Study of Correlation between Adjustment and Environmental Awareness in High School Students of Assam (India)

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Abstract

There are many regions in India that are very beautiful and attractive, Assam is one of them. Assamese race is a composite whole of people belonging to different racial classes like Austrics, Mongolians and Aryans. During the reign of British in India, people from different states of India like Bihar, UP, West Bengal, Rajasthan and neighbouring country Nepal came and settled. The present study is done for finding correlation in adjustment in home, society emotional and health with the environmental awareness of the peoples. The present study has been done by descriptive survey method. Data is collected with the help of Bell’s Adjustment Inventory prepared by Dr. R. K. Ojha and environment awareness scale prepared by the author himself. Mean, median, mode, standard deviation, skewness and Pearson’s correlation coefficient is used as statistical tool for the analysis of data. The present study reveals that there is no correlation in adjustment in home, emotional and health with the environmental awareness. But there is existence of low correlation between social adjustment and environmental awareness. It shows that it is society which inculcates the culture of environment protection just like the other customs and beliefs of society.

Keywords: Adjustment problems; environmental awareness; social adjustment; students and parents.
1. INTRODUCTION

Assam is one of the most beautiful and attractive regions in India. There is hardly any other state in India which has greater variety and color in its natural scenery and in the cultural treasures of the inhabitants. The word “Assam” is derived from the Sanskrit word ‘ASOMA’ meaning ‘peerless’ or ‘unequalled’. Assam is described as the second largest state after Arunachal Pradesh of the ‘Seven Sister’ comprising the North-Eastern States of the country.

Assamese race is a composite whole of people belonging to different racial classes who settled in this region. The first race to settle in Assam was Austrics, then followed by Mongolians and finally came the Aryans. Austrics entered Assam through the sea route. They were thin, short in stature and their skins were dark. Mongolians entered Assam through the Patkai hill range via Tibet, Nepal and Bhutan. They were sallow yellow complexioned with broad faced and small eyed. Ahoms, Kachari, Koch, Rabha, Mech, Mikir (Karbi), Lolung, Garo, Kuki, Chutia, etc. are descendants of this original race.

At the same time of Mongolians’ entry, the Aryans also started filtering into India via the North-West route. The Aryans who came here had inter-racial marriage with the local women, resulting in a new community.

In the times of British, there was a steady influx of people from three different directions – (1) East Bengal (2) Bihar, Uttar Pradesh, Orissa and Madras and (3) Nepal. The people who came from East Bengal settled in the present district of Goalpara and took to farming. People coming from Bihar, Uttar Pradesh, Orissa and Madras found themselves employed in the newly opened tea gardens which gained importance during the British rule. The people of Nepal settling in Assam, started dealing in milk. In this way, different races with their languages, social customs, mode of dressing, way to earn livelihood mixed into the Assamese race that we know today.

Adjustment refers to the behavioural process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. It is a compromise between the needs of the individual and the demands of the society in which they live. Adjustment is also termed as adaptation, wherein the individual who are able to adjust themselves to the changing circumstance in their environment can live in perfect harmony.

High school students are the adolescent group which falls between the age group of 12-15 years. According to Stanley hall, “adolescence is a period of great stress and strain, storm and strife”. It is a period of rapid physical growth, mental and emotional development. The adolescents have the need of social security. They want recognition in the society. They face some problems like social problems, emotional problems, health problem, sex problem, problem of leisure and environmental problem.

The important areas of adjustment are as;

1) Adjustment at home
2) Social adjustment
3) Emotional adjustment
4) Health adjustment

The school is the major socialized institution. It is place of the child’s first contact with the world outside the house. Children achieve proficiencies in various abilities like learning process and home-work, social communication, handling emotion and the management of day to day interacting at home and school.

Environmental awareness is an understanding of natural system combine with how they interact with human social system. It implies not only knowledge about environment but also attitude, values and necessary skills to solve environment related problems. Madsen (1996) explained that environmental awareness is necessary to achieve environmental protection and restoration. People’s perception, their attitude, habits, values and believes, must change in order to fit into the new social order. The right to a healthful environment is aim of the constitutional right to life. This is because a poor, filthy and putrid environment can affect the health of the individual and result in subsequent death (Ugolo, 1998).

