

Adjustment of Secondary School Student in Crosscultural perspective

Dr. Anamika Gurung

Assistant Professor, Harkamaya College of Education (India)

ARTICLE DETAILS

Article History

Published Online: 07 September 2018

Keywords

Education, Adjustment, Cross-Culture, Culture, Psychological, Sociological, Family, Emotional, Adolescent

ABSTRACT

Education constitute the backbone of a country as it produce a human force which plays the most determine role in the advancement of a nation and also the process of civilization. Education is one that provides the thrust in getting ahead and building up a powerful society. Education is said to be the most powerful equalizer of peoples endowments ,with which they expands the horizon of life choices , grasp economic opportunities, gain higher living standards ,pursues happiness and enjoy a life of wellbeing .In today's multi-cultural world ,education necessities adjustment. Adjustment is the main component part of human life. Psychologist describes adjustment as an interaction between the environment and the organic factors. When the internal and external forces work in opposite direction adjustment process becomes complicated. Children with different abilities, different skills, different background and different culture gets educated together providing them an opportunity to horn their adjustment skills thus acting as a training ground for the rest of their life.'

1. Introduction

Education constitute the backbone of a country as it produce a human force which plays the most determining role in the advancement of a nation and also the process of civilization. Education is one that provides the thrust in getting ahead and building up a powerful society. Education is said to be the most powerful equalizer of peoples endowments ,with which they expands the horizon of life choices , grasp economic opportunities, gain higher living standards ,pursues happiness and enjoy a life of wellbeing .It acts as a foundation upon which one can' build the rest of their life.Education can be formal, informal and non-formal on the basis of the form of education.By considering the non-formal form of education we can apply psychosocial aspect of an individual.Thus, the aim of this study is to bring out this aspect .'

2. Adjustment

In today's mu'lti-cultural world ,educationnecessities adjustment.Adjustment is the main component part of human life.Psychologist describes adjustment as an interaction between the environment and the organic factors.When the internal and external forces work in opposite direction adjustment process becomes complicated.Children with different abilities, different skills, different 'background and different culture getsa educated together providing them an opportunity to horn their adjustment skills thus acting as a training ground for the rest of their lives. During school life, a child learns to co-exist and co-cooperate with students and teachers of different religions ,different cultures, different opinions and different outlook towards life.

The student enrolled in secondary class are experience the stress and storm period , a very critical period of their life.During this period they keep vacillating between being children and being adult.Being a phase of rapid growth and development during which physical,emotional, sexual and social changes occur,adjustment is at their peak during this period.Most adolescent experience adjustment difficulties in

emotional,social and educational aspect in their life.Adjustment has been described by the Encyclopedia Britannica as a behavioral process for maintaining equilibrium' among one's needs and obstacles offered by the environment.

Most of the problem centering adolescents are physicalappearance, health and physical development , marks scored, relations with the family member,their teacher, peers of both sexes and home adjustment This' maladjustment may lead to absenteeism ,truancy, low achievement and other unworthy habits of children.

3. Types of adjustment'

Socio-cultural adjustment

The concept of socio-cultural adjustment relates to the ability to "fit in" or effectively interact with the member of the host culture.(Ward and Kennedy1996).

Emotional Adjustment:

Emotional adjustment(also referred to as a personal adjustment or psychological adjustment)is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitate by the cognitive processes of acceptance and adaptation.

Educational Adjustment:

Adjustment can be viewed from two angles.The first view being adjustment as an achievement means how effectively an individual can perform his/her duty in different circumstance such as military, education business and other social activities. The second view is adjustment as a processwhich Is a major importance to psychologist, teachers and parents. The process of adjustment starts from birth of a child 'till his death. Adjustment during the period of adolescent will determine to a large extent what he/she will be as a person as an adult.

Culture:

The conceptualization of culture is by no means a simple matter. Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habit, music and arts. Culture is to society what memory is to individual.

Meta-Culture

Human meta-culture may refer as well to the characteristic style patterning of a particular group in terms of its concrete manifestation, beliefs, rituals, behaviors and customs, habits of dress, construction and organization of homes and communities.

