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Development of School Adjustment Scale

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Abstract---In this study, School Adjustment Scale has been developed for Secondary School Students. This School Adjustment Scale consists 70 items at initial stage, under five dimensions. In the present study, Researcher had used purposive sampling. The sample consists of 100 Secondary School Students were selected from the Lucknow District. Final Draft consist of 28 items.

Keywords---development, scale, school adjustment, secondary school students.


Introduction

According to Shaffer, L.S. “Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfaction of these needs.” The word ‘Adjustment’ is to fit, make suitable, adapt, arrange, modify harmonize or make correspondent. When we make an adjustment between two things (Singh, 1986; Sasser et al., 2015; Trzepacz et al., 1988). We adapt one or both of them to correspond to each other. School Adjustment is the process of adapting to the role of being a student and to various aspects of the school environments. Failure to regulate can cause psychological state issues and School refusal (Mangal, 2002; Lokesh, 1984).

Pilot study

The Researcher constructed School Adjustment Scale. This tool has 70 items under five dimensions. The dimensions are:

- School Resources & infrastructure.
- Satisfaction with School.
- Teaching learning Problem.

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- Teacher's Concern.
- Psychological Problems at School.

Researcher collected opinion of the experts from the Education field, regarding the validity and weightage of these dimensions (Best & Kahn, 2016). On the basis of these experts' opinion, the researcher made needful changes in the tool.

Table 1
Showing dimension-wise table

S.No.	Dimensions	Items
1.	School resources & infrastructure	17
2.	Satisfaction with school	16
3.	Teaching learning problem	10
4.	Teacher's concern	11
5.	Psychological problems at school	16
	Total	70

Scoring of the test

The Researcher has constructed of School Adjustment scoring is done on Likert summated Rating Scale (Singh & Sharma, 2015; Mangal, 2012). School Adjustment has positive and Negative both items.

Table 2
School adjustment has positive and negative

Types of items	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
Positive Item	5	4	3	2	1
Negative Item	1	2	3	4	5

Item analysis

"Item Analysis is a technique through which those items which are valid and suited to the purpose are selected and the rest are either eliminated or modified to suit the purpose." For item analysis researcher did scoring of the tool and then tool was made of all the 100 student's scores (Amerta et al., 2018; Bagudu et al., 2016). The data was arranged from highest to lowest scores on the basis of total scores. Taking 27% of the subject with the highest total score and also the 27% of the subjects with the lowest total scores, two criterion groups were formed. The responses of both the groups on each item were compared by t-test. The t-value is a measure of the extent to which a given statement differentiates between the high and low groups (Knight, 1997; Baker, 2006). As a crude and approximate rule any t-value equal to or greater than 2.58 shows that the responses of high and low groups differ significantly. Thus, this criterion was adopted to select the items for the final tool. In the final tool statements, which differentiated between

high and low groups were selected. This was done by arranging the t-values, i.e. 2.58 and above in the final tools (Pigott & Cowen, 2000; Birch & Ladd, 1997).

Table 3
T-value of 70 items

Item 1	1.54	Item 31	2.61	Item 61	2.93
Item 2	0.85	Item 32	3.30	Item 62	2.58
Item 3	4.96	Item 33	2.40	Item 63	0.51
Item 4	1.98	Item 34	6.57	Item 64	0.76
Item 5	6.34	Item 35	1.84	Item 65	3.72
Item 6	5.83	Item 36	4.66	Item 66	4.06
Item 7	5.14	Item 37	1.55	Item 67	2.44
Item 8	5.42	Item 38	2.04	Item 68	1.30
Item 9	5.56	Item 39	0.18	Item 69	2.76
Item 10	3.13	Item 40	3.57	Item 70	3.92
Item 11	3.35	Item 41	2.90	-	-
Item 12	4.97	Item 42	1.76	-	-
Item 13	4.31	Item 43	3.32	-	-
Item 14	2.53	Item 44	3.68	-	-
Item 15	2.26	Item 45	3.89	-	-
Item 16	3.37	Item 46	2.75	-	-
Item 17	5.18	Item 47	1.18	-	-
Item 18	4.29	Item 48	3.16	-	-
Item 19	5.58	Item 49	0.16	-	-
Item 20	1.88	Item 50	0.35	-	-
Item 21	1.24	Item 51	0.00	-	-
Item 22	0.51	Item 52	0.93	-	-
Item 23	1.91	Item 53	2.65	-	-
Item 24	0.75	Item 54	1.09	-	-
Item 25	2.47	Item 55	3.06	-	-
Item 26	3.82	Item 56	0.57	-	-
Item 27	2.09	Item 57	0.66	-	-
Item 28	1.82	Item 58	0.66	-	-
Item 29	1.08	Item 59	1.42	-	-
Item 30	0.16	Item 60	2.28	-	-

S=Selected

The final tool

The final tool was constructed after pilot study and item analysis are as follows:- School Adjustment Scale for Secondary School Students. The Scale comprise of forty-two (28) items in the tool (Buhs, 2005; Nelson et al., 1999). Before item analysis there were total seventy (70) items. After analysis 42 items were eliminated from the School Adjustment Scale final tool consist of total 28 items under five dimensions.

Table 4
The school adjustment scale

S.No.	Dimension	No. of items before Item Analysis	No. of items after Item Analysis
1.	School resources & infrastructure	15	03
2.	Satisfaction with school	17	08
3.	Teaching-learning problems	10	04
4.	Teacher's concern	11	06
5.	Psychological problems at School	17	07
	Total	70	28

Reliability of the tool

Researcher applied split half method for estimating internal consistency of the tool. Sample of 100 Secondary School students was taken to estimating reliability. Research applied Karl Pearson's Correlation method for finding the reliability of the tool. Researcher divided items into two parts. Now researcher got two sets of scores and she computed reliability coefficient for the tool and Calculated reliability of School Adjustment Scale which was found to be 0.81 through Pearson's Correlation which showed high reliability of the tool (McCabe et al., 2007; Costenbader & Markson, 1998).

Validity of the tool

- Content Validity: - The content validity of the scale was established by carrying out critical discussions with the research experts at the time of development of preliminary draft of School Adjustment Scale. In addition to this, only those items were retained in the preliminary draft of scale for which there had at least 80% agreement amongst experts with regard to relevance of items to the various dimensions of School Adjustment. Thus, the scale possessed adequate content validity.
- Item Validity: - The scale can be considered to be valid enough in terms of item validity because only those items were retained in the final form of the scale which having t-value greater than 2.58 at 1 %.

Face Validity: - The face validity was established by getting the comments from research experts, Professors in the field of Education, Educational Psychology and Pure Psychology towards present School Adjustment scale. They were of the opinion that present scale seemed to be valid enough for measuring Level of School Adjustment (Noordin & Sulaiman, 2010).

Conclusion

Researcher has made self-constructed School Adjustment Scale tool. It would be helpful to know the school adjustment level. This tool is very useful for the Secondary School Students. It may very helpful for future researches.

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