2. REVIEW OF RELATED LITERATURE

Gurubasappa H.D. (2005) studied on adjustment and mental ability as correlates of academic achievement of secondary school students. The researcher found that there is a significant difference in the academic achievement of students with different levels of adjustment and mental ability. There is a significant high correlation between academic achievement and adjustment and mental ability.

Singh (2006) examined the effects of socio-emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Raju and Rahamtulla (2007) conducted a study on adjustment problems among school students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school and the type of management of the school.

Adhiambo, Odwar and Mildred (2011) conducted a study on the relationship among school adjustment, gender and academic achievement amongst secondary school students in Kisumu district, Kenya and their results showed that there were no significant differences between girls and boys in school adjustment.

Najama Unnisa (2011) studied on academic adjustments in school and reported that there is a close relationship between adjustment and education. Well adjusted individual prosper well in education endeavor.

Zareena S.K. and V.M. Vatsala V.M. (2011) studied on adjustment problems time management and effect of parents’ socio economic and educational status on students’ achievement. The research concluded that socio-economic factors did not have an
effect on the achievement of the students. Low achievers did not show more adjustment problems than high achievers.

Basu (2012) studied adjustments of secondary school students and the findings of the study reveal that there exists highly significant difference between the adjustments of the secondary school students when compared to the basis of gender, type of family structure and medium of instruction in school.

Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power.

Peerzada (2013) designed a study to compare the adjustments of science and social science higher secondary school teachers in different areas like home adjustment, school adjustment, emotional adjustment etc. and showed that social science teachers have more adjustment problems than science teachers.

Irshad Ali Dar and Latif Ahmed Tali (2014) investigated on adjustment problems among Kashmiri adolescents. The findings of the study showed that the adolescent boys and girls of Kashmir have high adjustment problems in various areas like family, school, social and on a personal front. It was found that adolescent boys and girls of Kashmir do not different significantly with each other in adjustment problems.

3. OBJECTIVE

There are following objectives of the study;

1. To study the correlation in adjustment at home and environmental awareness in high school students of Assam.
2. To study the correlation in health and environmental awareness in high school students of Assam.
3. To study the correlation in social adjustment and environmental awareness in high school students of Assam.
4. To study the correlation in emotional problems and environmental awareness in high school students of Assam.

4. HYPOTHESIS

The null hypothesis is assumed of;

H0₁: There is no significant correlation between adjustment at home and environmental awareness in high school students of Assam.

H0₂: There is no significant correlation between health and environmental awareness in high school students of Assam.

H0₃: There is no significant correlation between social adjustment and environmental awareness in high school students of Assam.
H04: There is no significant correlation between emotional problems and environmental awareness in high school students of Assam.

5. METHODOLOGY USED FOR THE STUDY

5.1 Method
The present study has been done by descriptive survey method, which specifies the present status of the subjects used in the study in terms of conditions, practices, beliefs, attitudes, effects, trends etc.

5.2 Sampling
It is quite difficult to conduct the investigation on a large population due to paucity of time. So author preferred a limited sample and a sample, if selected properly, is considered to be a representative of a large population. Keeping in view the time and financial constraints, the author has selected people randomly from Tinsukia and Dibrugarh district of Assam.

5.3 Selection of tools
In this study, the author has used Bell’s adjustment inventory prepared by Dr. R. K. Ojha (1908) and environmental awareness scale prepared by the author himself. The adjustment inventory used in this research includes four parts- home, health, social and emotional. Each part has 35 statements, which are answered in “Yes” and “No”.

The environmental awareness scale used in this test has 14 question of 4-point Likert type.

5.3.1 Reliability of Bell’s adjustment inventory:
The adjustment inventory possessed high reliability. The reliability coefficients were determined by split-half and test-retest method. For split half the correlation between odd and even items was calculated by the Spearman drown formula. Similarly, in case of test-retest method, the inventory was again administered on a sample of 200 students after a period of two month. The reliability coefficients are shown in tables.