Evoked Culture:

Evoked culture refers to a way of considering culture that concentrate on phenomena that are triggered in different ways by different environmental conditions. Eg in hot areas people tends to wear light cloths.

Epidemiological Culture:

Cultural phenomena result from social cognitive casual chains that go from mental processes to social interactions (eg communication, Imitation, the production of artifacts) to mental process again. Some of these chains involve many member of a community, last through time and eventually have the effect of stabilizing the distribution of cultural items in that community.

Cross-Cultural Adjustment:

Cross-cultural adjustment can be defined as the degree of psychological adjustment experienced by the individuals within a new society or the degree of psychological comfort and familiarity perceived within a new environment.

Meaning of cross-cultural adjustment:

Adjustment is a dynamic and interactive process that takes place between the person and the environment. Adjustment to a new culture can be a challenging and stressful experience. Rigorous academic demands along with the challenges to adjust to a new culture may put international students to a greater risk than student in general. Adjustment is an ongoing process demanded by one situation and then another. It does not happen overnight.

Concept of cultural intelligence:

The concept of Cultural Intelligence represents an individual's capability for successful adaptation to new and unfamiliar cultural setting and ability to function easily and effectively in situations characterized by cultural diversity.

Factors affecting cross-cultural adjustment:

Gender Difference: Some studies have examined students showed that female students had higher emotional, psychological and behavioral reactions to stressors.

Language: Communication is crucial to management. But communication depends on a common language, a condition seldom existing in many international business setting.

Caste: As a result of immigration many societies became cultural plural. That is people of many cultural background come to live together in a diverse society. In many cases they form cultural groups that are not equal in power. These power difference have given rise to popular and social science terms such as 'caste', 'mainstream', 'minority' and 'ethnic group'

Type of family: Family are of two type traditional and modern whereas in traditional it is a joint family system where people reside with their grandparents, uncle, aunts and their immediate family member. Nuclear family or modern family where the child live with just his parents

Community: A community is a social unit of any size that shares common values. In human community believe resources preference need risk and a number of other condition may be present and common. Community is a group extends beyond immediate genealogical ties, and who mutually define that relationship as important to their social identity and social 'practice'.

4. Review of literature

Basantia and Mukhopadhyaya (2000) studied that "*Psychological Factors And Achievement Of Tribal Students*" and found that boys and girls did not differ in terms of psychological constrains. The degree of psychological constrains differed between high achievers and low achievers. High achievers had a low levels of psychological constrains. It was revealed that the psychological constrains and academic achievements are negatively correlated with each other.

Agrawal, (1992) in his study "*A Social, Psychological And Educational Study Of Schedule Caste Students Studying In High School Of Lucknow City*" revealed that i) the socio economic status of the Schedule Caste student was found to be lower as compared to that of a Non Schedule caste. ii) Schedule Caste and Non Schedule Caste did not differ in terms of their level of intelligence, but the Scheduled Tribe students aspired to lower level occupation and the level academic achievement was to be lower as compared to that of the Non Scheduled Caste students.

5. Rational of the study

Education plays an important role in making the man we adjusted in the society. Education, in a real sense is to harmonize humanity, and to make a life progressive, cultured and civilized. It is through education that men develops his thinking and reasoning, positive sentiments and skills, goods values and attitudes. There are the provisions in the constitutions for the education of socially disadvantaged groups. The Educational Commission 1964-1966 in Chapter VI entitled "Equalization of educational opportunity and social change very aptly observed". This study will provide the knowledge of the relationship between academic adjustment and the problems of socially disadvantaged students.

The society we live in has become a close knitted environment, with every aspect of cultural and tradition being blur with every culture residing as a unit. The study of cross-culture is not an unknown phenomena and would be expected

to have a significant contributions to understand the adjustment of the secondary schools students in the context of cross-culture .This study will try and understand the difficulties that arises due to the cross- cultural. The psychological behavior and attitudes of certain culturalwhich either help or hinder the students to adjust properly in the society.

