

A Study of Adjustment of High School students in Relation to Their Achievement, Sex and Locality

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ABSTRACTION: Life is a continuous process of adjustment. Everyone is confronted with the problem of adjustment. If we examine the various activities of man's life, it is obvious that most of them involve adjustment of the individual of his vocational, social and economic problems.

INTRODUCTION: The process of adjustment starts right from the birth of the child and continues till his death. Adjustment can also be defined as a person's interaction with his environments. Each person constantly strives to meet his needs and reach his goals. At the same time he is under pressure of the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands.

AREAS OF ADJUSTMENT PROBLEM: There are mainly four areas of adjustment.

HOME ADJUSTMENT: Home adjustment includes adjustment with parents, siblings and relatives.

SOCIAL ADJUSTMENT: Human being is a social animal. No one can live without society. Social adjustment includes recognition, understanding and approval of our action by the heads and other associates.

HEALTH AND EMOTIONAL ADJUSTMENT: Emotional adjustment aims at the healthy and realistic ways of thinking and acting. Socio-economic status has certainly something to do with emotional adjustment. Psychologically healthy person is he who is aware of his strengths and weaknesses and does not pretend to be what he is not.

SCHOOL ADJUSTMENT: School adjustment means the capacity of a person to respond to the school environment which includes curricular and co-curricular activities.

The major part of adolescent's life is spent in the school. One of the important functions of schooling is to help the pupils to develop those capabilities that may help them to make effective adjustments in life. A well-adjusted person has very few things to complain about. Unless the problems of adjustment are diagnosed, it is impossible to undertake remedial measures. Therefore, adjustment problems of high school pupils have been considered in this study.

The pupils' achievement, their sex and the locality where they live seem to influence their adjustment behavior in varying degrees.

ACHIEVEMENTS: Achievement is the knowledge or skill developed in the school subjects usually designed by the test scores or marks assigned by the teachers.

One way of defining school adjustment is to equate it with achievement. Whatever a school may be called upon to do, it is expected to impart certain knowledge and skill to the students. By this definition, the students who achieve what he is expected to achieve are considered adjusted. A brilliant child who is doing only slightly better than average work would be making and unsatisfactory adjustment. At the same time, a child of very limited potential might be thought as making satisfactory adjustment of his achievements even though below average is commensurate with his ability.

SEX DIFFERENCE: Sex is a quality of being male or female. Boys and girls have been found to differ in their interests, aptitude, attitude and adjustment.

LOCALITY: The locality from which the youth hail and educational adjustment are of interdependent character. In locality we can include two areas i.e.

RURAL AREA: The areas whose population is less than 10,000 are called rural areas.

URBAN AREA: The areas whose population is more than 10,000 are called urban areas.

SIGNIFICANCE: In the changing scenario, when life has become so fast the youth is ready to give up in despair and want to run away from the present confusion with its humiliation and embarrassment. Sometimes, there is such a breach of understanding that the children feel estranged from the family circle, alienated from parental interest and so they readily succumb to the wanderlust.

A study of adjustment of high school students in relation to their achievement, sex and locality.

1. ADJUSTMENT: It is a process of finding and adopting modes of behaviors suitable to the environment or to changes in the environment. In case of pupils, it is the act or the process of harmonizing the pupils with the educational environment.

2. HIGH SCHOOL STUDENTS: It includes the school-going students studying in 9th and 10th class of Govt. Private schools of Amritsar district.

3. ACHIEVEMENT: It refers to academic achievement shown in school subject on the basis of their performance in promotional organization in 8th and 9th class.

4. SEX: It is evident that the sex refers to male (boy student) and female (girl student).

5. LOCALITY: Area or place where the school is situated i.e. rural or urban.

OBJECTIVES:

- The present problem endeavors for the realization of the following objectives:
- To find if the high achievers and low achievers have similar levels of adjustment.
- To find if the boys and girls differ in their adjustment problems.
- To find if rural and urban students differ in their adjustment with respect to difference areas of adjustment.

