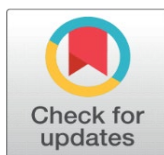


A STUDY OF ADJUSTMENT OF STUDENTS STUDYING IN SECONDARY SCHOOLS OF BAREILLY DISTRICT

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ABSTRACT

This research aims to explore the adjustment challenges faced by secondary school students in the Bareilly District. Adjustment is an ongoing process through which individuals adapt to their environment, maintaining a balanced and dynamic personality. It plays a pivotal role in various aspects of a student's life, influencing their overall well-being. The focus of this study is to evaluate students' adjustment levels in five key domains: home, health, social, emotional, and educational. A sample of 200 students from different degree colleges in Jammu city was selected for this study. The research tool used was the Adjustment Inventory for Secondary School Students, standardized by A.K.P. Sinha and R.P. Singh (2012). Data collected from the participants were analyzed using statistical methods such as mean, standard deviation, and critical ratio. The results indicated a significant difference in adjustment levels between male and female students, with male students showing better adjustment in all five areas.

Keywords: Adjustment, Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment, Educational Adjustment, Gender

1. INTRODUCTION

In today's rapidly evolving world, the ability to adapt is a fundamental aspect of a person's character. Individuals who struggle to adjust to their environment may find it difficult to develop a well-rounded personality. On the other hand, those who are flexible and adaptable are more likely to lead a fulfilling and balanced life, while those who find adaptation challenging often face stress and dissatisfaction. Adjustment is an ongoing process, where individuals acquire specific strategies to navigate their surroundings, allowing them to align with their environment and foster harmony.

The shift from secondary school to college or other higher education institutions is one such critical phase that can be both exciting and stressful for students. Although college life offers many opportunities for growth and personal development, it also comes with the need to adapt to new personal dynamics and changing socio-economic conditions.

Recently, more attention has been given to the hurdles that adolescents encounter during this transition. Emotional and social challenges are common during this phase and contribute to the fact that only half of the students who enroll in college finish their degrees within the expected timeframe, while others drop out at various stages. Many societal frustrations, particularly related to work, relationships, and overall life satisfaction, often arise from unrealistic expectations.

Adjustment is a vital mechanism that helps individuals cope with life's difficulties. It acts as a key factor in achieving social harmony, enabling individuals to integrate well within society and earn recognition as well-adjusted people. In today's complex society, with its many contradictions, those who can effectively adapt are better equipped to manage psychological stress, which, if left unchecked, can lead to maladjustment.

The capacity to adjust during late adolescence has a profound impact on an individual's future. This period is often marked by intense stress due to rapid physical and psychological changes. Each cultural group expects certain behaviors from individuals at specific stages of their development. Successfully meeting these expectations leads to happiness and personal success, while failure to do so can hinder growth and result in dissatisfaction.

2. REVIEW OF RELATED LITERATURE

Annie (2010) aimed to explore the connection between academic achievement and socioeconomic status among B.Ed. student teachers. The study's sample included 158 randomly selected B.Ed. student teachers from Lady Willingdon Institute of Advanced Study in Education. The research utilized the Modified Kuppaswamy Socioeconomic Status Scale (1999) to collect data. The results indicated no significant relationship between academic achievement and the socioeconomic status of B.Ed. student teachers.

Bimla (2019) conducted a comparative study on the adjustment of college-going students. The objective was to assess how students' adjustment varied based on gender, location, and academic stream. Using a normative survey method, the study selected 200 students from rural and urban areas in Haridwar through stratified random sampling, including 100 male and female students. The analysis, performed using the mean, standard deviation, and t-test, revealed significant differences in family, health, and emotional adjustment between male and female students. Furthermore, rural students demonstrated better adjustment in home, health, social, and emotional aspects, while urban students were better adjusted in the educational domain. However, no significant differences were found in adjustment levels between science and non-science students.

Hemant Kumar Bunker (2021) examined the adjustment levels of secondary school students from urban and rural areas. The study included a sample of 120 secondary school students from two schools in Ahmedabad District, Gujarat, using the School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The findings indicated no significant differences in emotional, social, and educational adjustment between urban and rural students. Additionally, gender was found to have no influence on students' adjustment levels.

Choudhary and Verma (2022) conducted a study on the influence of peer support on educational adjustment in first-year college students. A sample of 150 students from three universities in Uttar Pradesh participated in the study. The results highlighted that students with strong peer support networks demonstrated better academic performance, greater participation in extracurricular activities, and lower levels of academic stress.

