TYPE OF SCHOOL, SOCIO-ECONOMIC STATUS AND ALIENATION CORRELATES OF HEALTH ADJUSTMENT

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ABSTRACT

The present study was concerned with the investigation of the effect of type of school, socio-economic status and alienation on health adjustment among adolescents. Hindi adaptation of Bell Adjustment Inventory by Ojha (1998). Alienation Scale by Sharma (1988) and Socio-economic Status scale by Kalia and Sahu (2012) were used to collect the data. The data were analyzed employing three way ANOVA. The obtained results indicated that type of school and alienation have significant effect on heath adjustment of adolescents. High alienated adolescents were found less adjusted on home dimension of adjustment than low alienated adolescents. The interactive impact of type of school, socio-economic status and alienation did not emerge as significant.

INTRODUCTION

In the emerging modern era, life is becoming more complex, problematic and conflicting day by day. In order to make life less problematic and conflicting, adjustment is required. Adjustment is inbuilt mechanism for coping with the problematic or other realities of life. Adjustment has been considered as an index to integration, a harmonious behaviour of the individual by which other individuals of society recognize an individual well adjusted (Pathak, 1990). Good (1959) states that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or change in environment. Kulshrestha (1979) is of the view that adjustment process is a way in which the individual attempts to deal with stress, tension, conflict etc and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationship with the environment. Infact, adjustment is a process by which a living organism maintains a balance betweens its needs and the circumstances that influence the satisfaction of these needs. Adjustment is a harmonious relationship with the environment involving the ability to satisfy most of one's needs and most of the demands both physical and social that are put upon.

Research on adjustment has typically emphasized four broad categories of adjustment i.e. home adjustment, social adjustment, emotional adjustment and health and physical adjustment. Home adjustment relates to harmonious relationship with the family members, whereas, social adjustment is the extent to which students are involved in social activities and groups in the school and the existence of interpersonal relationships. Emotional adjustment has been conceptually defined as students psychological and physical well being i.e. low level of depression and manageable level of stress and home sickness. Although some researchers have focused on all the four kinds of adjustment yet other investigators have combined elements of these types into broader category of general adjustment. Mellroy, Bunting and Adams (2000), Youngman (1979), Lazarus (1993), Rendon (1995). Saljo and Windhamn (1990) and Corsini (1999) defined it as a psychological process through which people manage and cope with the demands and challenges of everyday life. In other words, adjustment is the final stage when complete or full recovery is attained. Seipp (1999) pointed out in his study that well adjusted students are able to explain everything in the new environment, have reduced anxiety levels and are no longer rebellious against fellow beings. A large number of studies have been reported in the area of social, educational, school, health

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and emotional adjustment of students at school level (Kasnath, 1990; Mishra and Singh, 1998; Sharma and Gakhar, 1991; Joshi, 1998; Hampel and Peterman, 2006; Dutta, Bharatha and Goswami 1997, 1998 and Baulur, 2006). Some studies try to relate adjustment with variables like intelligence, caste, stress, copying, family and peer pressures, needs, anxiety and security. Students reaction to frustration has also been studied by some researchers. A few studies focused on the nature, causes and extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co-curricular activities etc. were also examined in few studies. A review of studies carried out in the field of adjustment reveals that no systematic attempt has been made to assess the adjustment problems of school students especially in Indian set up. Since there is paucity of such studies in Indian set up, it is appropriate to investigate empirically whether type of school, socio-economic status and alienation independently or in interaction with each other are accountable for differences in health adjustment among school students.

OBJECTIVES OF THE STUDY

The following are the objectives of the present study.

O1 To study the impact of type of school, socio-economic status and alienation on health adjustment of adolescents.

O2 To study the interaction effects of type of school and socio-economic status, type of school and alienation and socio-economic status and alienation on health adjustment of adolescents.

O3 To study the interaction effect of type of school, socio-economic status and alienation on health adjustment of adolescents

HYPOTHESES

The following hypotheses were formulated for verification in the present study.

H1 Government and private school students will differ significantly with regards to health adjustment.

H2 High Socio-economic status students will be significantly different from low Socio-economic status students on health adjustment.

H3 Health adjustment will vary directly in tune with alienation.

H4 There will be significant interaction effect of type of school and socio-economic status on health adjustment.

H5 There will be significant interaction effect of type of school and alienation on health adjustment.

H6 There will be significant interaction effect of socio-economic status and alienation on health adjustment.

