



A STUDY OF EDUCATIONAL ADJUSTMENT IN RELATION TO SELF EFFICACY OF SECONDARY SCHOOL STUDENTS

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ABSTRACT

The present study was conducted with the purpose to see a study of Educational Adjustment in relation to Self-efficacy of secondary school students. The present study was conducted to a randomly selected sample of 100 secondary school students of 9th class studying in Government and Private schools of Sonapat deistical in Haryana. Adjustment inventory developed and standardised by Basant Bahadur Singh & Seema Rani(2006) and Self-efficacy scale developed and standardised by Dr Arun Kumar Singh & Dr Shruti Narain(2014) used to collect data. The collected was analysed with the help of inferential statistics t-test'. The results of the study showed that girl's students of secondary schools are found educationally less adjusted than male students of secondary schools. Govt. school students are found educationally less adjusted than private school students. No significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

KEYWORDS: Educational adjustment, Self-efficacy, Gender, Type of school, Secondary school students.

INTRODUCTION

Education is the process of acquiring knowledge, skills, values, beliefs and habits which makes a person good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup. Healthy environment in the school helps the persons in making school adjustment. Satisfaction of the child with the behaviour in of his class-fellow, teachers, and head of the institution, methods of teacher, discipline, timetable, co-curricular activities influences his adjustment.

SELF-EFFICACY

Self-efficacy is defined as people's belief about their capabilities to produce designated levels of

performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations.

REVIEW OF RELATED STUDIES

Pooja Bhagat (2017) Conducted a study on "Educational-Adjustment and Self-Efficacy of Secondary School Students In Relation To Their Gender and Type of School" Sample of this study was 200 students felled thought random sample method of this study was used descriptive result showed female students of S.S.C. Govt school was found less adjusted as compare to boys. Govt School Student was found less adjusted as compare to private result indicate that no difference was found of boys and girls on the bases of self efficacy.



STATEMENT OF THE PROBLEM

“A Study of Educational Adjustment in relation to Self Efficacy of Secondary School Students,,

OBJECTIVE OF THE STUDY

1. To study the educational adjustment of secondary school students.
2. To study the self-efficacy of secondary school students.
3. To find the relationship between educational adjustment and self-efficacy of secondary school students.

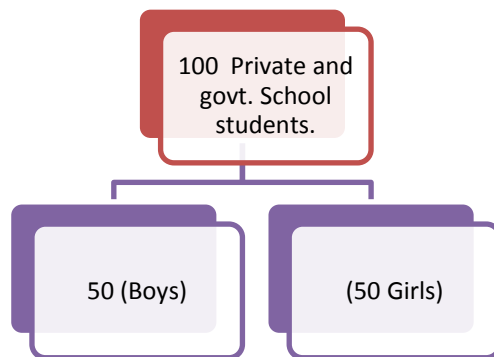
HYPOTHESIS OF THE STUDY

1. There is no significant relationship between educational adjustment and self-efficacy of secondary school students.

RESEARCH METHODOLOGY

In present paper descriptive survey method was used.

SAMPLE OF THE STUDY



VARIABLE OF THIS STUDY

Variable i.e. Educational Adjustment, Self Efficacy was taken for research work.

“Self Efficacy” was development by Dr Arun Kumar Singh & Dr Shruti Narain(2014)

TOOL USED

“Educational Adjustment” was developed by Basant Bahadur Singh & Seema Rani(2006)

Statistical Techniques Used

Mean, T-test and ‘r’ was used for analysis the data.

RESULT AND DISCUSSION

Objective-1: To compare the educational adjustment of boys and girls secondary school students.

Table-1

Group	N	Mean	SD	‘t’ Value	Results
Boys	100	39.68	4.24	0.06108	Significant at 0.01 level
Girls	100	41.06	3.68		

*Significant at 0.05 level

**Significant at 0.01 level

Above table show that, the mean score of educational adjustment of girl’s secondary school students is 41.06. The mean score of boys’ secondary school students is 39.68. The t- value comes out to be 0.061 which is

significant at 0.01 levels. Thus, the null hypothesis there is no significant difference in the educational adjustment of secondary school students in relation to their gender” is rejected.



2 To compare the self-efficacy of boys and girls secondary school students.

Table-2

Group	N	Mean	SD	't' Value	Results
Boys	100	73.66	9.50	0.486584	Significant at 0.01 level
Girls	100	75.1	10.99		

*Significant at 0.05 level

**Significant at 0.01 level

Above table shows that, the mean score of self-efficacy of boy secondary school students is 73.66. The mean score of self-efficacy of girl secondary school students is 75.1. The t- value comes out to be 0.4865 which is

not significant at 0.05 levels. Thus, the null hypothesis "There is no significant difference in the self-efficacy of secondary school students in relation to their gender" is accepted.

3. To find the relationship between educational adjustment and self-efficacy of secondary school students.

Table -3

Group	N	S.D	'r' Value
Boys	100	9.50	0.048
Girls	100	11.05	

The above table shows that the SD of boys and girls are 9.50 and 11.05 respectively .The calculated value of correlation between educational adjustment and self-efficacy of secondary school students. So the null hypothesis is there is no significant relationship between educational adjustment and self-efficacy of secondary school students.

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