Research Article

Value Conflict in relation to Adjustment Behaviour among XI standard students

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Abstract

This study examines the link between value conflict and adjustment behaviour among XI standard students. Adolescents often struggle to balance personal values with social and academic demands, leading to conflicts that affect their behaviour. These conflicts can impact school performance and relationships. Through questionnaires, the study identifies common value conflicts and how they influence students' adjustment. Results show that unresolved conflicts are linked to issues like anxiety and withdrawal. The study highlights the need for support strategies to help students manage value conflicts and improve their adjustment in school.

Keywords: value conflict, adjustment behaviour, adolescence, coping mechanisms, academic performance, social relationships, XI standard students, well-being

Introduction

Values are the guiding principles of life which give direction and firmness, bring joy, satisfaction and peace to life. Values are like rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life. Adjustment refers to the process by which a living thing learns a new behavior or modifies an existing conduct pattern. Every human being seeks adjustment to various situations. He constantly makes efforts to adjust himself to his surroundings because to wholesome life and gaining satisfaction. Education is an integrated growth, a balanced growth and development of body, mind and spirit Education is life and life is a chain of continuous growth. This growth of education is the outcome of the interplay and connection of various forces. This research indicates the

relationship between the value conflict and adjustment behavior among XI TH standard students.

Review of Literature

Sridevi (2014) conducted a study on "Self-Discipline, Value Conflict and Personality Traits among Adolescent Students in Chennai. The sample for the study was selected randomly. The sample consisted of 500 students of IX Standard drawn from English and Tamil medium students from Government school, Government aided schools, private schools, CBSE schools and corporation schools. A total of 500 students, among which there were 250 males and 250 females. The following tools were used to collect the data.

Self-discipline Scale prepared by the investigator. Value Conflict scale standardized by R.L. Bharadwaj. Eysenck Personality inventory, standardized by E.P.Q.R. Personal data sheet prepared by the investigator. Findings reveal that there is a significant relation between self-discipline, personality traits and value conflict and there exists aware of this, then they can contribute significant development of self-discipline, value conflict and personality traits. Hence it is important to inculcate values among school students.

Kumar (2014) conducted a "A study on value conflict and mental health of B.Ed. student teachers in relation to their social maturity." The tools were Value conflict, Mental Health and Social Maturity-Developed by the investigator. From the total population the investigator had randomly selected 1000 student-teachers and the sample for the study from different college of education situated in the district of Thanjavur in Tamil Nadu.

Joseph (2012) presented a paper entitled "A Study on Role of Conflict among the Secondary Teacher Trainees To study the level of conflict of the trainee teachers To find out the significant difference, if any in the level of conflict of trainee teachers with regard to (i) gender, (ii) locality and (iii) type of family. Hypotheses: 1. The level of conflict of the trainee teachers is not high. 2. There is no significance difference between male and female trainee teachers in their level of conflict. 3. There is no significant difference between rural and urban trainee teachers in their level of conflict. 4. There is no significant difference between the trainee teachers from joint and nuclear families I their level of conflict.

Ma Rajalakshmi (2014) conducted a study on "Adjustment Behavior in Relation to Self-Concept and Academic Achievement By using random sampling method a sample of 500

students were selected randomly in and around Chennai. There are both urban and rural schools in the sample. Region, kind of school, and adjustment varied greatly from one another. There is a significant difference between self-concept region, type of school and family. There is significant relationship between Adjustment behavior and self-concept.

Noorunissa (2014) conducted a study on "Adjustment and Aggression Among Adolescent Students". The sample constitute of 300 adolescent students, where 150 boys and 150 girls drawn from ten different schools in Chennai. The investigator carried out the study through the standardized Adjustment inventory scale prepared by Dr. D.N. Srivastava and Dr. Govind Tiwari, and Aggression scale prepared by Dr. (Mrs.) G.P. Mathur and Dr. (Mrs.) Raj Kumari Bhatnagar were used to collect the data. The data was analyzed using t-test; one-way ANNOVA and correlation analysis were carried out. According to the study's findings, there is a noticeable difference between pupils' levels of aggression and adjustment depending on their financial situation. Boys and girls differ significantly in how aggressive they are, and there is a positive correlation between the two traits.

A study on the creation of an adolescent moral value questionnaire was carried out **by Gdalin, Sujaritha, and colleagues in 2002.** There were 100 boys and 100 girls in the sample, ages 14 to 26. Likert-type items spanning various conflicting scenarios in five inquiry areas—honesty, responsibility, moral bravery, friendliness, and kindness—were included in the tool that the investigations created. The computed internal consistency was determined to be considerable, according to the results.