6. Statement of the problem:

The problem study is entitled as"Adjustment of Secondary Schools Students in Cross-Cultural Perspective"

7. Research questions:

For further understanding of the study , few research question was formulated:

- Do the student have adjustment problem in their community?
- How is the adjustment of secondary school student in a cross cultural perspective?
- What is the degree of adjustment of students in relations to social ,educational and emotional areas in school?
- To what extend is the adjustment of student sin the cross-cultural perspective.?

8. Objective of the study:

Based upon the research question the objective was formulated

- To study the adjustment of student sin their community.
- To study the degree of adjustment of students in relation to social, educational and emotional areas in schools.
- To study the extend of adjustment of students in cultural perspective.

9. Operational defination of the key terms:

CROSS-CULTURE: "Culture is to society what members is to individuals" (Kluckhohn(1954).It includes what has worked in the experience of society, so that it is worth transmitting to future generation.

ADJUSTMENT: A small alteration or movement made to achieve a desired fit.

CROSS-CULTURAL ADJUSTMENT: Cross-cultural adjustment can be defined as the degree of psychological adjustment experienced by the individual within a new society.

SECONDARY SCHOOL STUDENTS: Secondary school students refer to students from 9-12 grade.

10. Scope and delimitation of the study

The scope of the study is to asses the Adjustment of Secondary School students in Cross-cultural perspective. Only 30 schools of East District Sikkimwas taken for the study due to constrain of time and resources.

11. Research methodology:

It describes the procedure prescribed for the present study

Design of the study:

Normative Survey Design was used to conduct the research.

Sample Of The Study:

The sample of the study was 120 students fro 30 schools from which 60 male and 60 female students were taken from class IX and X. Stratified Random Technique was used to select the students from East District Sikkim, Others variables like Community, Language, Types of Family and Parental Occupation were considered

SAMPLE (120)			
BIHARI(30)	NEPALI(30)	BHUTIA(30)	LEPCHA(30)
BOYS(15)	BOYS(15)	BOYS(15)	BOYS(15)
GIRLS(15)	GIRLS(15)	GIRLS(15)	GIRLS(15)

Tools of the study:

The tools used in the study was a self developed tool pertaining to areas of emotional Adjustment, Social Adjustment along with Language, Community ,Caste Type of Family and Parental Occupation.

Technique of data analysis:

Questionnaire Technique for collection of data was used.

Procedure of the study:

To collect necessary information and data the investigator visited all the schools selected. The Principal of the respected school was personally approached by the investigator in order to get the permission to conduct a research .Having received the positive response from the Headmaster/Headmistress of different Secondary School in East District the investigator proceeded for data collection .Before the administration of the tool she established rapport with the students so that they respond to the question sincerely and frankly. Analysis of government Report was also done to gather necessary information. Collected data were organized statically and interpreted appropriate.

12. Result and discussion:

Analysis and interpretation of the data:

Analysis of the data was done step by step in according with the objective.

To study the adjustment of students with their community in relation to social, emotional educational areas in school also to study the adjustment of students in the cross-cultural perspective .

Social Adjustment

Table 1 showing Social Adjustment of Total Students

Class Interval	Frequency	Percentage
36-40	9	7.50
31-34	23	19.16
26-30	41	34.17
21-25	29	24.17
16-20	17	14.17
11-15	1	0.83
TOTAL	120	100%

The social adjustment of the students was carried out by the investigator with the help of self made questionnaire. Tally was done than frequency table was prepared the class interval of 5 (five) was taken. From the above Table 1 it was found that the highest number of students whowere social adjusted fall under class interval of 26-20 with 41 students having 34.17% and the low socially adjusted students fall under 11-15 classinterval with 1 students having 0.83%

Social adjustment of girls:

Table 2 showing Social Adjustment of Girl Students

Class Interval	Frequency	Percentage
36-40	7	11.66
31-34	18	30.00
26-30	21	35.00
21-25	13	21.66
16-20	1	1.66
11-15		