H7 There will be significant interaction effect of type of school, socio-economic status and alienation on health adjustment.

OPERATIONAL DEFINITIONS OF THE TERMS USED

(i) Type of School : Type of school refers to government schools and private schools

(a) Government schools: Schools which are established, financed and governed by the government.

(b) Private Schools: Schools which are run by society/Trust/Individual and do not receive any financial assistance from the Government.

(ii) Socio-Economic Status Scale: The term socio-economic status includes the information about education, occupation and income which determines the socio-economic status of the parents of adolescents as measured by socio-economic status scale by Kalia and Sahu (2012).

(iii) Alienation: Alienation is a mental state of feeling separated or estranged from an individual, group or society commonly evident in behaviour of adolescents as measured by student's alienation scale (SAS) by Sharma (1988).

METHOD OF STUDY AND PROCEDURE

The study was undertaken to ascertain the impact of type of school, socio-economic status

and alienation individually and jointly on health adjustment of adolescents. Type of school, socio-economic status and alienation were independent variables and health adjustment was dependent variable. Accordingly, descriptive survey method was employed to conduct the study. The detailed methodology and procedure of the present study is given below.

SAMPLE

The initial data were collected from 250 adolescents selected randomly from high schools of Rohtak and Sonepat district. 2 x 2 x 2 factorial design was used with two levels of each variable i.e. type of school, socio-economic status and alienation. Type of school is dichotomous variable, whereas, high socio-economic status and low socio-economic status and high alienated and low alienated adolescents were selected on the basis of Kelley's (1939) criteria of top 27 % and bottom 27%. Ss were kept in eight cells and eight subjects were assigned to each cell following random method. Thus final sample constituted 64 adolescents.

VARIABLES

Independent Variables: Type of school, socio-economic status and alienation. Dependent **Variable:** Health Adjustment

Instrumentation: The following instruments were used for the collection of data

(1) Hindi adaptation of Bell Adjustment Inventory (BAI) by R.K. Ojha (1998).
(2) Socio-economic status Scale (SESS) by Kalia and Sahu (2012).
(3) Students Alienation Scale (SAS) by R.K. Sharma (1988).

ANALYSIS OF DATA

The number of respondents in different possible combination of three independent variables namely type of school, socio-economic status and alienation alongwith mean scores are presented in table 1.

Table I
Number of Respondents and Mean Health Adjustment Scores of All the Groups.

Group	B_1		B_2	
	C_1	C_2	C_1	C_2
A_1	13.62 (8)	11.75 (8)	9.12 (8)	7.00 (8)
A_2	15.50 (8)	12.12 (8)	15.12 (8)	11.50 (8)

*Number in the parentheses indicate cell size.

Table II
Leven's Test of Equality of Error Variance on Health Adjustment

F	df_1	Df_2	Significant
2.246	7	56	.053

The observed F-ratio for equality of error variance on health adjustment came out to be 2.246 which is not significant even at .05 level of confidence implying that error variance of the dependent variable is equal across groups. It depicts that groups are homogenous and fulfill the requirement of application of 2 x 2 x 2 factorial design.

As per 2 x 2 x 2 factorial design, three way ANOVA was performed on the scores of health adjustment to find out the main and interaction effects of three independent variables namely type of school, socio-economic status and alienation. The obtained statistics have been shown in table III

Table III
Summary of Three Way Analysis of Variance for Health Adjustment
(2 x 2 x 2 Factorial Design)

Source of Variance	Sum of squares	df	Mean Square	F-ratio	Partial Eta Squared
Corrected model	465.938	7	66.563	2.333	.226
Main Effects					
Type of School (A)	162.562	1	162.562	5.697*	.092
S.E.S. (B)	105.062	1	105.062	3.682	.062
Alienation (C)	121.000	1	121.000	4.240*	.070
First Order Interaction					
A x B	68.062	1	68.062	2.385	.041
A x C	9.000	1	9.000	0.315	.006
B x C	0.250	1	0.250	0.009	.000
Second Order Interaction					
A x B x C	0.000	1	0.000	0.000	.000
Error	1598.000		56	28.536	
Total	11232.000		64		
Corrected Total	2063.938		63		