Revathi (2014) conducted a study on "Adjustment Behavior and General Intelligence of XIth Standard Students". The Researcher carried out the random sampling Method for sample 300 students from XIth standard, which consist of 150 boys and 150 girls respectively. The Standardized test adjustment behavior scale by Dr.D.N. Srivastava and Dr. Govind Tiwari. Statistical analysis like Critical Ratio, one-way ANNOVA and Correlation Analysis were carried out. The findings of the study show that "Relationship between Adjustment behavior and General Intelligence is positively correlated". It indicates when adjustment behavior increases then the General Intelligence also get increases.

Chenna Reddy (2007) conducted a study on "Adjustment problems of class IX students in relation to their Academic Achievement". The objective of the study was to study the adjustment problems with academic achievement of class IX students of Anantpur District

of Andhra Pradesh. Bell's Adjustment Scale developed by Jayamma. V (2001) was used as a tool for the study. The major findings of the study revealed that there is a significant difference between the urban and rural student of class IX in the area of hostility adjustment.

Shalu and Audicha (2006) conducted a study on "school adjustment of rural adolescents The study's goal was to assess how typical teenage boys and girls adjusted to school. The study's sample comprised 250 kids from various schools. The study employed the Adjustment Inventory for School Students, which was created by Sinha and Singh in 1984. The study's main conclusions showed that school adjustment for teenage boys and girls from rural areas was not statistically significant.

Need for the study

Adolescence is a crucial developmental stage marked by the formation of personal identity and values. During this period, students, especially in XI standard, often face conflicts between their personal beliefs and the expectations imposed by their schools, families, and society. These value conflicts can lead to significant challenges in adjustment, affecting their academic performance, social interactions, and emotional well-being. Understanding this relationship is essential to develop effective strategies for helping students manage conflicts, fostering better adjustment in school environments, and promoting holistic development. This study is necessary to fill this gap and provide insights into how value conflicts impact students' lives, allowing educators and counsellors to implement appropriate interventions for improved mental health, academic success, and social functioning.

Objective of the study

To investigate the distinction between value conflict and

- Gender
- Medium of Instruction
- Region

To study the difference between adjustment behaviour of

- Gender
- Medium of Instruction
- Region

To investigate the relation between value conflict and adjustment behaviour.

Hypotheses

1. Due to the variations in higher secondary school curriculum, there is no discernible difference in the value conflicts of those students in Gender, Medium of Instruction and Region

2. Students at higher secondary schools do not exhibit significantly different adjustment behaviours due to variations in Gender, Medium of Instruction and Region

3. There is no significant relationship between Value Conflict and Adjustment Behavior of Higher Secondary School Students.

Methodology

Sample

The sample constitutes 400 XI Standard Students drawn from 6 Higher Secondary Schools in Chennai District and surrounding rural regions.200 boys and 200 girls

Tool used in the study:

For the study following tools were employed to collect the data:

- Value Conflict Inventory by R.L. Bharadwaj (1998)
- Adjustment Inventory by D.N. Srivastava & Govind Tiwari
- Personal Data Sheet. A personal data sheet was prepared by the investigator and was distributed among the students.

Reliability and Validity the reliability of this scale was determined by test and retest method with an interval of fifteen days on a sample of 100 elements. The obtained reliability co-efficient for six value conflict areas may be given as under.

Co-Efficient of Reliability

Value Conflicts	A	B	C	D	E	F
Co-efficient of Reliability	0.67	0.72	0.76	0.70	0.69	0.65

The content validity of this value conflict scale is high as the areas and then the selection of items in the scale are based on research proven techniques. The validity of value conflict scale was also determined with the parallel form, which may be enumerated as under.

Co-efficient of validity

Value Conflicts	A	B	C	D	E	F
Co-efficient of Validity	0.62	0.53	0.59	0.68	0.79	0.61

Data Analysis

Table 1

Demonstrating how higher secondary school students' values conflict differently depending on their gender

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Value Conflict	Boys	200	77.90	10.494	7.647	398	0.006
	Girls	200	85.43	9.154			

The above table indicates the mean scores of boys are 77.90 with standard deviation 10.494 while mean scores of girls are 85.43 with standard deviation 9. 154.Since the P value is less than 0.05 95% of confidence level at 398 df the null hypothesis is not accepted. Hence conclude that there is significant difference between boys and girls with respect to Value Conflict of higher secondary school students owing to gender.

Table 2

Showing the difference in Value Conflict of Higher Secondary School students owing to Medium of instruction

Variable	Medium of instruction	N	Mean	SD	t Value	df	Significant level
Value Conflict	Tamil	172	81.85	11.783			
	English	228	81.54	9.521	0.293	397	0.000

Table 3

Showing the difference in Value Conflict of Higher Secondary School Students owing to region

Variable	Region	N	Mean	SD	t Value	df	Significant level
Value Conflict	Rural	200	77.68	10.839			
	Urban	200	85.66	8.540	8.178	398	0.000

Based on the table above, the average score for rural areas is 85.66 with a standard deviation of 8.540, whereas the average score for urban areas is 77.68 with a standard deviation of 10.839. It is not accepted to accept the null hypothesis because the P value is less than 0.05 at the 95% confidence level at 398 degrees. Conclusion: Due to geography, there are notable differences between urban and rural areas in terms of Value Conflict among upper secondary school students.