Janardhanam and Vinayaga (2020) investigated the adjustment of college students in Chittoor District, Andhra Pradesh. A sample of 60 college students was selected, and data was gathered using the Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (1968). The study found significant differences in adjustment based on gender, age, and the nature of the academic course.

Lee and Ahn (2020) developed and tested a structural model for college adjustment among undergraduate students. Data collection took place from November 2019 to January 2020, with questionnaires distributed to 300 students, of which 290 responses were analyzed. The model fit indices were $\chi^2 = 427.707$ ($p < 0.001$), $DF = 173$, $\chi^2/DF = 2.47$, $GFI = 0.88$, $AGFI = 0.84$, $CFI = 0.91$, $IFI = 0.92$, $SRMR = 0.07$, and $RMSEA = 0.07$, all of which were acceptable. Seven of the thirteen paths in the final model were significant. The key factors influencing college adjustment were social support ($r = 0.39$) and ego-identity ($\beta = 0.73$), explaining 57.1% of the variance. The study suggested that students'

adjustment is shaped by their social environment, including family, friends, and professors, as well as their ability to strengthen their ego-identity.

Nair and Menon (2022) explored the effect of digital learning environments on students' educational and social adjustment. The study, conducted in Kerala, included 250 students who had transitioned to online learning due to the COVID-19 pandemic. Results showed that students who had access to digital resources and peer support adjusted better to online learning, while those with limited resources faced challenges in academic and social engagement.

Pandey and Sharma (2021) conducted a comparative study on general intelligence and adjustment among college students. Data was collected from 500 students in various degree colleges in Ujjain City using a stratified random sampling method. The study analyzed the data using the mean, standard deviation, and t-test. While no significant differences were found in general intelligence scores between male and female students, there were notable differences in home, health, and emotional adjustment. Urban students scored higher in general intelligence than their rural counterparts, while rural students exhibited better adjustment in home, health, social, and emotional aspects. Conversely, urban students showed better educational adjustment. Science students outperformed arts students in general intelligence, but no significant differences were found between science and non-science students in adjustment.

Patel and Roy (2023) examined the impact of mindfulness training on college students' psychological and academic adjustment. A randomized controlled trial involving 120 students from Maharashtra was conducted. The study revealed that students who received mindfulness training exhibited reduced academic stress, improved emotional regulation, and enhanced overall adjustment compared to those in the control group.

Rajendran and Kaliappan (2019) examined the role of stress management training in improving the academic adjustment of college students. A sample of 200 students from Tamil Nadu was selected using a quasi-experimental research design. The study revealed that students who underwent stress management training showed significant improvement in their academic adjustment, self-efficacy, and coping mechanisms compared to those who did not receive training.

Sharma and Yadav (2021) explored the impact of self-esteem on social and emotional adjustment among undergraduate students. The study employed a correlational design with a sample of 180 students from various colleges in Rajasthan. Results showed that students with higher self-esteem reported better emotional and social adjustment, while those with lower self-esteem faced difficulties in interpersonal relationships and academic engagement.

Sutu et al. (2019) explored the impact of adjustment and deviancy on creativity. The study included 348 participants and employed various creativity measures, such as self-reported, informant-reported, occupational, and behavioral creativity assessments. Both longitudinal and cross-sectional research designs were used. The analysis indicated that individuals with high normative personality profiles demonstrated greater creativity. However, no link was found between personality profile normativeness and laboratory-based behavioral measures of occupational creativity. The study discussed different interpretations of the adjustment-creativity relationship, particularly in the context of implicit creativity theories and personal biases. Ultimately, it was concluded that deviancy does not contribute to creativity.

Syed Inshaallah Tahir, Insha Rasool, and Shazia Jan (2022) conducted a descriptive study on the relationship between home environment and social adjustment among secondary school students in Kashmir. The study involved 300 students, and data was collected using a self-constructed questionnaire. The findings indicated a significant association between home environment and students' social adjustment. Additionally, male and female students exhibited significantly different mean scores in home environment and social adjustment. Furthermore, rural students demonstrated better home environments and social adjustment compared to their urban counterparts.

Zareena and Vatsala (2011) examined how adjustment problems, time management, parental education, and socioeconomic status influenced student achievement. The study focused on a sample of 80 eighth-grade students. The Time Management Scale by T.P. Kamala and the Adjustment Inventory by Mallika were used for data collection. The results indicated that none of the studied variables—adjustment problems, time management, parental education, or socioeconomic status—had any significant impact on students' academic achievement.