HYPOTHESIS:

- The research is based on the following hypothesis:
- There exists no significant difference between the adjustment of high achiever and low achiever.
- There exists no significant difference between the adjustment of boys and girls.
- There exists no significant difference between the adjustment of rural students and urban students.
- There exists no significant difference between the adjustment of high achiever boys and girls.
- There exists no significant difference between the adjustment of low achiever boys and girls.
- There exists no significant difference between the adjustment of rural boys and girls.
- There exists no significant difference between the adjustment of urban boys and girls.

DELIMITATION: To delimit a problem is to fix the boundaries of the piece of research work.. The present is delimited in the following manner:

The present study was delimited to near about 200 students of Amritsar district.

The study delimited to the 9th and 10th class students of Govt. and private schools.

PLAN AND PROCEDURE

Sample: A sample of near about 200 students of different schools from urban or rural areas are taken for investigation.

Composition of sample

S. No	Name of school	Location	Students		Total
			Boys	Girls	
1	Govt.Sen.Sec. School Goal bagh	Urban	30	26	56
2	Govt.Sen.Sec. School Fathegarh Shukarchak	Rural	26	28	54
3	Anteryami Model school	Urban	23	25	48
4	Khalsa Sen.Sec. school (Nawan pind)	Rural	23	19	42
			G.T.		200

Tools: To test the above framed, hypothesis the investigator used the following tests:

Adjustment inventory for school by 'Dr. V.K.Mittal'.

Marks obtained by the students in their previous annual examination.

FINDINGS & DISCUSSION :

High achievers and low achievers

No. of students – 200

High and low achievers are compared in relation to their adjustment .

TABLE :1

Sr. No	Areas	Low achievers		High Achievers		t-
		X	σ	X	σ	
1	Home adjustment	45.50	7.45	51.11	5.52	4.28*
2	Social adjustment	44.50	5.11	47.30	5.15	2.80*
3	Health and emotional	45.40	5.87	47.48	6.65	1.72
4	School adjustment	43.40	5.83	49.06	4.94	5.29*
5	Total adjustment	175.68	15.63	199.37	15.50	7.64*

Table :1 shows that the mean scores of high achievers are higher than those of their counter parts in all areas of adjustment. But the difference is significant in 3 areas such as (home, social and school adjustment) at both the levels except in health and emotional adjustment. The overall adjustment of high achievers are better than low

achievers thus it can be said achievement does influence the adjustment level .

Boys and girls (In general)

No. of students – 200

Boys and girls are compared in relation o their adjustment .

TABLE : 2

Sr. No	Areas	Low achievers		High Achievers		t-
		X	σ	X	σ	
1	Home adjustment	47.50	6.80	50.20	5.37	3.17*
2	Social adjustment	44.00	5.75	47.28	4.85	4.43*
3	Health and emotional	47.92	6.68	47.38	5.95	2.20*
4	School adjustment	45.60	6.90	47.48	4.63	2.29*
5	Total adjustment	186.73	20.21	190.87	14.96	1.66

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table : 2 shows the adjustment of boys and girls in all the 4 areas Viz. home , social , health and emotional and school . The mean score of girls higher than those of their counter parts in all areas of adjustment such as (home adjustment , social adjustment , school adjustment) except health and emotional adjustment . The overall adjustment of girls is found to be better than their counter parts . So girls are better adjusted than boys ,thus it can be said that sex does influence the adjustment level .

Rural students and urban students

No. of students – 200

Rural and urban students are compared in relation to their adjustment .

