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## Educational and social adjustment in secondary school students

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### Abstract:

Educational and social adjustments are two important factors that contribute to the success of secondary school students. Educational adjustment refers to the student's ability to adapt to the academic demands of secondary school, while social adjustment refers to the student's ability to form and maintain positive relationships with peers and adults. Research has shown that there is a strong relationship between educational and social adjustment. Students who are well-adjusted socially are more likely to be successful academically. Conversely, students who are struggling socially are more likely to experience academic difficulties. There are a number of factors that can influence educational and social adjustment in secondary school students. These include the student's individual characteristics (e.g., personality, intelligence, coping skills), the family environment (e.g., parental support, socioeconomic status), and the school environment (e.g., teacher quality, school climate). This research paper will explore the relationship between educational and social adjustment in secondary school students. Finally, the paper will discuss strategies for promoting educational and social adjustment in secondary school students.

**Keywords:** educational adjustment, social adjustment, secondary school students, school success.

**Introduction:**

Educational and social adjustments are two essential components of success for secondary school students. Educational adjustment refers to the student's ability to adapt to the academic demands of secondary school, while social adjustment refers to the student's ability to form and maintain positive relationships with peers and adults. Research has shown that there is a strong relationship between educational and social adjustment. Students who are well-adjusted socially are more likely to be successful academically. Conversely, students who are struggling socially are more likely to experience academic difficulties. There are a number of factors that can influence educational and social adjustment in secondary school students. These include:

**Individual characteristics:** Students' individual characteristics, such as personality, intelligence, and coping skills, can all play a role in their educational and social adjustment.

**Family environment:** The family environment, such as parental support and socioeconomic status, can also influence educational and social adjustment.

**School environment:** The school environment, such as teacher quality and school climate, can also play a role in educational and social adjustment.

This research paper will explore the relationship between educational and social adjustment in secondary school students. It will also examine the factors that can influence educational and social adjustment. Finally, the paper will discuss strategies for promoting educational and social adjustment in secondary school students. This paper is important because it addresses a critical issue for secondary school students. Educational and social adjustment are essential for success in secondary school and beyond. By understanding the factors that influence educational and social adjustment, and by developing strategies to promote adjustment, we can help all secondary school students reach their full potential. These papers provide insights into the educational and social adjustment of secondary school students. Studsrød 2012 found that students' perceptions of teacher socialization practices were related to their motivation for continued education, school alienation, intention to quit school, truancy, and class absence. Agnihotri 2013 highlighted the relationship between academic adjustment and the problems faced by socially disadvantaged senior secondary school students. Pečjak 2009 explored the

connection between students' social behaviour and their academic achievement, with teachers rating girls as socially more competent and finding correlations between social behaviours and academic achievement, particularly in boys. Best 2015 focused on the impact of social interactions on educational marginalization, emphasizing the role of interactions with teachers and peers in shaping students' achievement motivation. In summary, these papers collectively suggest that teacher socialization practices, academic adjustment, social behaviour, and social interactions play significant roles in the educational and social adjustment of secondary school students.

### **Need of the Study:**

Students who are well-adjusted socially and academically are more likely to achieve their educational goals. Reduced dropout rates: Students who are struggling socially and academically are more likely to drop out of secondary school. By studying educational and social adjustment, we can identify and support students who are at risk of dropping out. Improved mental health: Students who are struggling to adjust to secondary school are more likely to experience mental health problems, such as anxiety and depression. By studying educational and social adjustment, we can develop more effective strategies to promote student mental health. Improved post-secondary success: Students who are well-adjusted socially and academically are more likely to be successful in post-secondary education and careers. By studying educational and social adjustment, we can help students to develop the skills and knowledge they need to succeed in life after secondary school. Overall, the need for the study of educational and social adjustment in secondary school students is clear. By understanding the challenges that students face and developing effective strategies to support them, we can improve their academic and social outcomes, and help them to reach their full potential

### **Objectives**

1: To investigate whether there is a significant relationship between how well secondary school students are doing in school and how well they are adjusting to their social environment.