3. OBJECTIVES OF THE STUDY

To study the significant differences in adjustment between Girls and Boys students studying in Secondary Schools of Bareilly District.

- 1) To study the significant differences in Home Adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 2) To study the significant differences in Health adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 3) To study the significant differences in Social Adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 4) To study the significant differences in Emotional Adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 5) To study the significant differences in Educational Adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.

4. HYPOTHESIS OF THE STUDY

- 1) There will be significant differences in adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 2) There will be significant differences in home adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 3) There will be significant differences in Health adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 4) There will be significant difference in social adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 5) There will be significant differences on Emotional adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.
- 6) There will be significant differences in educational adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.

5. DELIMITATIONS OF THE STUDY

The present study is subject to the following delimitations:

- 1) The study is conducted on a sample of only 200 students
- 2) It is restricted to the geographical area of Bareilly District.
- 3) The sample consists of 100 male and 100 female students enrolled in secondary schools within Bareilly District.

6. RESEARCH METHODOLOGY

For this study, a sample of 200 students was selected from various secondary schools in Bareilly District. The researcher utilized the Adjustment Inventory for College Students developed by A.K.P. Sinha and R.P. Singh (2012) as the primary tool for data collection.

7. DATA COLLECTION PROCEDURE

The responses provided by students on the inventory and the corresponding answer sheet were evaluated using a standardized scoring key. Each section had a separate transparent scoring key, and only the responses marked within the designated circles were considered. Each valid response was assigned a weightage of one (1) point.

8. STATISTICAL TECHNIQUES USED

The following statistical methods were employed for data analysis: Mean, S.D., C.R.

9. DATA ANALYSIS AND INTERPRETATION

Hypothesis-1: There will be significant differences in adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District

Table 1

Table 1 Showing Critical Ratio Between the Adjustment Among Girls and Boys Students Studying in Secondary Schools of Bareilly District					
Category	Number	Mean	S.D.	C.R.	Significance level
Boys	100	55.76	1.003	17.13	0.01
Girls	100	50.74	2.75		

Table 1 show that the calculated value of critical ratio come out to be 17.13 is greater than 2.58 at 0.01 level of significance. This indicates that when the adjustment among girls and boys of degree colleges are compared, significant differences have been obtained.

Hypothesis-2: There will be significant differences in home adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.

Table 2

Table 2 Showing Critical Ratio Between the Home Adjustment Among Girls and Boys Students Studying in Secondary Schools of Bareilly District					
Category	Number	Mean	S.D.	C.R.	Significance level
Boys	100	9.16	1.61	4.23	0.01
Girls	100	8.42	0.097		

Table 2 show that the calculated value of critical ratio comes out to be 4.23 which is greater than 2.58 level of significance. Table indicates the mean score of girls i.e., M=9.16 is higher than the mean score of boys i.e., M=8.42. But as per the manual individual scoring high in home area tend to be unsatisfactory adjusted towards their home surroundings. So, the above result reveals that better adjusted to the home area of adjustment as compared to girls. This indicates that when girls and boys of degree colleges have been compared based on home adjustment, significant difference has been obtained.

Hypothesis-3: There will be significant differences in Health adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District

Table 3

Table 3 Showing Critical Ratio Between the Health Adjustment Among Girls and Boys Students Studying in Secondary Schools of Bareilly District.					
Category	Number	Mean	S.D.	C.R.	Significance level
Boys	100	7.95	0.9	8.15	0.01
Girls	100	7.2	0.2		

Table 3 show that the calculated value of critical ratio comes out to be 8.15 which is greater than 2.58 at 0.01 level of significance. Table indicates the mean score of girls i.e., M=7.95 is higher than the mean score of boys i.e., M= 7.20. But as per the manual individuals having high scales in health area reflect unsatisfactory adjustment. So, the above result reveals that boys are better adjusted to the health area of adjustment as compared to girls. The results reveal that there is a significant difference between Health adjustment of Girls and Boys studying in Secondary Schools of Bareilly District.

Hypothesis-4: There will be significant difference in social adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District.