<table>
<thead>
<tr>
<th>Method</th>
<th>Reliability coefficients of the inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Home</td>
</tr>
<tr>
<td>Text-Retest</td>
<td>0.91</td>
</tr>
</tbody>
</table>

5.3.2 Validity of Bell’s adjustment inventory:
The adjustment inventory was validated against K. Kumar’s Adjustment inventory. The two inventories yielded a positive correlation. The study was conducted on a sample of four educational groups. Pearson’s coefficients are given in Table 2.
Table-2
Validity coefficients of the inventory

<table>
<thead>
<tr>
<th>Areas</th>
<th>Home</th>
<th>Health</th>
<th>Social</th>
<th>Emotional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validity coefficients</td>
<td>0.72</td>
<td>0.79</td>
<td>0.82</td>
<td>0.81</td>
</tr>
</tbody>
</table>

5.3.3 Environmental Awareness Scale
In Environmental awareness scale question number 1 to 5, measured awareness as the influence of the family and authoritative figures regarding environmental issues. The scores ranged from 1 = never, 2 = seldom, 3 = often, to 4 = very often. High score indicated a person with strong influences and extensive degree of awareness. Question number 6 to 14, measured awareness as perception of local environmental conditions or issues in Assam (India). The scores ranged from 1 = much worse, 2 = worse, 3 = better, to 4 = much better. Scores in this group of questions described a general perception without compromising knowledge of the survey.

5.4 Administration of Test
High school students were randomly selected for the test from different schools present in Tinsukia and Dibrugarh district of Assam (India). Total 93 students were randomly selected for the test. Out of 93, 14 was Assamese speaking, 54 Bengali speaking and 24 was Hindi speaking student.

5.5 Statistical tools used in the study
Descriptive statistics have been used in the present study. The author has used mean, median, mode, standard deviation and Pearson’s correlation coefficient for the analysis of collected data.

6. RESULTS AND DISCUSSION
The adjustment inventory used in this study is totally negative inventory and environmental awareness scale is positive scale. So, adjustments are analysed in reverse way and environmental awareness in right way.

Table-3
Environmental Awareness

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>SD</th>
<th>Skewness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environmental Awareness</td>
<td>34.021</td>
<td>35</td>
<td>35</td>
<td>4.427</td>
<td>-0.305*</td>
</tr>
</tbody>
</table>

* Significant at 0.01 level.

The mean, median, mode and standard deviation in environmental awareness of high school students of Assam are 34.021, 35, 35 and 4.427 respectively which falls in the range of good environmental awareness.
The negative Skewness ($S_k = -0.305$) shows that more number of students have scores above the mean score. So, more number of students are good in environmental awareness.

**Table-2**  
Adjustment in home and environmental awareness

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Dev.</th>
<th>Skewness</th>
<th>Pearson’s correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td>20.337</td>
<td>21</td>
<td>23</td>
<td>4.019</td>
<td>-0.910</td>
<td>0.163*</td>
</tr>
<tr>
<td>Environmental</td>
<td>34.021</td>
<td>35</td>
<td>35</td>
<td>4.427</td>
<td>-0.432</td>
<td></td>
</tr>
<tr>
<td>awareness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level.

The mean, median, mode and standard deviation of adjustment in home of high school students are 20.37, 21, 23 and 4.019 respectively which shows that the adjustment of high school student at home are very unsatisfactory. The presence of negative skewness ($S_k = -0.163$) shows that large number of student are in vary unsatisfactory condition in term of adjustment at home.

The Pearson’s correlation coefficient between adjustment at home and in environmental awareness is 0.163 at 0.01 level of significance. It shows that there is no correlation between adjustment at home and environmental awareness. So, hypothesis $H_0$: “There is no significant correlation between adjustment at home and environmental awareness in high school students of Assam” is accepted.

**Table-3**  
Adjustment in Health and Environmental awareness

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Dev.</th>
<th>Skewness</th>
<th>Pearson’s correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>18.880</td>
<td>19.5</td>
<td>19</td>
<td>4.354</td>
<td>-0.713</td>
<td>-0.054*</td>
</tr>
<tr>
<td>Environmental Awareness</td>
<td>34.022</td>
<td>35</td>
<td>35</td>
<td>4.427</td>
<td>-0.432</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level.