Table 4

Demonstrating how gender affects higher secondary school students' adjustment behaviours

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Adjustment Behaviour	Boys	200	47.53	12.356			
	Girls	200	54.55	9.202	6.448	398	0.000

According to the above table, girls score 54.55 with a standard deviation of 9.202 and boys score 47.53 with a standard deviation of 12.356. The null hypothesis is rejected since the P value is less than 0.05 at the 95% confidence level at 398 df. Thus, it can be concluded that gender plays a major role in the differences in adjustment behavior between boys and girls in higher secondary school.

Table 5

Showing the difference in Adjustment Behaviour of Higher Secondary School Students owing to Medium of Instruction

According to the above table, the mean scores for English medium are 50.19 with a standard deviation of 10. 860, while the mean scores for Tamil medium are 52.16 with a standard

Variable	Medium of Instruction	N	Mean	SD	t Value	df	Significant level
Adjustment Behaviour	Tamil	172	52.16	12.125	1.704	397	0.064
	English	228	50.19	10.860			

deviation of 12. 125.Given that the P value exceeds 0.05 at the 95% confidence level at 397 degrees of freedom, the null hypothesis is accepted. Therefore, it can be concluded that students in higher secondary schools who attend Tamil or English medium schools do not significantly differ in their adjustment behaviours due to the language of instruction.

Table 6

Displaying how regional differences affect higher secondary school students' adjustment behaviours

Variable	Gender	N	Mean	SD	t Value	df	Significant level
Adjustment Behavior	Rural	200	47.35	11.901	6.816	398	0.000
	Urban	200	54.73	9.651			

According to the above table, rural areas have mean scores of 47.35 with standard deviation 11.901 while urban areas have mean scores of 54.73 with standard deviation 9.651. The null hypothesis is rejected since the P value is less than 0.05 at the 95% confidence level at 397 df. We can therefore draw the conclusion that, due to geography, there are notable differences between urban and rural areas in terms of higher secondary school students' adjustment behaviors.

Table 7

Showing the correlation between Value Conflict and Adjustment Behavior of Higher Secondary School Students

Variables	N	r	Significance level
Value Conflict and Adjustment Behaviour	400	0.503	0.000

The table above demonstrates that the significance threshold of 0.05 is not met by the table value of.000. We can deduce that if Value Conflict and Adjustment Behavior are both greater when 'r' equals.503. There exists a positive correlation between Value Conflict and Adjustment Behavior. Thus, we draw the conclusion that higher secondary school students' adjustment behavior and value conflict are significantly correlated.

Major findings of the study
- ➤ There is significant difference in Value Conflict of Higher Secondary School Students owing to the differences in Gender.
- ➤ Because of the variations in the medium of instruction, there is a notable disparity in the Value Conflict of Higher Secondary School Students.
- ➤ The variations in geography contribute to a notable disparity in the Value Conflict experienced by students pursuing higher secondary education.
- ➤ The gender inequalities among higher secondary school students result in notable variations in their adjustment behavior.
- ➤ Because of the variations in instruction medium, there is no discernible difference in the adjustment behavior of students in higher secondary schools.
- ➤ Because of regional variations, there are notable disparities in the adjustment behaviors of higher secondary school students.
- ➤ A noteworthy correlation exists between Higher Secondary School Students' Adjustment Behavior and Value Conflict.

Discussion of the results
- • The study highlights several key findings regarding value conflict and adjustment behaviour among higher secondary students:

- Gender Differences: Significant differences exist in both value conflict and adjustment behaviour between male and female students, indicating the need for gender-specific interventions.

- Medium of Instruction: While value conflict differs based on the medium of instruction, adjustment behaviour shows no significant variation, suggesting language influences values but not adjustment capacity.

- Regional Differences: Both value conflict and adjustment behaviour vary significantly by region, emphasizing the impact of cultural and social contexts on students' experiences.

- Value Conflict and Adjustment: A strong relationship between value conflict and adjustment behaviour highlights that unresolved conflicts negatively impact students' ability to adjust, underlining the importance of addressing value conflicts to improve student well-being and performance.

Conclusion and suggestions

The purpose of the present investigation was to study the Value Conflict and Adjustment Behavior with reference to some selected variables. The study indicated significant difference among the variables. The study may be found to be useful in the field of education. The findings of this study may serve as a database for further research. Implement gender-specific support programs to address unique challenges. Develop regionally sensitive interventions to accommodate cultural differences. Introduce value-based education to help students manage conflicts. Provide counseling services to improve conflict resolution and emotional well-being.

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