception is influenced by personal experiences, biases and cognitive processes. It is not a perfect reflection of objective reality but rather the result of subjective construction shaped by internal and external factors. Well-adjusted person accepts the world has a certain way of working and always accept it. Realist person is one who believes that the world is not perfect and there will be obstacles along the way.
8. **Satisfaction in various domains of life:** Satisfaction in various domains of life defined as satisfaction of an individual with different aspects of life due to good health, happy family, enough income, good social relationship, leisure time, good working environment, beautiful houses, good education etc. A well-adjusted person only can enjoy and experience the satisfaction across various domains of life.

Types of adjustment:

The main types of adjustment are: -

1. **Social Adjustment:** Social adjustment means how an individual being a member of human society can be ascertained by one's social development and adaptability to the social environment. Social adjustment requires the development of social qualities and virtues so that an individual can realise self-responsibilities and obligation towards other member in society.
2. **Emotional Adjustment:** Emotional adjustment means the process of accepting and adapting of new situations or changes by an individual, and trying to cope with changing situation of one's emotions and behaviours in response to the circumstances.
3. **Educational adjustment:** Educational adjustment means accepting and adapting of the demands and expectations of new environment of an educational Institutions. The educational environment of an Institution may vary from one to another due to various factors such as Curriculums, infrastructure, administrators, teachers, fellow student friend etc. In such situation, if a student make himself or herself enable to learn properly can be termed as educational adjustment.

Social adjustment:

Social adjustment is all the actions or efforts made by an individual to conform to the norms of the society, the measures one takes forward so that he or she can become an acceptable member of that community. It can also refer to an individual's adaptation in social relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour. Social adjustment can also be defined as finding a balance between one's own needs and needs of the social group, and enable to function effectively within that group.

Social adjustment refers to the process of adopting to social environments, interacting with others and developing relationships. It also refers to an individual's ability for effective interaction and a social situation, which includes relationships with peers, family and the members of community in broader sense. The factors that influence social adjustment of an individual are- family, peers, school environment and individual factors such as personality traits, emotional well-being and academic achievement. The successful social adjustment is crucial for adolescents in general and students in particular since it impacts on their overall well-being, academic performance and future success.

Adjustment problem is very common among adolescents. Due to physical, mental and emotional changes, they suffered from various types of adjustment problems. Some time

they behave like child and some time they behave like adult, adventurous, freedom etc. Such type of situations creates adjustment problems among each-other. Maintaining a balance between self and environment might be a challenge for them. Hence, there is high need know to guide and emotional support to them. Therefore, it is necessary to know, what kind of adjustment problems face adolescents in their educational and social environment, and how we can help them to make a better balance between the students and their self's.

There are various studies to know social adjustment of adolescence students. **Leelavathi** in her study on '*stress and socio-economic status*' found that it is significantly associated with all areas of adjustment. **Sharma and Nanda (1997)** found that adolescents belonging to middle SES suffered more frustration leading to higher aggression as compared to low SES adolescents. **Sonawat and Jain (1994)** studied on '*education and occupation of parents*' and study revealed that adolescents of educated parents were better adjusted while occupation of mother had negative impact. As per as Caste is concerned, **Thirugnasambadhan (1990)** revealed a significant difference among the caste where forward caste students were found better adjusted. **Joymala Paramanik, Birbal Saha and Bhim Chandra Mondal (2014)** studied the adjustment ability among secondary school students in relation to gender and residence. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. A study on school adjustment as a function of neuroticism and gender of the adolescents was conducted by **Bhardwaj and Helode (2006)**. The result reported no significant gender influence on school adjustment. The results also revealed that emotionally stable adolescents were better in school adjustment.

Needs and Importance of Study:

The secondary stage of education is regarded as a crucial period for children. At this stage, children tend to need the advice of their parents in decision making and participate in various socially acceptable activities. Therefore, adjustment plays a significant role in the performance of secondary school students. It holds a significant place in the physical and intellectual development of the children, and influences a lot in their academic achievement. Sometimes some of the students take decision of their own instead of taking advice from parents. In such situation, decisions may not align with one's capabilities and could hinder in academic performance and achievement. This stage is a stage of uncertainty, necessitating that every student seeks guidance from their parents. Keeping in view the transformations that students undergo during the pre-adolescence stage, it was realised to know about the importance of the problem of social adjustment among secondary school students.