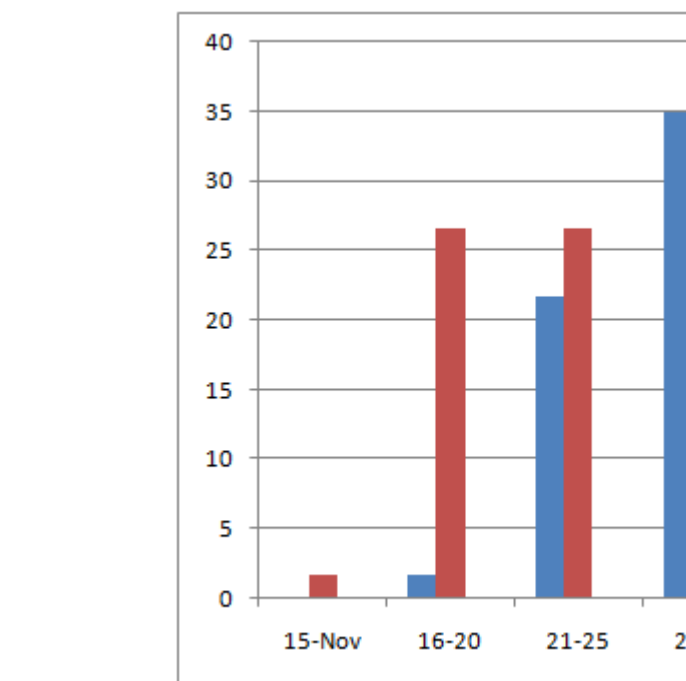


Fig 1:bar diagram shows the social adjustment of boys and girls

Emotional Adjustment

Table 4 showing Emotional Adjustment of the Total students :

Class Interval	Frequency	Percentage
36-40	5	4.16
31-34	20	16.66
26-30	33	27.50
21-25	39	32.50

The emotional adjustment of he students were carried out by the researcher with the help of a self made questionnaire. Tally was done than frequency table was prepared the class interval of 5 (five) was taken. was seen that the highest

TOTAL	60	100%
-------	----	------

From the given Table it was found that the highest number of students lie in the class Interval of 26-30 with 21 students comprising 35% and the lower number of students were in Class Interval 16-20 with 1 students with 1.66%

Social adjustment of boys:

Table 3 showing Social Adjustment of Boys Students

Class Interval	Frequency	Percentage
36-40	2	3.33
31-34	5	8.33
26-30	20	33.33
21-25	16	26.66
16-20	16	26.66
11-15	1	1.66
TOTAL	60	100%

From the given Table we can see that the highest number of 20 students lies in the class Interval of 26-30 with 33.33% and the lowest number of student that is 1 lies on the Class Interval of 11-15 with 1.66%.

From the above mentioned Table2and Table 3 it was found that in the model Class Interval 26-30 the number of girls was 21 compared to 20 boys .Therefore we can conclude that girls are more socially adjusted compared to boys.

16-20	19	15.83
11-15	6	5.00
TOTAL	120	100%

number of 39 lies in 21-25 Class Interval where as the lowest number 5 lies in the Class Interval of 11-15.

Emotional Adjustment

Table 5 showing the Emotional Adjustment of Girls:

Class Interval	Frequency	Percentage
36-40	4	6.66
31-34	15	25.00
26-30	23	38.33
21-25	17	28.33
16-20	1	1.66
11-15	0	0
TOTAL	60	100%

From the given Table we can see that the highest number of 23 students lies in the class Interval of 26-30 with 38.33% and the lowest number of student that is 1 lies on the Class Interval of 16-20 with 1.66%.

Emotional Adjustment

Table 6 showing the emotional Adjustment of Boys:

Class Interval	Frequency	Percentage
36-40	1	1.66
31-34	5	8.33
26-30	10	16.66
21-25	21	35.00
16-20	18	30.00
11-15	6	10.00
TOTAL	60	100%

From the given Table we can see that the highest number of 21 students lies in the class Interval of 21-25 with 35.00% and the lowest number of student that is 1 lies on the Class Interval of 16-20 with 10.00%.

