
A CRITICAL REVIEW ON ADJUSTMENT ABILITY OF SECONDARY SCHOOL STUDENTS

***¹Anubha Dubey, ²Dr.Seema Rani**

¹Research Scholar, ²Research Supervisor

D. A. K. College.

Article Received: 2 May 2026

Article Revised: 22 May 2026

Published on: 12 June 2026

***Corresponding Author: Anubha Dubey**

Research Scholar, D. A. K. College.

DOI: <https://doi-doi.org/101555/ijrpa.1989>

ABSTRACT

Adjustment is the process of behavior that people and other species utilize to stay in harmony with one another's requirements or between their needs and the challenges in their surroundings. The capacity that aids a person in making adjustments is known as adjustment ability. A person's capacity to adjust is greatly influenced by psychological elements including emotional intelligence, self-concept, personality, locus of control, creativity, and achievement motivation, as well as demographic factors like residence, types of schools, and gender. In an effort to discuss people's capacity for adjustment and the relationship between adjustment and the variables mentioned above, the researchers used this study. Researchers who wish to do their own research on adjustment abilities will find the review useful.

KEYWORDS: Locus of Control, Creativity, Self-control, Achievement Motivation, Adjustment.

INTRODUCTION

Human needs have been categorized by the psychologist into three groups: biological, mental, and social. Any of his needs are met by man in his living environment, according to the psychologist. Every need has associated objectives. The individual's requirements are met once this goal has been attained. Therefore, the individual performs the behavior continually in order to reach the objective related to their unique requirements. And at every step of carrying out this conduct, the person strives to match their environmental needs with their own. The one who is capable of doing this job correctly also experiences normal emotional, physical, and mental development. At all times, one's personal life is a process of adapting to

the environment. This is referred to as "adjustment ability." When someone fulfills a specific need without hindering the fulfillment of other people's needs, it is known as adjustment. The primary goals of this study are as follows: 1. To evaluate the person's adaptability 2. To examine how different factors affect one's capacity to adjust.

Review of related literature: Psychological variables and the ability to adapt Personality

Devi (2020) investigated high school students' personality and adjustment behaviors. The findings of this research showed that high school kids' personalities and adjustment behaviors are positively correlated. The connection between adjustment and student personality was investigated by Devi (2011). According to this study, extraversion has a positive impact on general, educational, and social adjustment, while neuroticism has a negative impact on general, emotional, educational, and social adjustment. Personality features were investigated .

Kaur (2022) in relation to adjustment among college students. This study's finding showed that there is no major discrepancy in adaptation between male and female pupils.

Santosh Kumar (2017) studied the link between the personality and adjustment of students. It was shown by the results of this research that students' adjustment is not impacted by their personality. A research on the adjustment of high school students in connection to their personality was carried out.

Raja and Soundararanjan (2013). The findings of this research revealed a statistically substantial correlation between the adjustment and personality characteristics of students in higher secondary schools.

Emotional Intelligence

Kumar (2018) investigated the correlation between emotional intelligence and social adaptation in adolescent pupils. According to the findings of this study, there was no noticeable difference in social adjustment between teenage girls attending girls-only schools and those attending coeducational schools. B.Ed. students' emotional intelligence and adjustment were examined by Kumar (2019). The findings of this research indicated that the majority of emotional intelligence components have no significant connection with adjustment components. As Singh (2011) investigated the relationship between emotional intelligence and adolescent adjustment. According to the researcher in this work, emotion is the dynamic interval adjustment that works to meet the needs and well-being of the person. The relationship between emotional intelligence and the adjustment of senior secondary

school children was examined by Yadav (2018). The findings of this research revealed that senior secondary school students' adjustment was greater the higher their emotional intelligence. Kar, Saha, and Mondal (2016) examined the correlation between higher secondary students' adjustment capacity and emotional intelligence. It was discovered in this study that higher secondary school children's adjustment to their house, school, and peers is influenced by their emotional intelligence. Motivation to Achieve A research on self-efficacy and achievement motivation in relation to university student adjustment was done by Mahyuddin, Elias, and Noordin in 2010. The results of this study indicated that these three factors—self-efficacy, adjustment, and achievement motivation—had a positive relationship with one another.

Shanthi (2021) conducted research on the correlation between higher secondary school students' academic success and adjustment. There is a strong correlation between adjustment and achievement motivation in higher secondary school pupils, according to the findings of this study.

Ghote and Kundhare (2019) conducted research on self-concept, adjustment, and achievement motivation in college students. The investigators found that these groups' emotional adaptation areas were not substantially different in this study. Therefore, it may be established that residences have no influence on emotional adolescent adjustment. Sijimol (2019) looked at how secondary school pupils' achievement drive and adjustment were related. It was discovered in this study that there is a strong positive correlation between secondary school pupils' academic motivation and their ability to adjust.

Devi (2011) carried out research on the adjustment of kids in relation to their achievement drive and personality. It was discovered in this study that the students' capacity to adjust was unaffected by their desire for achievement.

Creativity

Kanchan (2017) explored the connection between creativity and adolescent adjustment. The study's findings demonstrated a strong and favorable correlation between creativity and adaptation.