There are various factors that are significant in relation to the social adjustment of secondary school students. Some of those factors are socio-economic status i.e. life style of an individual. This may be significantly associated with all areas of adjustment. Education and occupation of the parents can also be one of the factors. Because, it affects the adjustment and behaviour of adolescent. Caste also may be one of the factors for adjustment since the status of one caste is differ from another caste. The place dwelling of an individual as urban, semi urban or rural area can also be one of the prime factors in adjustment pattern. Gender is also one of the crucial factors since the genetic make-up, time and rate of maturity differs between boys and girls especially during adolescents. In Indian society norms and perception are different for boys and girls. The relationship of individual with family, the immediate environment may influence adjustment of adolescents. Considering all those

various factors and perspective, there is need and importance of study on social adjustment problems among secondary school students.

Objective of the Study:

The objectives of present study are:

1. To study the social adjustment level of secondary school students.
2. To compare the social adjustment between Bodo and English medium secondary school students.
3. To compare the social adjustment between ST and General category secondary school students.
4. To compare the social adjustment between Male and Female secondary school students.
5. To compare the social adjustment between Urban and Rural Secondary school students.

Methodology of the study:

The investigator used Descriptive Survey Method in this study. The sample consisting of 200 students (100 students from Bodo Medium and 100 from English Medium Secondary School) from various secondary schools of Kokrajhar district, who have been selected using random sampling method. The tool consists of 28 items out of the social adjustment questionnaire for secondary school student by G. Nageswar Reddy.

Analysis and interpretation of the study:

Objective - 1: To study the social adjustment level of secondary school students.

Table - 1

Showing Mean and SD Value of Social Adjustment of Secondary School Students

Variable	Number	Mean	SD
Social adjustment	200	90.005	1.238

Table - 2

Showing the social adjustment level of secondary school students

Sl. No.	Classification of score	Level of Social adjustment	Number	Percentage
1	91 and above	High	27	13.5%
2	88 to 91	Moderate	146	73%
3	Less than 88	Low	27	13.5%

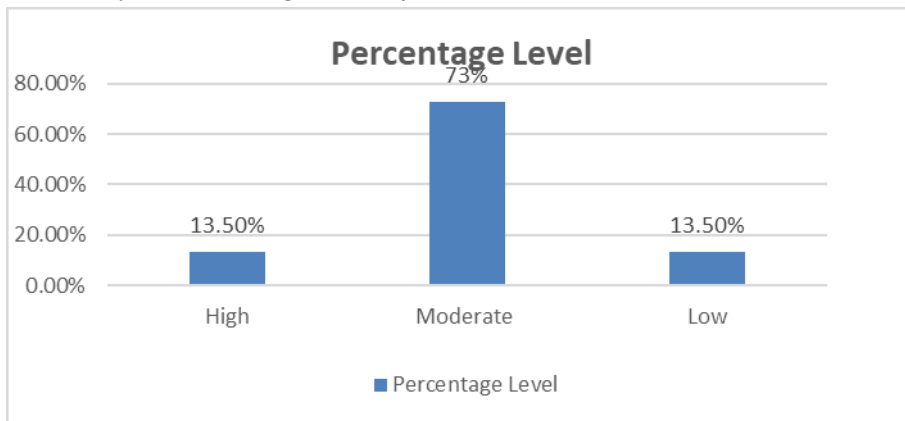


Figure - 1

Figure showing the social adjustment level of secondary school student

The above table shows that the social adjustment level of secondary school students. This can be stated in terms of percentage i.e. 13.50% high, 73% moderate and 13.50% low.

Objective- 2: To compare the social adjustment between Bodo medium and English medium secondary school students.

Hypothesis- 2: There are no significance differences of social adjustment between Bodo medium and English medium secondary school students. Table - 1 shows Mean score, SD and t-test of social adjustment of Bodo medium and English medium secondary school students.

