SJIF Impact Factor (2024): 8.675| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 9 | Issue: 12 | December 2024 Peer Reviewed Journal

EMOTIONAL ADJUSTMENT AMONG ADOLESCENT STUDENTS IN MINORITY WELFARE RESIDENTIAL SCHOOLS IN TELANGANA WITH RESPECT TO THEIR GENDER

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Article DOI: https://doi.org/10.36713/epra19588
DOI No: 10.36713/epra19588

ABSTRACT
Emotional Adjustment is the condition or process of personal acceptance of and adaptation to one's circumstances, which may require modification of attitudes and the expression of emotions that are appropriate to a given situation. The present study was conducted on 200 Minority Welfare students from Ranga Reddy and Medchal districts of Telangana State. The result reveals that there was a significant difference in Emotional Adjustment among Minority Welfare students with respect to gender.
KEY WORDS: *Emotional Adjustment, Minority Welfare Schools.*

INTRODUCTION

Adjustment is the condition of a person who is able to adapt to changes in their physical, occupational, and social environment. In other words, adjustment refers to the behavioral process of balancing conflicting needs or needs challenged by obstacles in the environment. Due to the various changes experienced throughout life, humans and animals have to regularly learn how to adjust to their environment. Throughout our lives, we encounter various phases that demand continuous adjustment, from changes in career paths and evolving relationships to the physical and psychological shifts associated with aging. Each stage presents unique challenges and requires us to adapt in ways that support our growth and well-being. For example, when they are stimulated by their physiological state to seek food, they eat to reduce their hunger and thus adjust to the hunger stimulus. Successful adjustment equips individuals with a fulfilling quality of life, enriching their experiences as they navigate life's challenges.

Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, anhedonia, difficulty concentrating, sleeping problems, and reckless behavior.

Adjustment as a process involves the ongoing strategies people use to cope with life changes, while adjustment as an achievement focuses on the end result achieving a stable and balanced state. Together, these models provide insight into how individuals adapt and reach well-being. Achieving successful adjustment offers individuals increased emotional resilience and an enriched quality of life. However, in times of high stress or significant challenges, some may resort to defense mechanisms like denial, displacement, or rationalization to manage their emotions. These coping strategies can provide temporary relief but may also prevent individuals from fully addressing the underlying issues. Adjustment is a vital problem of the morden world. Adjustment is a dynamic and continuous life long process.

Carter V. Good (1959) viewed, "adjustment is the process of finding and adopting modes of behaviour suitable to the environment or change in the environment."

Young adulthood is a period of adjusting to a new pattern of life and social expectations. It is an age when one tries to set up, an age when one focuses a lot of problems and critical situations still trying to adjust to the new acquired lifestyle. Adult would have to make big changes in their adjustments as developing new relationship is important and is the main factor of social adjustment. It is a time when person is expected to make some types of adjustments to live life successfully.
Emotional Adjustment is the condition or process of personal acceptance of and adaptation to one's circumstances, which may require modification of attitudes and the expression of emotions that are appropriate to a given situation.

Some strategies to Control Emotions

1. Taking a look at the impact of one's own emotions
2. Aiming for regulation, not repression

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3. Identifying what you're feeling
4. Accepting your emotions
5. Keeping a mood journal
6. Taking a deep breath
7. Knowing when to express yourself
8. Giving yourself some space

Signs of Emotional Suffering

1. Personality change in a way that seems different for that person.
2. Agitation or displaying anger, anxiety or moodiness.
3. Withdrawal or isolation from others.
4. Poor self-care and perhaps engaging in risky behavior.
5. Hopelessness, or feelings of being overwhelmed and worthless.

To reduce Emotional exhaustion

1. Eating a healthy, balanced diet.
2. Eliminating or minimizing the stressor when possible.
3. Exercising.
4. Getting adequate sleep.
5. Identifying and challenging unhelpful thoughts and replacing them with balanced thoughts.
6. Practicing mindfulness to engage in the present moment.

Objective of the Study

To study the emotional adjustment problems of adolescent boys and girls in Telangana Minority Welfare Residential Schools

Hypothesis of the Study

Hypothesis: There will be no significant difference between the emotional adjustment among Telangana Minority welfare residential students in relation to their gender.

Sample of the Study

Survey method was adopted. Sample was selected in two phase.

- ❖ Selection of districts
- ❖ Selection of Minority welfare students (8th & 9th classes)

Selection of districts: In Telangana there are 33 districts. Out of which two districts were chosen viz. Ranga Reddy and Medchal Malkajgiri.

Table: Showing selected sample "District wise"

S.No	*District*	*Number of Students*
1	Ranga Reddy	100
2	Medchal Malkajgiri	100
Total		**200**

Selection of students: Students were selected from 2 schools. From each school students studying in 8th & 9th class were selected. Thus, total students sample was 200.

Tool of the Study

Adjustment Inventory for School Students (AISS)

AISS was developed and standardized by A.K.P. SINHA, Ex-Professor of Psychology, Ravishankar University, Raipur and R.P. Singh, Professor and Head, Patna University, Patna in 1993. It seeks to differentiate well adjusted from poorly adjusted students in emotional, social, educational areas of adjustment. A total of 60 questions with 20 items per area of adjustment, were finalized from initial 100 questions with yes or no scoring. Elimination of questions was done by Judges (12), Non-significant discrimination in an initial 2 group study (14), Bi-serial correlation <0.001 in another sample of 370 (14).

Student Problems Inventory (SPI)

SPI Questionnaire was developed by researcher and adopted in the study. The Questionnaire is having 46 items in 4 categories Physical health and fitness (12), Family (11), Social (12), Educational (11) on yes - no scale, which is a collection of troublesome

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issues often faced by many students in their day to day life. Repetition, ambiguity, discontinuity, overlap of areas in items was eliminated for validation of the questionnaire.

Analysis and Interpretation

Hypothesis: There will be no significant difference between the emotional adjustment among Telangana Minority welfare residential students in relation to their gender.

Table 1: Showing Emotional Adjustment Gender wise

	Gender	N	Mean	SD	t	Sig.
Emotional Adjustment	Boys	100	20.31	1.71	3.693	0.05
	Girls	100	17.18	2.21		
	Total	200	18.74	1.96		

**Significant at 0.05 level of significance*

From the above table, the mean score obtained for boys was 20.31 and girls was 17.18. The obtained t value 3.693 with a df of 1 & 198 was found to be statistically significant at 0.05 level of significance.

It was clear from the above table that t ratio for minority welfare students with emotional adjustment came out to be 3.693, which was highly significant at 0.05 level of significance.

Therefore, it may be concluded that, in the Minority welfare residential schools, boys were better than girls in emotional adjustment and it was statistically proved.

Hence the hypothesis, which states that 'There will be no significant difference between the emotional adjustment among Telangana Minority welfare residential students in relation to their gender', is **rejected** as majority of the sample was clear in accepting the significant role of gender in the emotional adjustment among Minority welfare students.

Findings

Emotional Adjustment: Boys in Minority welfare schools reported significantly higher difficulties in emotional adjustment compared to girls. This indicates that boys face more challenges in managing their emotions within the school environment. Boys also reported significantly higher difficulties in educational adjustment compared to girls. This highlights that boys face greater challenges in adapting to academic demands and achieving satisfactory educational outcomes.

Conclusion

Emotional adjustment refers to one's acceptance of self or self-concept. Emotional adjustment also referred to as personal adjustment or psychological adjustment, is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. The result of the study reveals that there is a significant difference with respect to gender in the emotional adjustment among Minority welfare students.

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