Pradhan (2013) looked into the connection between adjustment and creativity in high school pupils. It was discovered by this study that there is no substantial link between a high school student's overall personal and social adjustment and creativity. A study on the effects of creativity on social and behavioral adjustment in children aged 7 to 11 was conducted by Fancourt.

Steptoe (2018). Facilitating engagement with creative activities might be further studied as a means of reducing levels of instability and maladjustment at the beginning of adolescence, according to the results of this study.

Singh and Mehta (2016) investigated the relationship between the creativity and adjustment of B.Ed. trainees. This study found that there is a insignificant link between Adjustment and Creativity in B.Ed. Trainees.

Self- control

Hidayah (2021) carried out a study on students' self-control, self-adjustment, and morality. The data from this study showed that morality and self-adjustment were mediated by self-control. Titisari (2017) studied the connection between self-control behavior delinquency and self-adjustment in high school pupils. There is no discernible link between adjustment to delinquent conduct and self-control, according to this study's findings.

Control of Locus

Jain and Singh (2015) The link between adjustment and locus of control in teenage girls was studied . Adolescent females who had an inner locus of control, according to the findings of this research, demonstrated more effective adjustment habits.

Matte and Thakur (2022) looked into the connection between academic success, emotional intelligence, locus of control, and adjustment among adolescent learners. This study's findings indicated a strong relationship between children's attitudes and adaptation skills.

Suvera and Gavit (2020) conducted research on the psychological adjustment and locus of control of tribal and non-tribal college students. It has been discovered that locus of control is positively correlated with the results of this investigation.psychological adaptation.

Ahmad, Azam, and Khan (2022) conducted a research on the function of health locus of control in the psycho-social adjustment of patients with rheumatoid arthritis. The results of this study indicated a substantial positive correlation between health locus of control and psychosocial adaptation.

Ogutu, Ochieng, and Sichari (2020) looked at the connection between school adjustment and locus of control orientation among orphaned and vulnerable children in Kenya's Kisumu central sub-county. This study found a minor positive relationship between school adjustment and locus of control orientation. Sex In the Vijayapur area,

Irasur (2021) explored the scholastic achievement of secondary school gifted kids in connection to their intelligence, accomplishment motivation, school adjustment, and study

habits. This study's findings indicated that gifted male secondary school pupils in Vijayapur district had lower school adjustment scores than gifted female secondary school students.

Murthy and Janardhanam (2020). A research on the adjustment of college students was conducted by there is a considerable difference in the level of adjustment between male and female college students, according to this study. In relation to gender, academic achievement, and socioeconomic status,

Hassan and Singh (2016) looked at the adjustment concerns of college students. Regarding gender and socio-economic level, the findings of this study revealed a considerable discrepancy in college adjustment.

Mondal, Saha, and Paramanik (2014) conducted a research on the adjustment of secondary school pupils based on gender and location. This research found that male and female students in school differ significantly in terms of adaptation.

Kundu, Saha, and Mondal (2015) A study on undergraduate students' adjustment in relation to their social intelligence was carried out by According to the results of this research, there was no noticeable difference in the adjustment abilities of male and female undergraduate students. Location With regard to gender and residence,

Paramani, Saha, and Mondal (2014) performed a study on the adaptation of secondary school students. This study demonstrated that students living in urban or rural areas do not have much difference in their adjustments.

Dewangan and Sonber (2020). The adjustment of urban and rural students was compared by This study's findings indicate a substantial discrepancy in the adjustment skills of students living in urban and rural areas.

Chatterjee (2018) The adjustment of adolescents living in cities and villages was researched by The researcher discovered that the metropolitan individuals were the least adaptable when compared to their rural and suburban counterparts.

Mondal (2021). A study on social adjustment among adolescents in rural and urban areas was conducted by The study's most important finding was that there is a considerable average difference between adolescents attending schools in rural and urban areas.

Waghmare (2016). A study on the educational adaptation of urban and rural secondary school students was conducted by It was discovered in this study that there is no significant distinction in educational adjustment between secondary school children in metropolitan and rural regions.

CONCLUSION

Adaptation is defined as an individual's ability to satisfy a certain requirement without hindering the satisfaction of others' needs. The study's primary goal was to establish a connection between adjustment ability and a range of psychological components. With this goal in mind, the researcher looked over the research done by several experts and attempted to establish a link between adjustment and other psychological aspects. Devi et al. (2020) and Raja and Soundararanjan (2013) asserted that students' ability to adjust is influenced by their personality or vice versa, but Santosh Kumar (2017) found that personality has no impact on students' ability to adjust. Students' capacity to adjust and their emotional intelligence were shown to have a strong link by Yadav (2018) and Kar, Saha, and Mondal (2016). Although Devi (2011) showed that achievement motivation did not impact student adjustment, Elias, Noordin, and Mahyuddin (2010), Shanthi (2021), and Sijimol (2019) demonstrated that student adjustment has a significant impact on achievement motivation, and vice versa. Between Creativity and Adjustment in B.Ed. Trainees, Singh and Mehta (2016) discovered a negligible relationship. Titisari (2017) said that students' self-control and adjustment capacity are highly connected.

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