

## CALCULATION AND INTERPRETATION OF PSYCHO SOCIAL ADJUSTMENT OF SENIOR SECONDARY STUDENTS FROM PONDICHERRY AND ANDAMAN REGION

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### ABSTRACT

The author has compared the psycho social adjustment of the students in Pondicherry and Andaman regions. 258 samples were randomly collected from twelve Government and Private Senior Secondary Schools of Pondicherry and Andaman. It was found that there was no significant difference between the mean scores of psycho social adjustment of Pondicherry Boys and Girls; Andaman Boys and Girls as the calculated t-value was not significant at the Table value of significance. Both of these showed same psycho social adjustment.

**KEY WORDS:** Psycho social adjustment, Anxiety and Social adaptability

### INTRODUCTION

Education can be considered as a system of instructions established to impart knowledge, develop skills and inculcate values in individuals especially in young people through varied practices. The basic aim and objectives of education include acquisition of knowledge, behavior modification, preservation, transmission and transformation of culture, vocational training for livelihood and self realization. Education is the tool which helps in the process of socialization of individuals. Hence, education is an inevitable aspect of the life of a person in the modern world. Realizing the importance of education in the progress of citizen and in the development of the country “education for all” is taken as one of the cherished goals of the nation. It has become the fundamental right of citizens. Thus, it is the responsibility of the society to provide opportunities to all for formal education.

Adolescence is the period of transition between childhoods to adulthood. It is a period when rapid physiological changes and demands for new social roles take place. The Adolescents, due to these changes often face a number of crisis and dilemmas. Adolescence is considered to start with the onset of puberty.

### METHODOLOGY

In the present study, psycho social adjustment is defined as the scores obtained by the Students in the psycho social adjustment scale of Pereira. C. and Sreeja. S. (2010). It has the following dimensions:

- a. Self-esteem, Interaction, Social adoptability, Anxiety, Alienation and Depression.
- b. Scores obtained in each of the dimension is added together to form psycho social adjustment scores of an individual.

The tool was designed and constructed by Pereira. C. and Sreeja. S. (2010) and it consists of 72 items.

### **1. Classification of Variables in the Psychosocial Adjustment Scale**

The variables for Psychosocial Adjustment Scale were selected by the investigator for the preparation of the scale which seems to influence drastically the overall development of hearing impaired children. Then the investigator with the help of supervising teacher decided to classify the selected variables into positive and negative variables.

### **2. Positive Variables**

Positive variables are the adjustment facilitating or self facilitating variables. The possession of these variables in an individual contributes to the psychosocial adjustment Scale intends to assess the extent of possession of the positive variables. The positive variables selected for the study with their components are given below.

### **3. Self-Esteem**

Self-esteem means appreciating one's own worth and importance and having character to be account Table for her/him and it is to act responsibly towards others. It is a person's overall sense of worth; it generally refers to how one feels about or how one value her/himself. Self-confidence, others appraisal, comparison to others and independence are selected as components for preparing the statements under the variable self-esteem.

### **4. Interaction**

Interaction is an event in which people attach meaning to a situation, interpret what other are meaning, and respond accordingly (Encyclopedia Britannica, 2007). It is the behavior directed towards ore influenced by another person; the basic social process represented in mutual relationship between two or more individuals or group. Through languages, symbols, and gestures people exchange meanings, and have a reciprocal effect upon each other's behavior expectation and thought.

The investigator selected certain aspects such as interaction with peers, interaction with society, expression of ideas, and understanding others for preparing the statements under interaction. Interaction with peers is more important in breaking down egocentrism and encouraging more mature forms of thought. Such interaction requires mutual coordination of intention and action. Because of these complexities, understanding other people including peers, can present challenges that go beyond those posed by the physical world.

### **5. Social Adaptability**

The term social adaptability implies the method used by individuals while dealing with others in social situations. This is an important psychosocial variable and it contains several traits of individuals such as emotions, personal adjustment, and social adjustment. The emphasis has been given to emotions in the sense that depending on the emotion, the behaviour of an individual gets modified in a particular context. This is especially true in the case of hearing impaired children. Peer relationship, School related factors, relationship with parents, and self-identity were considered for preparing the statements related to emotion.

According to Slater and Bremner (2003), adolescents should be autonomous and emotionally regulated. Peer group, family, and self-identity are the most important domains that affect the emotional development. De Hert, Sroufe, & Cooper (2000) stated that Schools support adolescent's emotional development. Students are given increasing responsibility for mastering course material, such as completing homework assignments and doing special projects on their own. There are opportunities in which young people can explore diverse opinions on social issues (Beck, 2000).

## 6. Negative Variables

Negative variables are adjustment hindering variables. The absence or lack of these variables in an individual denotes high psychosocial adjustment. In the present study the Psychosocial Adjustment Scale aims to assess the extent of freedom from the negative variables. The negative variables considered for the tool with their components are described below.

