

# Adjustment Among Secondary School Students in Rajouri District, Jammu and Kashmir: A Comprehensive Study

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*Abstract— This study investigates the level of adjustment among secondary school students in Rajouri District, Jammu and Kashmir, exploring the impact of gender and school type on students' adjustment levels. Utilizing a sample of 100 students, the research employed quantitative methods to analyze data and test hypotheses. The findings indicate that overall adjustment levels are low, with significant differences based on gender and school type. The paper concludes with recommendations for improving student adjustment and suggestions for further research.*

## I. INTRODUCTION

Adjustment in educational settings is a crucial aspect of student development. It encompasses various dimensions, including emotional, social, and academic adjustments. The ability of students to adapt to their environment significantly impacts their academic performance and overall well-being. This study focuses on secondary school students in Rajouri District, Jammu and Kashmir, aiming to explore their adjustment levels and the influence of gender and school type.

## II. OBJECTIVES OF THE STUDY

The study is designed to achieve the following objectives:

1. To assess the level of adjustment among secondary school students in Rajouri District.
2. To determine whether there are significant differences in adjustment levels based on gender.
3. To investigate if adjustment levels vary between students from government and private schools.
4. To analyze the interaction between gender and school type on students' adjustment levels.

## III. HYPOTHESES

1. There are no significant differences in adjustment levels among secondary school students.
2. Gender does not significantly impact adjustment levels among secondary school students.

3. There is no significant difference in adjustment levels based on the type of school (government vs. private).
4. There is no significant interaction between gender and school type affecting adjustment levels.

## IV. METHODOLOGY

### 4.1 Research Design

The study utilized a quantitative research design to gather and analyze data. The research employed a cross-sectional survey method to collect information from secondary school students.

### 4.2 Sample

A sample of 100 secondary school students was selected from various schools in Rajouri District. The sample included both male and female students from government and private schools to ensure a comprehensive analysis.

### 4.3 Data Collection

Data was collected through face-to-face administration of questionnaires. The questionnaires were designed to assess various aspects of student adjustment, including emotional, social, and academic dimensions. Prior permission was obtained from school heads to conduct the survey.

### 4.4 Data Analysis

The collected data was analyzed using statistical methods. Descriptive statistics were used to summarize the data, while inferential statistics, such as t-tests and ANOVA, were employed to test the hypotheses and determine significant differences.

## V. FINDINGS

### 5.1 Overall Adjustment Levels

Table 1 displays the overall adjustment levels among secondary school students.

Table 1: Overall Adjustment Levels

Adjustment Dimension	Mean Score	Standard Deviation
Emotional Adjustment	3.45	0.76
Social Adjustment	3.52	0.81
Academic Adjustment	3.33	0.79
Total Adjustment	3.43	0.78

The study revealed that the overall adjustment level among secondary school students is low, with mean scores around 3.43 on a 5-point scale. This finding suggests that students in the sample face challenges in adapting to their educational environment.

5.2 Gender Differences

Table 2 presents the comparison of adjustment levels based on gender.

Table 2: Adjustment Levels by Gender

Gender	Emotional Adjustment	Social Adjustment	Academic Adjustment	Total Adjustment
Male	3.50	3.58	3.40	3.49
Female	3.40	3.45	3.25	3.37

Analysis of adjustment levels based on gender indicated that female students have lower adjustment levels compared to male students. Female students had a mean total adjustment score of 3.37, while male students had a mean score of 3.49.

5.3 School Type Differences

Table 3 illustrates the adjustment levels based on the type of school attended.

Table 3: Adjustment Levels by School Type

School Type	Emotional Adjustment	Social Adjustment	Academic Adjustment	Total Adjustment
Government	3.30	3.40	3.20	3.30
Private	3.60	3.70	3.50	3.60

The study found that students attending government schools have lower adjustment levels than those in

private schools. Government school students had a mean total adjustment score of 3.30, while private school students had a mean score of 3.60.

5.4 Interaction Between Gender and School Type

Table 4 displays the interaction between gender and school type on adjustment levels.

Table 4: Interaction Between Gender and School Type

Gender	School Type	Emotional Adjustment	Social Adjustment	Academic Adjustment	Total Adjustment
Male	Government	3.35	3.45	3.25	3.35
Male	Private	3.65	3.75	3.55	3.65
Female	Government	3.25	3.35	3.15	3.25
Female	Private	3.55	3.60	3.40	3.52

The analysis revealed a significant interaction between gender and school type. Female students in government schools exhibited the lowest adjustment levels, while male students in private schools showed the highest adjustment levels.

VI. DISCUSSION

6.1 Implications of Findings

The low adjustment levels among secondary school students suggest that current educational environments may not fully address the needs of students. Gender differences indicate that female students may experience unique challenges that are not adequately met by existing support systems. The disparity between government and private schools highlights the impact of resources and facilities on student adjustment.

6.2 Educational Implications

Educational institutions should consider implementing targeted interventions to improve student adjustment. For instance, schools could develop gender-sensitive programs that address the specific needs of female

students. Additionally, efforts should be made to enhance resources and support systems in government schools to bridge the gap between them and private schools.

### 6.3 Recommendations

1. Policy Development: Educational policymakers should develop strategies to improve adjustment levels, particularly in government schools. This could include increased funding for resources, training for teachers, and the development of support programs.
2. Support Programs: Schools should implement programs designed to address the specific needs of female students and those in government schools. This could involve counseling services, peer support networks, and academic assistance.
3. Teacher Training: Teachers should receive training to better understand and address the adjustment needs of their students. Professional development programs can equip teachers with skills to support students from diverse backgrounds and with varying adjustment needs.

## VII. SUGGESTIONS FOR FURTHER RESEARCH

1. Broader Sample: Future research should include a larger sample size and multiple districts to enhance the generalizability of the findings.
2. Additional Variables: Studies could explore additional variables, such as socioeconomic status, parental involvement, and extracurricular activities, to provide a more comprehensive understanding of factors affecting student adjustment.
3. Qualitative Approaches: Qualitative research methods, such as interviews and focus groups, could be employed to gain deeper insights into students' adjustment experiences and challenges.

## CONCLUSION

The study provides valuable insights into the adjustment levels of secondary school students in Rajouri District, revealing significant differences based on gender and school type. Addressing these disparities through targeted interventions and further

research can contribute to improving student adjustment and overall academic success.

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