From the above Table 4,5 and 6 it was found that the highest number of students lies in 21-25 Class Interval with 39 students out of 120 and 32.50% percentage where as the lowest number 6 falls under the Class Interval of 11-15. Thus from the above Table we can conclude girls are more Emotionally adjusted than the boys as girls are more emotionally strong.

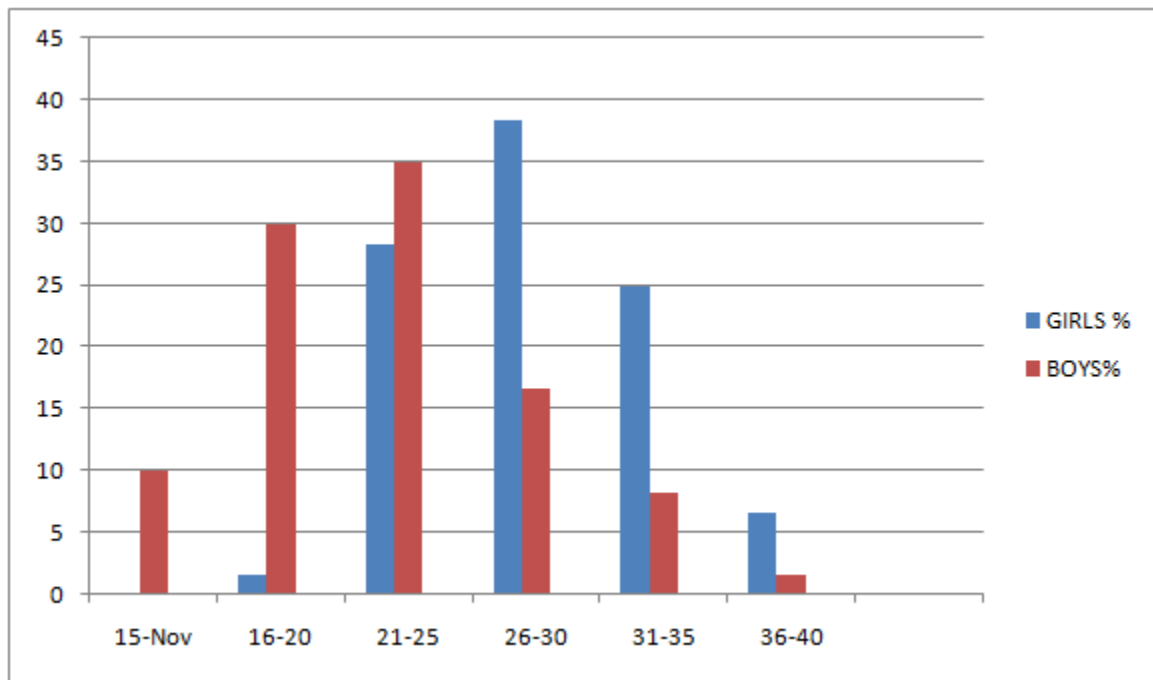


Fig 2 Bar diagram showing the emotional adjustment of total students:

Emotional adjustment of girls and boys

Table 7 showing Emotional Adjustment of girls of different community:

Community Class interval	Bihari		Nepali		Bhutia		Lepcha	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
36-40	4	26.66	1	6.66	-	-	-	-
31-34	4	26.66	1	6.66	3	20.00	5	33.33
26-30	6	40.00	6	40.00	5	33.33	6	40
21-25	1	6.66	6	40.00	4	26.66	4	26.66
16-20	-	-	6	6.66	1	6.66	-	-
11-15	-	-	-	-	-	-	-	-
TOTAL	15	100%	15	100%	15	100%	15	100%

From the above Table the researcher has found that the highest number of students from Nepali, Bihari, Bhutia and

Lepcha belongs to the Class Interval of 26-30 and the lowest number of students lie in Class Interval of 16-20.