## 7. Anxiety

Anxiety is an uneasy, fearful feeling, and it is the hallmark of many psychological disorders. It is often concealed and reduced by defensive behaviour such as avoidance or ritualistic action (Morgan, & King, 1993). In this study, feelings of rejection, failure to achieve, fear about future, and problems in relationship were considered in preparing the statements. Anxieties about friendship with peers also peak at the adolescent stage (Coleman, 1980). Themes of anxiety and fear of rejection increased from 11 to 13 and then to 15 years, but declined by 17 years (Smith, & Cowie, 1988).

## 8. Alienation

Alienation is a feeling of separation from others or sense of a lack of warm relation with others. Casares & Mann (2001) defined alienation as the state or experience of being isolated from a group or an activity to which one should belong or in which one should be involved.

There is every possibility of developing a sense of alienation in hearing impaired Students as they are not able to join with others in all situations. So the child with hearing loss has a tendency to isolate from outside world. They may withdraw from peer interactions due to the alienated feeling of being different. The feeling of alienation arises because these adolescents feel they are being left out and this would lead to exclusion in social relations and purposelessness in life (Berk, 1997). The investigator considered isolation, exclusion in social relations, purposelessness and normalness (Newmann, 1981) for preparing the statements.

## 9. Depression

Depression is a state characterized by a sense of inadequacy, a feeling of despondency, a decrease in activity or reactivity, pessimism, sadness, and related symptoms. Depression is more persistent and causes more damage of behaviour and personality development (Reber, & Reber, 2001). The investigator considered components such as problems in thinking, agitation, lack of concentration, and disappointment, in order to prepare statements under depression. Depression is of serious concern in adolescence because it prevents young people from mastering critical developmental tasks. Adolescent depression is also hard to recognize because they manifest it in a wide variety of ways. Some translate their pessimistic outlook into excessive worries about the health of their bodies, difficulties in concentrating, agitation, and undirected thinking (Garmezy & Rutter 1983).

The symptoms of depression includes agitation or greatly slowed down behaviour, inability to think clearly, difficulty in concentrating, and feeling disappointment (Sarason & Sarason, 1996). These symptoms represent a change from person's usual functioning. People who are depressed often seem to take a negative view of their interactions with others; there is considerable evidence that they also make a negative impression on others because of deficits in their social skills (Dykmanet *al.*, 1991).

#### 10. Preparation of Items for Psychosocial Adjustment Scale

The respondents were requested to show their degree of acceptance to each item by indicating any one of the following responses **Strongly Agree (SA)**, **Agree (A)**, **Uncertain (U)**, **Disagree (D)**, and **Strongly Disagree (SD)**.

A positive statement is the one, the agreement for which indicated the possession of a positive variable or the lack of possession of a negative variable. For example, 'I never regret about my decisions,' is a positive statement related to self esteem (positive variable), and 'I don't worry about my future' a positive statement related to anxiety (negative variable).

A negative statement is the one, the agreement for which shows the lack of possession of a positive variable or the possession of a negative variable. For example, 'I quarrel with my classmates over little things,' is a negative statement related to social adaptability (positive variable), and 'I am living in a world of my own,' is a negative statement related to alienation (negative variable). Thus agreement to positive statements and disagreement to negative statements indicate the possession of psychosocial adjustment while agreement to negative statements and disagreement to positive statements indicate the lack of psychosocial adjustment.

#### 11. Scoring Procedure

The responses to the statements in the preliminary draft scale were scored by following the Likert method as shown in Table 1.

**Table 1: Score Values of Responses to the Items in the Psychosocial Adjustment Scale**

Position in the scale	Score Value	
	Positive Statement	Negative Statement
Strongly Agree (SA)	5	1
Agree(A)	4	2
Undecided (U)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

#### ADMINISTRATION OF THE TOOL

The psychosocial adjustment scale questionnaires were distributed among the Students one by one. Adequate instructions were given to mark the responses. However, those who had difficulty in understanding the items or mode of responding were assisted by the investigator. This facilitated Student's interest in participation. A detailed explanation regarding the statements was given wherever necessary. Questions regarding several statements were clarified on the spot with the help of examples Students made appropriate marking against each statement. Nearly 280 sets of

psychosocial adjustment scales were distributed and the completely filled forms were taken for analysis.

**ANALYSIS AND INTERPRETATION OF DATA**

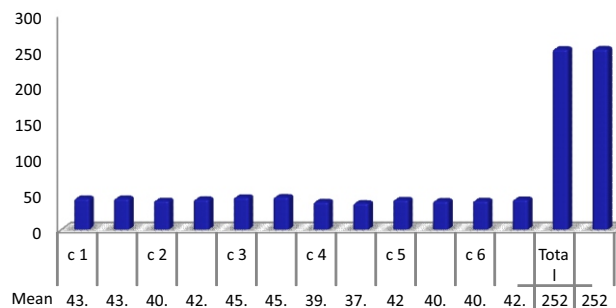
**HYPOTHESIS - 01**

**There is no significant difference between the mean scores of Psychosocial Adjustment of Pondicherry School Boys and Girls.**