The mean, median mode and standard deviation of adjustment in health of high school students are 18.880, 19.5, 19 and 4.35 respectively which shows that the adjustment in health of high school students are very unsatisfactory. The presence of negative awareness ($S_k = -0.713$) shows that large number of students are in very unsatisfactory condition in term of health.
The Pearson’s correlation coefficient between health and environmental awareness is 0.056 at 0.01 level of significance. It shows that there is no significant correlation between health and environmental awareness. So hypothesis \( H_0 \) “There is no significant correlation between health and environmental awareness in high school students of Assam” is accepted.

**Table-4**

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Std. Dev.</th>
<th>Skewness</th>
<th>Pearson’s correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social adjustment</td>
<td>20.141</td>
<td>20</td>
<td>18</td>
<td>3.431</td>
<td>-0.355</td>
<td>0.224*</td>
</tr>
<tr>
<td>Environmental Awareness</td>
<td>34.022</td>
<td>35</td>
<td>35</td>
<td>4.427</td>
<td>-0.432</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level.

The mean median mode and standard deviation of scores for social adjustment of high school students are 20.141, 20, 18 and 3.431 respectively which shows that social adjustment of high school students are near to unsatisfactory condition. The presence of negative skewness \( (S_k = -0.335) \) shows that large number of students are in unsatisfactory condition or are in very unsatisfactory condition in term of the social adjustment.

The Pearson’s correlation coefficient between social adjustment and environmental awareness is 0.224 at 0.01 level of significance. It shows that there is existence of low level of correlation between social adjustment and environmental awareness. So, hypothesis \( H_0 \) “There is no significant correlation between social adjustment and environmental awareness in high school students of Assam” is rejected.

**Table-5**

<table>
<thead>
<tr>
<th>Area of study</th>
<th>Mean</th>
<th>Median</th>
<th>Mode</th>
<th>Std. dev.</th>
<th>Skewness</th>
<th>Pearson’s correlation coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional adjustment</td>
<td>18.804</td>
<td>19.5</td>
<td>20</td>
<td>3.823</td>
<td>-0.702</td>
<td>0.161*</td>
</tr>
<tr>
<td>Environmental Awareness</td>
<td>34.022</td>
<td>35</td>
<td>35</td>
<td>4.427</td>
<td>-0.432</td>
<td></td>
</tr>
</tbody>
</table>

* Significant at 0.01 level.
The mean, median, mode and standard deviation of scores for emotional adjustment of high school students are 18.804, 19.5, 20 and 3.823 respectively which shows that emotional adjustment of high school students are in very unsatisfactory condition. The presence of negative skewness ($S_k = -0.702$) shows that large number of students are in very unsatisfactory condition in emotional adjustment.

The Pearson’s correlation coefficient between emotional adjustment and environmental awareness is 0.161 at the 0.01 level of significance. It shows that there is no significant correlation between emotional adjustment and environmental awareness. So, hypothesis $H_0$ “There is no significant correlation between emotional problems and environmental awareness in high school students of Assam” is accepted.

7. CONCLUSION

From the analysis of data, it is clear that the high school students of Assam are in a very unsatisfactory condition in terms of adjustment at home, emotional adjustment and in health except social adjustment. In terms of social adjustment, they are not in good condition but better than health, home and emotional adjustment. But in environmental awareness, they are in good condition and near to very good condition. On analyzing the Pearson’s coefficient of correlation it is found that there is an existence of low correlation between environmental awareness and social adjustment. Environmental awareness is totally free from the adjustment at home, emotional adjustment and adjustment in health. There are some tribes in India who are engaged in protecting the forest by demarcating it as sacred place and attaching with the belief that these are the inhabited place of their heavenly ancestors. From the present research it is also found that the students who are well adjusted in the society have great environmental awareness in them.

8. RECOMMENDATION FOR FURTHER RESEARCH

Environmental education is currently in the curriculum of all the states of India schools and educational institutions. There are many environmental awareness programs as related to local concern such as smart growth development. The most important component of program development is a valid education tool. In order to refine the instrument, it is recommended that the study should undergo a more rigorous statistical analysis to determine relationships among the different dependent factors and participating groups.

The present study has focussed on students of Assam (India) who are studying in the High School. There is little known about their environmental awareness level in long term, i.e. after enrolling in higher education, the work force, or establishing a family. So it is recommended that the future study could examine the changes in levels of environmental awareness in the students and their parents over time to evaluate the results of the environmental programs.
9. ACKNOWLEDGEMENTS

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