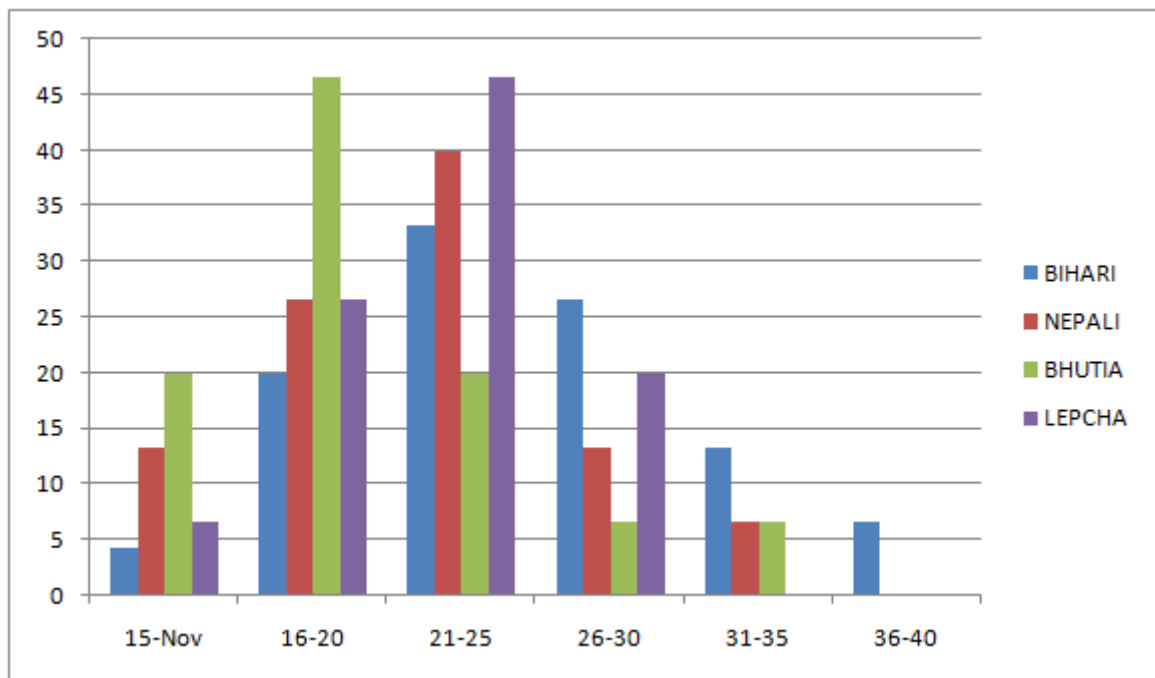


Fig 3:bar diagram showing the emotional adjustment of different community

Educational adjustment of boys of different community

Table 8 showing Educational Adjustment of Boys of Different Community

Community Class interval	Bihari		Nepali		Bhutia		Lepcha	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
36-40	1	6.66	0	0	0	0	0	0
31-34	2	13.33	1	6.66	1	6.66	2	13.33
26-30	4	26.66	2	13.33	2	13.33	3	20
21-25	17	46.66	5	33.33	3	20	3	20
16-20	-1	-6.66	5	33.33	6	40	5	33.33
11-15	0	-0	2	13.33	3	20	2	13.33
TOTAL	15	100%	215	100%	15	100%	15	100%

From the above Table the researcher has found that the highest number of students from Nepali,Bihari,Bhutia and Lepcha belongs to the Class Interval of 21-25 with 7 students and the lowest number of students lie in Class Interval of 16-20.

Educational adjustment of girls of different community

Table 9 Showing the educational adjustment of girls in different Community

Community Class interval	Bihari		Nepali		Bhutia		Lepcha	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
36-40	3	20	0	0	1	6.66	3	20
31-34	4	26.66	0	0	5	33.33	9	60
26-30	5	33.33	6	40	4	26.66	2	13.33
21-25	3	20	7	46.66	3	20	1	6.66
16-20	0	0	2	13.33	2	13.33	0	0
11-15	0	0	0	0	0	0	0	0
TOTAL	15	100%	15	100%	15	100%	15	100%

From the above table the study revealed that the highest number of students of Lepcha community belongs to the class interval of 31-35 with 9 students and percentage of

60%whereas the lowest number wereBhutia students in class interval of 36-40with 1 students and 6.66%.

