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Adjustment of Secondary School Students of East Khasi Hills District, Meghalaya

Dr. Ibakordor Tiewsoh

Assistant Professor

Department of Education (PG)

Jaintia Eastern College, Khliehriat, Meghalaya, India

Abstract

Adjustment is crucial to every stages of human life, so it is for student's life as well. Students have to adjust and adapt themselves to various needs and requirements of their academics as well as to the overall school's life. Adjustment encompasses from emotional to social and educational adjustment. Further, students at the secondary schools generally belongs to the adolescent stage of development. At this particular stage of development, transitions take place in various aspect of individual and effective adjustment is needed at the highest level. The objectives of the study is to find out the level of adjustment of Secondary School students. The findings revealed that that majority of secondary school students exhibited an average level of adjustment. Further, no significant differences were observed between male and female students, nor between Class IX and Class X students with respect to their adjustment levels.

Keywords: Adjustment, Secondary School Students

All individuals encounter different challenges in life that require effective adjustment. Across the lifespan, adjustment occurs in almost every domains, including personal, familial, social, physical, educational, emotional, career, and financial domains. The ability of a person to respond responsibly and effectively to various difficulties and challenges he/she encountered is called adjustment. It is the process by which individuals change their thoughts, feelings, ideas, behavior, etc. to cope with the needs and demands of others and the environment to maintain a healthy balance. In Psychology it is termed as maintaining equilibrium between needs and obstacles take place in the environment (Paramanik, Saha, & Mondal, 2014). Since individuals exposed to new experiences and circumstances from time to time, for that reason adjustment is needed continuously and regularly. In addition, adjustment can be viewed from two perspectives: firstly it is viewed as an achievement of how well individuals handles and solve problems and secondly, how individual compromises with the challenges encountered in life (Makwana & Kaji, 2014). Therefore adjustment is an essential part of life which needs to be developed by an individual in a daily life. This will enable an individual to adapt to different life situations and maintains an equilibrium with the surrounding environment.

Since, adjustment is crucial to every stages of human life, so it is for student's life as well. Students have to adjust and adapt themselves to various needs and requirements of their academics as well as to the overall school's life. Adjustment encompasses from emotional to social and educational adjustment. Further, students at the secondary schools generally belongs to the adolescent stage of development. At this particular stage of development, transitions take place in various aspect of individual and effective adjustment is needed at the highest level. Further, effective adjustment will enable students and adolescents to cope and adapt to all the changes and demands. It will help them to maintain healthy relationship, better academic performance, manage stress and well as to develop their overall personality and well-being.

Objectives of the Study

The Objectives of the study are as follows:

1. To study the level of adjustment of Secondary School students
2. To find out the significant in adjustment between male and female students
3. To find out the significant difference in adjustment between classes IX and X students

Null Hypotheses

1. There is no significant difference in adjustment between male and female secondary school students
2. There is no significant difference in adjustment between class IX and class X students

Method

In the present study a descriptive method was used to study the adjustment of secondary school study in Meghalaya

Sample

A stratified sample of 300 students was randomly selected from secondary school students of East Khasi Hills District of Meghalaya.

Tool Used

In the present study, Adjustment Inventory for School Students (AISS-SS) developed by Prof. A.K.P. Sinha and Prof. Dr. R. P. Singh was used. The scale contained 60 items with both positive and negative items. The scale is a three point alternative response with 'Always', 'Sometimes' and 'Never'. The lowest score in the scale is 0 and the highest is 60. According to this scale, the lower the score the better is the adjustment level of the students.