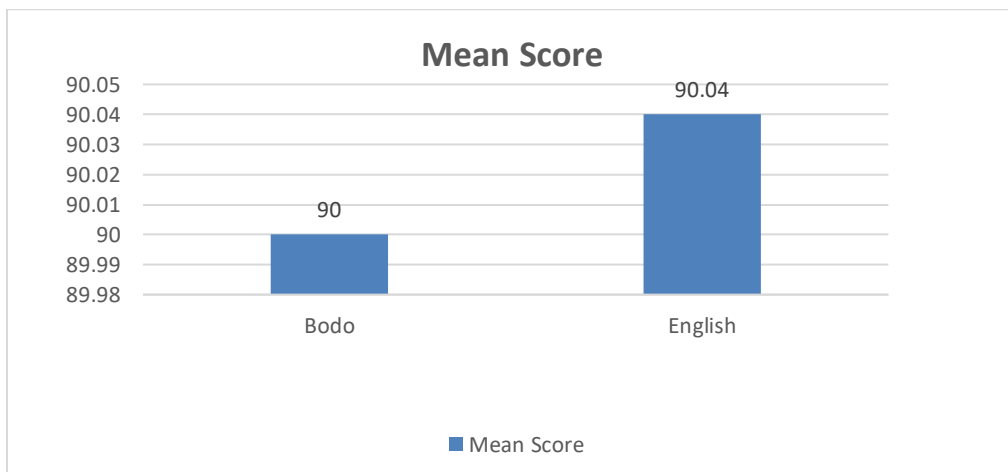
Table - 3

Showing the Mean, SD and t value of Bodo and English Medium Secondary School Students in relation to Social Adjustment

Social adjustment	Medium	Number	Mean	SD	t-test	Not significant
	Bodo	79	90	1.2587	0.180	
English	123	90.04	1.2535			

Figure - 2

Figure showing the graphical representation of Mean Score on Social Adjustment of Bodo and English Medium Secondary School Students



The Mean and SD score on social adjustment of Bodo Medium secondary school students are M=90 and SD=1.25. In case of English medium secondary school students M=90.04 and SD=1.25. The t-value testing the significance of mean difference between Bodo and English medium secondary school students on social adjustment is 0.180, which is lower than table value. This reflects that there is no significant difference between the Bodo and English medium secondary school students on social adjustment. Therefore, the hypothesis on social adjustment in relation to medium is accepted.

Objective- 3: To compare the social adjustment between ST and General category secondary school students.

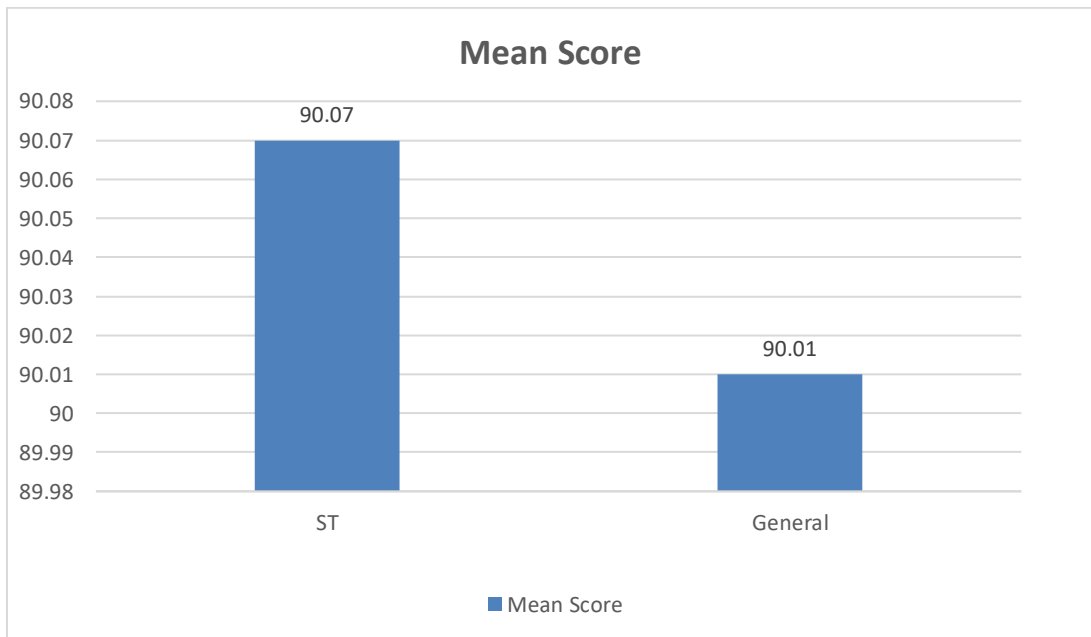
Hypothesis- 3: There are no significant differences of social adjustment between ST and General category secondary school students.