* p<.05 level

MAIN EFFECTS

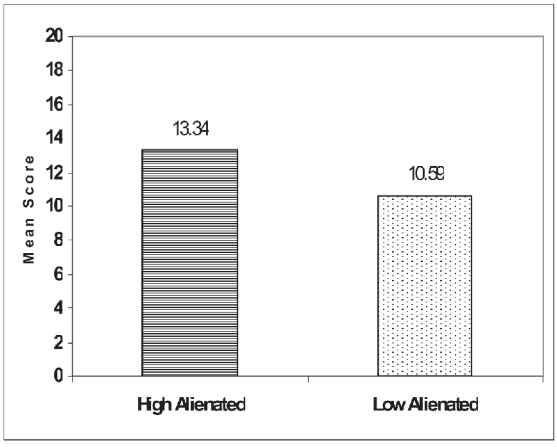
As per factorial design three main effects having two levels each have been analyzed and are described below

Main Effect A: The table III shows that F-ratio for the main effect of type of school is 5.697 which is significant at .05 level for df 1 and 56. It means that type of school has a significant main effect on health adjustment. The mean score of private school is 13.562 which is significantly higher than govt. schools (mean 10.350). The mean score in favour of govt schools as the inventory is reverse scored and score on health adjustment indicates better health adjustment. Hence the hypothesis low that, “Government and Private school\s will differ significantly with regards to health adjustment', has been accepted in this study.

Main Effect B: F-ratio for socio-economic status was found to be 3.682 which is not significant at any level for df1 and 56. This leads to conclude that as for as health adjustment is concerned socio-economic status does not play any significant role. Hence the research hypothesis that, “High socio-economic status students will be significantly different from low socio-economic status students on health adjustment”, stands rejected.

Main Effect C: A scrutiny of table III depicts that F-ratio for alienation was found out to be 4.240 which is significant .05 level (p<.05 for df1 and 56). The mean score of high alienated group is 13.343, whereas, mean score of low alienated group is 10.593. The results indicates that high alienated group has low health adjustment in comparison to low alienated group (As the inventory is reverse scored high score indicates low adjustment). Thus the hypothesis that, “Health adjustment will vary directly in tune with alienation”, has been accepted in this study. The results are further substantiated by bar diagram (Figure 1) shown below.

Fig-1: Bar Diagram of High Alienated and Low Alienated Adolescents on Health Adjustment



FIRST ORDER INTERACTIONS

Three interactions effects of two factors were found out and are presented below:

1. A x B Interaction

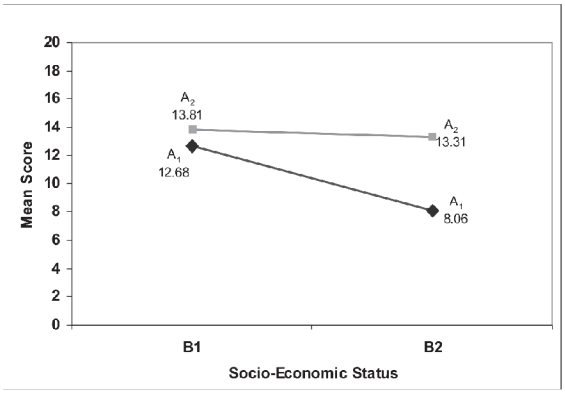
The table III indicates that F-ratio for A x B interaction came out to be 2.385 which is not significant at any level. Thus, the research

hypothesis that, "There will be significant interaction effect of type of school and socio-economic status on health adjustment," stands rejected.

Table IV
Mean scores of Health Adjustment for different combinations of A x B

Sr. No.	Group	Mean	Mean Differences
I	A_1B_1	12.68	12.68-8.06=4.62 12.68-13.81=-1.13 12.68-13.31=-0.63
II	A_1B_2	8.06	8.06-13.81=-5.76 8.06-13.31=-5.25
III	A_2B_1	13.81	13.81-13.31=0.50
IV	A_2B_2	13.31	

Fig. 2 : A x B Interaction



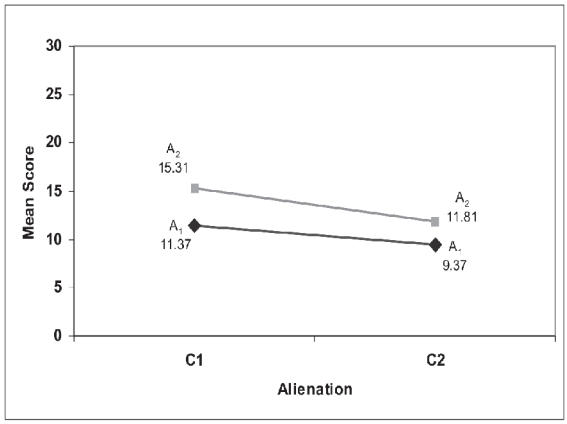
A x C Interaction

It is evident from table III that F-ratio for A x C interaction came out to be 0.315 which is not significant at any level. In other words difference between means of government and private schools for high alienated group of students is not significantly different from the difference between means of government and private school for low alienated group of students. Thus the research hypothesis that, "There will be significant interaction effect of socio-economic status and Alienation on health adjustment," has not been accepted in view of obtained findings.