Result

Table No.1: Showing the level of Adjustment of secondary school students

Z-Score	Frequency	Percentage	Level of Adjustment
+2.01 & above	0	0%	Extremely unsatisfactory Adjustment
+1.26 to +2.00	2	0.66%	Unsatisfactory Adjustment
+0.51 to +1.25	21	7%	Below Average Adjustment
-0.50 to +0.50	195	65%	Average/Moderate Adjustment
-1.25 to -0.51	67	22.33%	Above Average Adjustment
-2.00 to -1.26	12	4%	High Adjustment
-2.01 & below	3	1%	Extremely High Adjustment

Interpretation: The table above indicated that majority (65%) of the secondary school students falls in the average or moderate level of adjustment, 22.33% falls in the above average adjustment, 4% in the high adjustment level and 1% in the extremely high level of adjustment. Further, 7% of the students falls under below average and 0.66% in the unsatisfactory level of adjustment, whereas none of the students falls in the extremely unsatisfactory level of Adjustment.

Table No.2: The significant difference of male and female secondary school students in adjustment

Variable	*Gender*	*N*	*Mean*	*SD*	*t*	*df*	*p-value*
Adjustment	Males	126	47.32	9.79	1.28	298	0.50
	Females	174	48.92	10.32			

p-value≤0.05

Interpretation: The table above shows that the t-value computed is 1.28 with df 29 which indicated no significant differences in adjustment level of male and female secondary school students. Therefore null hypothesis is accepted.

Table No.3: The significant difference of class IX and Class X students in adjustment

Variable	*Class*	*N*	*Mean*	*SD*	*df*	*'t'*	*p-value*
Adjustment	IX	149	48.38	8.81	298	0.78	0.32
	X	151	47.86	9.27			

p-value≤0.05

Interpretation: The table indicated that the t-value computed is 0.78 with df 298 which shows that that there is no significant difference in adjustment between Class IX and Class X students. Hence, null hypothesis is accepted.

Finding and Discussion

The findings of the study revealed that the majority of secondary school students exhibited an average level of adjustment, indicating that students are moderately managing the various challenges encountered in their day-to-day activities. The presence of above-average and high adjustment levels among certain students may be attributed to strong support systems, including family, friends, and teachers. Such supportive environments are likely to enhance students' coping mechanisms and promote more effective adjustment in their daily lives. Additionally, some students exhibited an extremely high level of adjustment. Beyond the influence of a supportive family, peers, and teachers, this may be attributed to their own personal strengths, such as high emotional stability, self-confidence, and well-developed social skills, which enable them to adapt exceptionally well to various situations. Conversely, students exhibiting below-average and unsatisfactory levels of adjustment may be affected by factors such as an unsupportive environment, personal difficulties, and a lack of adequate coping skills. Notably, none of the students fell within the extremely unsatisfactory level of adjustment, which indicates that, to some extent, students have made efforts to cope with and adapt to

the demands of everyday life. The finding of the study is in line with the finding of Raviprasad and Pushpa (2024) who found students at average, above average and below average level of adjustment. Also Nongbri (2019) found secondary school students with excellent, good, average, unsatisfactorily and very unsatisfactorily level of adjustment.

Furthermore, the findings revealed no significant gender difference in adjustment levels. This may be due to equitable treatment by family and school, as both male and female students share a common learning environment and participate equally in school activities. The finding is in line with the study conducted by Raviprasad and Pushpa (2024) who found no significant difference between male and female students in adjustment level. Whereas the study contrast the finding of Tripathi and Pandey (2026); Fareed, Sharma, Sharma, and Sharma (2025); Saxena, and Goswami (2023); Nongbri (2019); who found significant differences between male and female students.

The study also found no significant difference in adjustment levels between Class IX and Class X students. This may be because students from both classes belong to a similar age group and receive comparable treatment from parents and teachers. Additionally, their engagement in similar curricular and co-curricular activities may contribute to the similarity in their levels of adjustment. The finding is in line with the study of Nongbri (2019) who found no significant difference between students of class IX and Class X respectively.

Conclusion

Overall, the study concludes that majority of secondary school students exhibited an average level of adjustment. Furthermore, no significant differences were observed between male and female students, nor between Class IX and Class X students with respect to their adjustment levels.

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