Table 4

Table 4 Showing Critical Ratio Between the Social Adjustment Among Girls and Boys Students Studying in Bareilly District					
Category	Number	Mean	S.D.	C.R.	Significance level
Boys	100	10.01	2.007	8.15	0.01
Girls	100	9.35	0.273		

Table 4 show that the calculated value of critical ratio comes out to be 3.27 which is greater than 2.58 at 0.01 level of significance. The table indicates the mean score of girls i.e., M=10.01 is higher than the mean score of boys i.e., M=9.35. But as per manual individuals scoring low are submissive and retiring. High scores indicate aggressive behavior. So, the above result reveals that boys are better adjusted to the social area of adjustment as compared to the boys.

Hypothesis-5: There will be significant differences on Emotional adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District

Table 5

Table 5 There will be Significant Differences on Emotional Adjustment Among Girls and Boys Students Studying in Secondary Schools of Bareilly District					
Category	Number	Mean	S.D.	C.R.	Significance level
Boys	100	17.75	0.68	15.61	0.01
Girls	100	15.71	0.8		

Table 5 show that the calculated value of critical ratio comes out to be 15.61 which is greater than 2.58 at 0.01 level of significance. The table indicates the mean score of girls i.e., M= 17.45 is higher than the mean score of boys i.e., M=15.71. But as per the manual high score indicate unstable emotional. Individuals with low scores tend to be emotionally stable. So, the above result reveals that boys are better adjusted in emotional area of adjustment as compared to girls.

Hypothesis-6:- There will be significant differences in educational adjustment among Girls and Boys students studying in Secondary Schools of Bareilly District

Table 6

Table 6 Showing Critical Ratio Between the Educational Adjustment Among Girls and Boys Students Studying in Secondary Schools of Bareilly District					
Category	Number	Mean	S.D.	C.R.	Significance level
Girls	100	10.38	0.0297		

Table 6 show that the calculated value of critical ratio comes to 11.54 which is greater than 2.58 at 0.05 level of significance. Table indicates the mean score of girls i.e., M= 11.58 is higher than the mean score of boys i.e., M= 10.38. But as per the manual individuals score are poorly adjusted towards curricular and co-curricular programmes. People with low scores are interested in educational activities. So, the above result reveals that boys are better adjusted in the educational area of adjustment as compared to girls.

10. FINDINGS OF THE STUDY

- 1) Significant difference has been found in the adjustment among boys and girls studying in Secondary Schools of Bareilly District.
- 2) Significant difference has been found in the home adjustment among boys and girls studying in Secondary Schools of Bareilly District.

- 3) Significant differences have been found in the health adjustment among boys and girls studying in Secondary Schools of Bareilly District.
- 4) Significant difference has been found in the social adjustment among boys and girls studying in Secondary Schools of Bareilly District.
- 5) Significant difference has been found in the emotional adjustment among boys and girls studying in Secondary Schools of Bareilly District.
- 6) Significant difference has been found in the educational adjustment among boys and girls studying in Secondary Schools of Bareilly District.

11. EDUCATIONAL IMPLICATIONS OF THE STUDY

The present study has its implication for teachers, educational administrators, curriculum frames and parents.

- 1) The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
- 2) The college environment should be cordial and congenial.
- 3) There should be proper provision of co-curricular activities in the Secondary Schools.
- 4) Parents should have knowledge of the school environment and facilities before getting their wards admitted to Secondary Schools
- 5) Administrators should appoint well-qualified staff.
- 6) Teachers should provide a congenial environment and equal opportunity for all students for exploration.
- 7) College authorities and parents should pay attention to minimize the adjustment problems of secondary schools going students.
- 8) Appropriate interventions programs can be planned to assist college students who have problems in coping with the demands and challenges which can create stress and tension to their life on campus.
- 9) General information on perceived academic, social and cultural issues in school environment should be provided to make students transition smooth.
- 10) The college authorities should give specific attention to students' financial needs as serious financial problems could leave a negative impact on their adjustment in Secondary Schools
- 11) College administration should organize health awareness programs. They should be made aware of the available resources and services so that the students can easily benefit from them.

12. FINDING OF THE STUDY

The finding of the current study indicated that there is a significant difference in adjustment between boys and girls studying in Secondary Schools of Bareilly District. It was also found that boys are more adjusted than girls. The results call for action from families, academicians, policy makers and stakeholders, all are taking necessary decisions to facilitate better adjustment skills among students studying in Secondary Schools of Bareilly District.

CONFLICT OF INTERESTS

None.

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