Table - 4
Showing the Mean, SD and t value of ST and General Secondary School Students in relation to Social Adjustment

Social adjustment	Category	Number	Mean	SD	t-test	Not significant
	ST	136	90.07	1.2627	0.1850	
	General	64	90.01	1.2017		

Figure - 3

Figure showing the graphical representation of Mean Score on Social Adjustment of ST and General Secondary School Students



The Mean and SD score on social adjustment of ST secondary school students are M=90.07 and SD=1.26. In case of General secondary school students M=90.01 and SD=1.20. The t-value testing the significance of mean difference between ST and General secondary school students on social adjustment is 0.185, which is lower than table value. This reflects that there is no significant difference between the ST and General secondary school students on social adjustment.

adjustment. Therefore, the hypothesis on social adjustment in relation to category is accepted.

Objective- 4: To compare the social adjustment between Male and Female secondary school students.

Hypothesis- 4: There is no significant differences of social adjustment of Male and Female secondary school students.

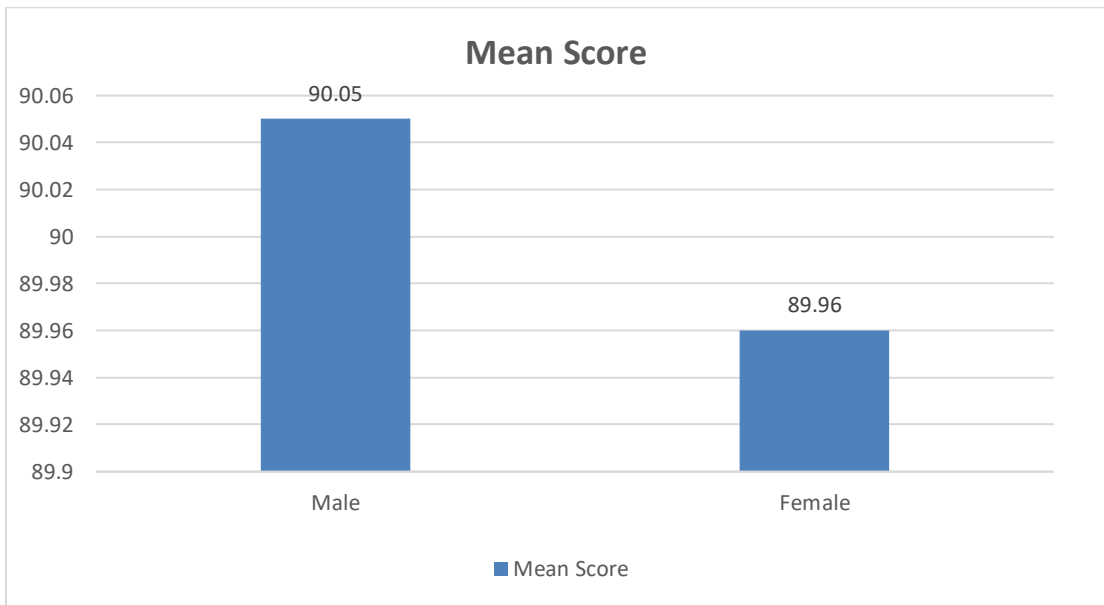
Table - 5

Showing the Mean, SD and t value of Male and Female Secondary School Students in relation to Social Adjustment

Social adjustment	Gender	Number	Mean	SD	t-test	Not significant
	Male	100	90.05	1.2421		
	Female	100	89.96	1.2465		

Figure - 4

Figure showing the graphical representation of Mean Score on Social Adjustment of Male and Female Secondary School Students



The Mean and SD score on social adjustment of Male secondary school students are M=90.05 and SD=1.24. In case of Female secondary school students M=89.96 and SD=1.24. The t-value testing the significance of mean difference between Male and Female secondary school students on social adjustment is 0.176, which is lower than table value. This reflects that there is no significant difference between the Male and Female secondary school students on social adjustment Therefore, the hypothesis on social adjustment in relation to gender is accepted.

