



Adjustment Problems of Higher and Lower Achievers Secondary School Students in Relation to Certain Variables

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Abstract: *The present study was conducted to study the adjustment problems of higher and lower achievers secondary school students. A sample of 300 students was selected from secondary schools of Anand & Kheda district Gujarat state by random sampling method. Adjustment problem inventory constructed by Prof. Pallavi Patel and Dr. Hitesh Patel were administered by measure the adjustment problem of the students. The data were analyzed using t-test. The result of the present study revealed that the urban students having more adjustment problem than rural students.*

Key Word: *Adjustment Problems, Higher and Lower Achievers, Secondary School.*

I. INTRODUCTION

The word adjustment means behaviour that permits people to meet the demands of the environment. It is also defined as a response to stress and adjust. Different psychologists and the leaders of educational thoughts defined the process of adjustment in different terms. The concept of adjustment was first given by Darwin, who used it as “adaptation” to survive in the physical world.

Adjustment and adaptation are frequently used in the same sense. Initially “adaptation” was used by person meant to attempt for survive in physical conditions of environment, later on psychology come out with the new term adjustment with a broader concept. Now adjustment means behavioral reaction to personal demands and social adjustment is commonly used in our day to day life. It is equally popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy their needs. The strategy used by the individual to manage this is called adjustment. Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meets frustration in his efforts continuously, the personality adjustment may not be proper, then it might be a case of maladjustment.

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

The researcher has conducted a research to know the adjustment problems of high and low achievers keeping in mind the following objectives.

Objectives:

1. To study the adjustment problems of Std.IX students of secondary school.
2. To study the adjustment problems of Std.IX students of secondary school relation to gendar & area.

Hypotheses:

1. There will be no significant difference in the mean score of adjustment problems between boys & girls of std.IX.
2. There will be no significant difference in the mean score of adjustment between urban & rural students of std.IX.
3. There will be no significant difference in the mean score of adjustment problems between the students of std.IX having high & low achievement.

Rationale of the Study:

Man has the distinctive capacity, to be aware of him-self and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts are responsible for man’s adjustment in attaining degree of inner harmony and competence in interpersonal relations.



The concept of adjustment was originally biological one and was concerned with adaptation to physical environment but man has to adjust social pressures and demands of socialization that are inherent in living interdependently with other persons. There are also demands from a person's internal nature, his physiological needs along with his psychological needs, which influence the human system in many ways.

Adjustment is a learning process and an able teacher would bring about adjustment in a positive way, which strengthens the personality of a child. A well - adjusted child enjoys his school environment in a positive manner and not by twisting his personality in an unhealthy way. But when we are unable to provide situations in the school, which can enable the students to satisfy their needs, both high and low achievers react differently and adjustment problems arise. Thus, the adjustment problems always result from creation of needs and their non-fulfillment.

The conflicts and needs of high and low achievers need not be identical. This study will focus on the adjustment problems of high and low achievers of high school students in relation to gender and area. Which will enable one to understand their behaviours.

II. METHODOLOGY

Research Method:

The researcher had used descriptive survey method.

Sample:

The sample comprised of 300 students of which 150 boys and 150 girls were selected by stratified random sampling method from Std. IX of secondary schools of Anand & Kheda district, Gujarat.

Research Tool:

Adjustment problem inventory was used for measure of adjustment problems. The adjustment problems inventory was developed by Prof. Pallavi Patel and Dr. Hitesh Patel for the secondary school students. The inventory contains total 62 items. The reliability of the test is 0.86 by test-retest method and 0.88 by split half method. The criterion validity of the test is 0.94.

Data Collection:

For the data collection, the researcher visited personally the four schools of Anand & Kheda district and collected the data from the students. The researcher sought permission from the principal and approached the students in their respective schools. The data were collected with the help of the adopted tools. The tools was distributed to the students and the researcher assured that their responses would be kept confidential and used for research purpose only. Clear instruction was given to enable them to give their response meaningfully. The gathered responses were scored.

Data Analysis and Interpretation:

Looking to the objectives researcher were used Mean, S.D & t- test statistical technique for data analysis.

III. RESULTS

To find out whether the mean difference of adjustment problems of boys and girls is significant or not, the value of 't' is calculated. The value of 't' is given in table-1.

Table-1 Significance of difference between the mean score of adjustment problems of boys and girls.

Gender	N	M	S.D	SED	't'	Remarks
Boys	150	147.9	13.8	1.51	1.51	Not significant
Girls	150	150.1	12.3			

The observed value of 't' is found to be 1.51 which is less than the table value of 't' 1.96. The difference is not significant at 0.05 level. It can be said that there is no significant difference between the mean score of adjustment problems of boys and girls.

To find out whether the mean difference of adjustment problems of urban and rural students is significant or not, the 't' value is calculated. The value of 't' is given in the table-2.



Table-2 Significance of difference between the mean score of adjustment problems of urban & rural students

Area	N	M	S.D	SED	't'	Remarks
Urban	150	154.5	11	1.39	7.87	**significant
Rural	150	143.5	12.9			

** 0.01 Level

The observed value of 't' is found to be 7.87 which is more than the table value of 't' 2.58. The difference is significant at 0.01 level. It can be said that there is significant difference between the mean score of adjustment problems of urban & rural students.

To find out whether the mean difference of adjustment problems of students having high & low achievement is significant or not, the 't' value is calculated. The value of 't' is given in the Table-3.

Table-3 Significance of difference between the mean score of adjustment problems of students having high & low achievement

Achievement	N	M	S.D	SED	't'	Remarks
High	50	158.3	6.32	1.82	5.16	**significant
Low	50	148.3	11.18			

** 0.01 Level

The observed value of 't' is found to be 5.16 which is more than the table value of 't' 2.58. The difference is significant at 0.01 level. It can be said that there is significant difference between the mean score of adjustment problems of students having high & low achievement

IV. DISCUSSION

The major findings of the study are as under

1. There is no significant difference between the mean score of adjustment problems of boys and girls.
2. The urban students having more adjustment problem than rural students.
3. High achievers having more adjustment problem than & low achievers.

V. CONCLUSION

We know that apart from minimum academic requirements, the quality of scholastic performance depends upon certain adjustment problems related to home, health, emotions, social, school etc. The young student whose scholastic performance is unsatisfactory is a serious loss to the society. Hence it is justified from educational point of view that the fundamental purpose of teaching is to help the learner to do better academically. High achiever adjustment problem needs an urgent solution. It should not remain neglected for long. The present study may help the parents and teachers to understand the children adjustment problems in a better way.

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