Language

Table 10 Showing Language spoken by Total Students

LANGUAGE	NO.OF STUDENT	PERCENTAGE
HINDI	20	16.66
NEPALI	33	39.6
BHUTIA	28	23.33

LEPCHA	30	25
OTHERS	09	7.5
TOTAL	120	100%

From the above Table the researcher has found that the language most spoken were Hindi ,Nepali,Bhutia and lepcha by the students .

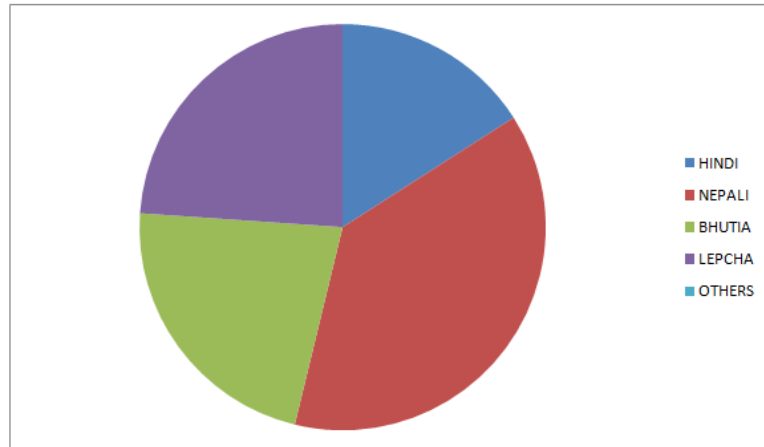


Fig 4 pie diagram showing the language spoken by the total students.

Caste

Table 11 Showing Caste of Total Student:

CASTE	No.OF STUDENTS	PERCENTAGE
GENERAL	74	61.66
OBC	15	12.50
SC	22	18.33
ST	9	7.50
TOTAL	60	100%

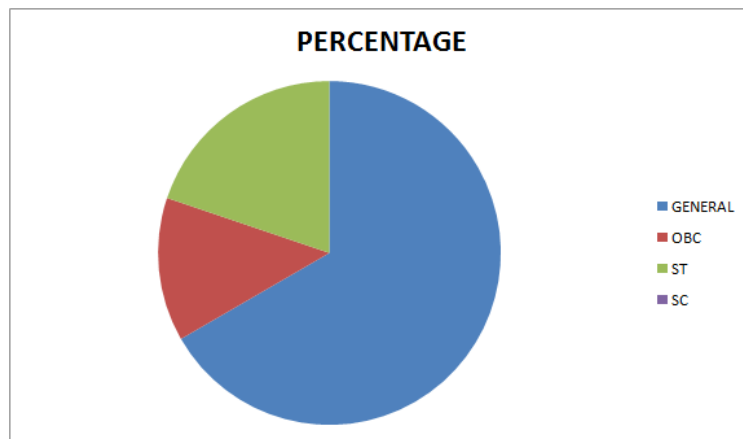


Fig 5: pie diagram showing the caste of total students in school

From the above and diagram we can conclude most of the student belong to General Caste followed by Schedule Caste,OBC and Schedule Caste

Type of family

Table 12 showing Types of family of total students:

COMMUNITY	TYPES OF FAMILY	No.OF STUDENTS	PERCENTAGE	TOTAL
BIHARI	JOINT	14	46.66	30
	NUCLEAR	16	53.33	
NEPALI	JOINT	17	56.66	30
	NUCLEAR	13	43.33	
BHUTIA	JOINT	11	36.66	30
	NUCLEAR	19	63.33	
LEPCHA	JOINT	21	70	30
	NUCLEAR	09	30	

From the above table it is clearly seen that the highest number of students who belong to Joint family were from