Table V
Mean Scores of Health Adjustment for different combination of A x C

Sr. No.	Groups	Mean	Mean Differences
I	A_1C_1	11.37	11.37-9.37=2.00 11.37-15.31=3.94 11.37-11.81=0.44
II	A_1C_2	9.37	9.37-15.31=-5.94 9.37-11.81=-2.44
III	A_2C_1	15.31	15.31-11.81=3.50
IV	A_2C_2	11.81	

Fig. 2 : A x B Interaction



B x C Interaction

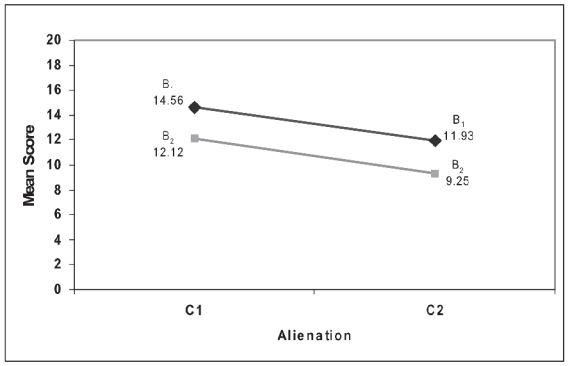
A scrutiny of table III depicts that F-ratio for B x C interaction came out to be 0.009 which is not significant at any level. In other words, difference between means of High socio-economic status and Low socio-economic status for high alienated group of students is not significantly different from the difference between the means of High socio-economic status and Low socio-economic status for low alienated group of students. Thus, the research hypothesis that, "There will be a significant interaction effect of socio-economic status and alienation on health

adjustment," has been rejected in the present investigation.

Table VI
Mean Scores of Health Adjustment for different combination of B x C

Sr. No.	Groups	Mean	Mean Difference
I	B_1C_1	14.56	14.56-11.93=2.63 14.56-12.12=2.44 14.56-9.25=5.31
II	B_1C_2	11.93	11.93-12.12=-0.19 11.93-9.25=2.68
III	B_2C_1	12.12	12.12-9.25=2.87
IV	B_2C_2	9.25	

Fig. 3 : B x C Interaction



SECOND ORDER INTERACTION

The three factor interaction effect of type of school socio-economic status and alienation was also analyzed using three way analysis of variance. The results of analysis of variance as entered in table III indicate that F-ratio of 0.00 for A x B x C was not significant for df1 and 56. It can be inferred that magnitude of A x B interaction do not differ significantly for high alienated and low alienated and magnitude of B x C interaction at A1 level was not different from the means of same interaction at A2 level. Similarly magnitude of A x C interaction did not differ significantly at B1 and B2 level. Thus, the hypothesis that, "There will be significant interaction effect of type of school, socio-economic status and alienation on health adjustment," has been rejected in the present study.

SUMMARY AND CONCLUSIONS

The present study was carried out to address the following questions.

Does type of school socio-economic status and alienation have significant influence on health adjustment?

Is there any interaction among type of school, socio-economic status and alienation with respect to health adjustment?

On the basis of analysis of results the following conclusions can be drawn.

1. Type of school has significant impact on health adjustment. Students of govt. schools have good health adjustment in comparison to students of private schools.
2. Socio-economic status does not account for substantial amount of variance on Health adjustment. High socio-economic status and Low socio-economic status students have yielded equal outcome on the scores of health adjustment.
3. Alienation of students have significant effect on health adjustment of students. High alienated students were found having low health adjustment in comparison to low alienated students who were found high on heath adjustment.
4. Type of school and socio-economic status, type of school and alienation and socio-economic status and alienation do not appear to interact to yield significant results on health adjustment.
5. Type of school, socio-economic status and alienation do not appear to interact with health adjustment.

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