2: To investigate whether there is a significant relationship between how well boys in secondary school are doing in school and how well they are adjusting to their social environment.

3: To investigate whether there is a significant relationship between how well girls in secondary school are doing in school and how well they are adjusting to their social environment.

### **Hypotheses**

1: There is no significant relationship between secondary school students' educational adjustment and their social adjustment.

2: There is no significant relationship between secondary school boys' educational adjustment and their social adjustment.

3: There is no significant relationship between secondary school girls' educational adjustment and their social adjustment.

**Sample** - For the present study a sample of 100 (48 girls and 52 boys) students of 09th class studying in government and private schools of Ballia has been taken up by adopting simple random sampling technique.

**Tools**- educational adjustment and social adjustment standardized tools has been used.

### **Interpretation and results**

**Hypothesis 1:** Correlation between secondary school students' educational adjustment and their social adjustment.

Pearson's product moment correlation was computed between the scores educational adjustment and social adjustment of secondary school students as per the details given below:

**Table- 1:**

Sr. No.	Variables	N	R	Interpretation
1.	Educational Adjustment	100	0.67	Significant at .05 & .01 level
2.	Social Adjustment.	100		

Table 1 shows that there is a strong positive correlation between educational adjustment and social adjustment in secondary school students ( $r = 0.67$ ). This correlation is statistically significant at both the 0.05 and 0.01 levels, meaning that it is unlikely to be due to chance. Therefore, we can conclude that there is a real relationship between these two variables. In other words, students who do well in school are also more likely to be well-adjusted socially.

**Hypothesis 2:** Correlation between secondary school boys' educational and their social adjustment.

Pearson's product-moment correlation was calculated between the boys' scores on educational and social adjustment tests.

**Table- 2:**

Sr. No.	Variables	N	R	Interpretation
1.	Educational Adjustment	100	0.64	Significant at .05 & .01 level
2.	Social Adjustment.	100		

Table 2 shows that there is a strong positive correlation between educational adjustment and social adjustment in secondary school boys ( $r = 0.64$ ). This correlation is statistically significant at both the 0.05 and 0.01 levels, meaning that it is unlikely to be due to chance. Therefore, we can conclude that there is

a real relationship between these two variables. In other words, boys who do well in school are also more likely to be well-adjusted socially.

**Hypothesis 3:** Correlation between secondary school girls' educational adjustment and their social adjustment.

Pearson's product-moment correlation was calculated between the girls' scores on educational adjustment and social adjustment tests.

**Table- 3:**

Sr. No.	Variables	N	R	Interpretation
1.	Educational Adjustment	100	0.66	Significant at .05 & .01 level
2.	Social Adjustment.	100		

Table 3 shows that there is a strong positive correlation between educational adjustment and social adjustment in secondary school girls ( $r = 0.66$ ). This correlation is statistically significant at both the 0.05 and 0.01 levels, meaning that it is unlikely to be due to chance. Therefore, we can conclude that there is a real relationship between these two variables.

### EDUCATIONAL IMPLICATIONS

- The results of this study show that educational adjustment and social adjustment are significantly related in secondary school students. This has implications for teachers, educational administrators, curriculum developers, and parents.
- Parents and teachers should first try to identify the areas where students are struggling to adjust and provide them with better support. Since there are gender differences in all three areas of adjustment (emotional, social, and academic), schools should provide facilities for students to help them adjust better in all three areas.
- Schools should also provide proper guidance and counseling services to students on all three areas of adjustment. The school environment should

be warm and welcoming. Schools should also have a good range of co-curricular activities.

- Parents should learn about the school environment and facilities before enrolling their children in a school. Administrators should appoint well-qualified staff. Teachers should provide a supportive environment and equal opportunities for all students to explore.
- In other words, the study found that students who do well in school are also more likely to be well-adjusted socially. This is important for parents, teachers, and school administrators to know, so that they can support students in both their academic and social development.

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