Lepcha community ie.21 and the lowest number belong to bhutia Community ie.11

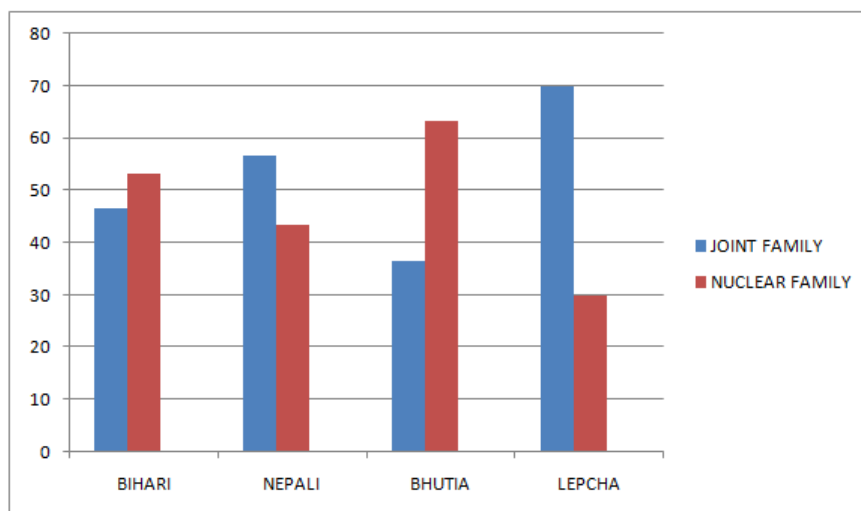


Fig 5 Bar diagram showing different type of family of the total student .

13. Findings of the study

1. In the **Social Aspect** it was found that girls were more socially adjusted compared to boys.

Overall Social adjustment of different community that both Bihari boys and girls shows had Higher percentage

2. In the **Emotional Aspect** it was found that girls were more emotionally adjusted compared to boys.

Overall emotional adjustment of different community that both Bhutia and Lepchai boys s had Higher percentage .

Overall emotional adjustment of different community that Bihari ,Nepali and Lepchagirls had Higher percentage

3. In the **Educational Aspect** it was found that girls were more educational adjusted compared to boys.

Overall educational adjustment of different community that Biharii boys s had Higher percentage .

Overall educational adjustment of different community that Bihari ,girlss had Higher percentage

In the Language aspect Nepali was spoken by most of the student.

In the Caste Aspect most of the students belonged to General Categori.

In the Types of Family Lepcha students had more belief in Joint Fa,ily and Bhutia students had more belief on nuclear family.

14. Conclusion

From the study .we can conclude that there are different between degree of adjustment of students in relation to social, educational and emotional area in school when compared on the basis of gender, types of family Language and caste. The secondary school students are at a very precarious stage of their lives wherein they are still in the process of exploring their place and role in the society .It is at this stage that they are most in need of their adjustment abilities. .All the stakeholders ought to chalk out a plan of action whereby the adjustment skills are honed and differences arising due to various demographic factors are minimized.

References

1. Banerjee, J.P; Education in India (Past ,PresentFuture)Vol1 ,Central Library Calcutta, 1994
2. Buch, M.B.(Ed.), (2000). Fifth Survey of Research in Education 1988-1992. New Delhi: NCERT
3. Church, A. (1982). Sojourner Adjustment . Psychological Bulletin. 91, 540-572.
4. Das, L.h., A text Book of Education , SangamPrakash , Revised Edition 2002
5. Mehdizadeh, N. and Scott ,G. (2005). " Adjustment Problem of Iranian International Students in Scotland." International Educational Journal 694): 484-493.
6. Mesquita, B., & Frijda, N.H. (1992). Cultural variation in emotion: A review . Psychological Bulletin, 112, 197-204.
7. Oberg, K. (1960). Culture shock: Adjustment to a new cultural environment Practical Anthropologist, 7, 177-182.
8. Stening, G.W. (1979). Problem of cross-culture contact: A Literature review. International Journal of Intercultural Relations, 3, 269-313.