Objective- 5: To compare the social adjustment between Urban and Rural Secondary school students.

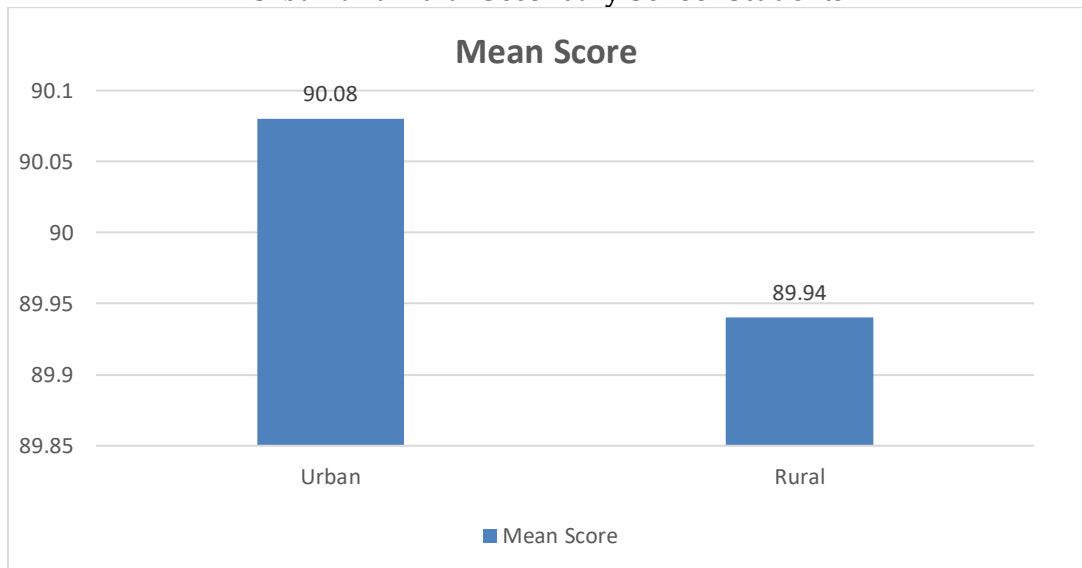
Hypothesis- 5: There is no significant differences of social adjustment of Urban and Rural Secondary school students.

Table - 6
Showing the Mean, SD and t value of Urban and Rural Secondary School Students in relation to Social Adjustment

Social adjustment	Area	Number	Mean	SD	t-test	Not significant
	Urban	90	90.08	1.2077		
Rural	110	89.94	1.2549			

Figure - 5

Figure showing the graphical representation of Mean Score on Social Adjustment of Urban and Rural Secondary School Students



The Mean and SD score on social adjustment of Urban secondary school students are $M=90.08$ and $SD=1.20$. In case of Rural secondary school students $M=89.94$ and $SD=1.25$. The t-value testing the significance of mean difference between Urban and Rural secondary school students on social adjustment is 0.174, which is lower than table value. This reflects that there is no significant difference between the urban and rural secondary school students on social adjustment. Therefore, the hypothesis on social adjustment in relation to area is accepted.

Findings of the Study:

1. The finding of the study revealed that the social adjustment level of secondary school students in Kokrajhar district of Assam mostly have moderate level.
2. The study revealed that there is no significant difference between Bodo and English medium secondary school students.
3. The study revealed that there is no significant difference between ST and General category secondary school students.
4. The study revealed that there is no significant difference between Male and Female secondary school students.
5. The study revealed that there is no significant difference between Urban and Rural secondary school students.

Conclusion:

The analysis and interpretation of data have been observed from the above Table - 2 that the very social adjustment level of secondary school students is 12.50% high i.e. 27 in numbers, 73% is moderate i.e. 124 in numbers and 12.50% is low i.e. again 27 in numbers. As per as comparison is concerned as stated in Table - 3, 4, 5 & 6, the study revealed no significant differences between Bodo and English medium, ST and General category, Male and Female, and Urban and Rural Secondary School Students.

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