Group Statistics						
	Sex	N	Mean	Std. Dev	t-value	Sig. (2-tailed)
C1	Pondicherry Boys	18	43.89	7.646	0.07	NS
	Pondicherry Girls	103	43.79	5.315		
C2	Pondicherry Boys	18	40.94	4.249	1.28	NS
	Pondicherry Girls	103	42.65	5.374		
C3	Pondicherry Boys	18	45.50	5.216	0.31	NS
	Pondicherry Girls	103	45.94	5.749		
C4	Pondicherry Boys	18	39.11	6.995	1.28	NS
	Pondicherry Girls	103	37.44	4.715		
C5	Pondicherry Boys	18	42.00	4.728	1.37	NS
	Pondicherry Girls	103	40.32	4.825		
C6	Pondicherry Boys	18	40.67	6.748	1.38	NS
	Pondicherry Girls	103	42.55	5.062		
Total	Pondicherry Boys	18	252.11	28.64	0.03	NS
	Pondicherry Girls	103	252.26	19.832		

From the Hypothesis 01, it is observed that there is no significant mean difference between Pondicherry Boys and Girls in each of the components C1 (self-esteem), C2 (Interaction), C3 (social-adoptability), C4 (Anxiety), C5 (Alienation) and C6 (Depression). There is no significant difference between the mean scores of psychosocial adjustment of Pondicherry Boys and Girls as the calculated t – value is not significant at the Table value of significance. Both of them show same psychosocial adjustment. Hence the hypothesis is accepted.

**Figure 01**  
**Significance of difference between the Mean scores of Psychosocial Adjustment of Pondicherry Boys and Girls**



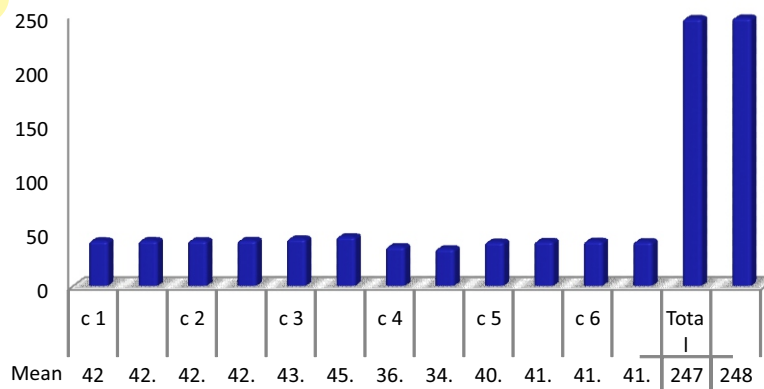
**HYPOTHESIS - 02**

**There is no significant difference between the mean scores of Psychosocial Adjustment of Andaman SchoolBoys and Girls.**

Group Statistics						
	Sex	N	Mean	Std. Dev	t-value	Sig. (2-tailed)
C1	Andaman Boys	53	42.00	5.691	0.24	NS
	Andaman Girls	84	42.24	5.509		
C2	Andaman Boys	53	42.23	5.573	0.18	NS
	Andaman Girls	84	42.40	5.921		
C3	Andaman Boys	53	43.85	7.492	1.71	NS
	Andaman Girls	84	45.81	5.830		
C4	Andaman Boys	53	36.66	5.381	2.10	P<0.05
	Andaman Girls	84	34.71	5.238		
C5	Andaman Boys	53	40.91	5.589	0.57	NS
	Andaman Girls	84	41.51	6.386		
C6	Andaman Boys	53	41.68	6.827	0.35	NS
	Andaman Girls	84	41.25	7.150		
Total	Andaman Boys	53	247.32	23.989	0.14	NS
	Andaman Girls	84	247.93	24.775		

From the Hypothesis 02, it is observed that there is no significant mean difference between Andaman Boys and Girls in each of the components C1 (self-esteem), C2 (Interaction), C3 (social-adoptability), C5 (Alienation) and C6 (Depression) but there is a significant difference between Andaman Boys and Girls in C4 (Anxiety). From this, it is inferred that Boys handle anxiety better than Girls. There is no significant difference between the mean scores of psychosocial adjustment of Andaman Boys and Girls as the calculated t-value is not significant at the Table value of significance. Both of them show same psychosocial adjustment. Hence the hypothesis is accepted.

**Figure 02**  
**Significance of difference between the Mean scores of Psychosocial Adjustment of Andaman Boys and Girls**



## FINDINGS OF THE STUDY

1. There is no significant difference between the mean scores of psychosocial adjustment of Pondicherry Boys and Girls as the calculated  $t$ -value is not significant at the Table value of significance. Both of them show same psychosocial adjustment.
2. There is no significant difference between the mean scores of psychosocial adjustment of Andaman Boys and Girls as the calculated  $t$ -value is not significant at the Table value of significance. Both of them show same psychosocial adjustment.

## EDUCATIONAL IMPLICATIONS

Various positive stimulation of School environment is required for better psychosocial adjustment.

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