TABLE : 3

Sr. No	Areas	Low achievers		High Achievers		t-
		X	σ	X	σ	
1	Home adjustment	49.40	9.31	48.80	6.97	0.51
2	Social adjustment	46.62	5.67	45.30	5.49	1.70
3	Health and emotional	48.23	6.71	47.96	6.53	0.29
4	School adjustment	48.90	7.23	46.70	6.04	2.34*
5	Total adjustment	189.41	21.40	186.37	17.29	1.10

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table : 3 shows that the mean score of rural students are higher than those of their counter parts in all area of adjustment . But the difference of mean is insignificant in all areas (home , social and health & emotional) at both levels except in school adjustment at both levels which is in favors of rural students . Rural students are equally adjusted as urban students , thus it can be safely be said that locality does not influence the adjustment level of the students .

High achievers boys and girls

No. of students – 200

High achievers boys and girls are compared in relation to their adjustment .

TABLE : 4

Sr. No	Areas	Low achievers		High Achievers		t-
		X	Σ	X	σ	
1	Home adjustment	49.60	4.78	52.80	3.46	3.05* *
2	Social adjustment	47.20	5.16	47.80	5.50	0.15
3	Health and emotional	47.60	5.68	47.72	7.12	0.17
4	School adjustment	48.20	5.39	50.10	5.29	1.39
5	Total adjustment	195.00	16.31	205.10	13.90	2.63* *

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table : 4 Depicts that mean score of high achiever girls are higher than those of their counter parts in all area of adjustment . But the difference is insignificant in 3 areas such as social adjustment , health & emotional adjustment and school adjustment at both the levels except home adjustment . The overall adjustment of high achievers girls are found to be better adjusted than their counter part .

Low achiever Boys and Girls
No. of students – 200

Low achiever boys and girls are compared in relation to their adjustment .

TABLE : 5

Sr. No	Areas	Low achievers		High Achievers		t-
		X	Σ	X	σ	
1	Home adjustment	41.45	6.79	48.84	5.86	3.84* *
2	Social adjustment	42.55	4.53	46.20	5.79	2.40* *
3	Health and emotional	46.10	7.93	44.84	5.74	0.59
4	School adjustment	41.70	6.60	45.00	4.67	1.89
5	Total adjustment	161.65	17.49	183.28	13.40	4.50* *

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table :5 Shows that the difference of mean of low achiever boys and girls in favor of girls in areas of home adjustment , social adjustment and total adjustment as t value is significant at both the level i.e. low achievers girls are better adjusted than boys .

Rural Boys and Girls
No. of students – 200

Rural boys and girls are compared in relation to their adjustments.

TABLE : 6

Sr. No	Areas	Low achievers		High Achievers		t-
		X	Σ	X	σ	
1	Home adjustment	47.70	7.96	51.00	5.15	2.46* *
2	Social adjustment	45.60	5.81	47.60	5.36	1.75
3	Health and emotional	49.08	7.50	47.30	5.87	1.28
4	School adjustment	46.60	6.96	47.02	5.41	0.32
5	Total adjustment	184.06	22.9	195.67	16.21	2.82* *

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table :6 Shows that rural girls are better adjusted than boys in all areas except health and emotional areas .

Urban Boys and Girls
No. of students – 200

Urban boys and girls are compared in relation their adjustment .

TABLE : 7

Sr. No	Areas	Low achievers		High Achievers		t-
		X	Σ	X	σ	
1	Home adjustment	49.10	5.95	48.4	5.55	0.63
2	Social adjustment	44.70	5.98	46.05	4.47	1.32
3	Health and emotional	49.30	5.82	46.40	5.55	2.63* *
4	School adjustment	46.50	5.67	47.00	3.79	0.53
5	Total adjustment	186.90	20.22	187.92	12.45	0.31

Significant at 0.01 level :- ** **Significant at 0.05 level :- ***

Table :7 Shows that girls are equally adjusted as compared to urban boys except health and emotional adjustment . Girls and boys do not differ in adjustment i.e. sex does not influence the adjustment of urban students .

Keeping in view the results and the interpretations the following findings were drawn.

High achievers are better adjusted as compare to low achievers.

Girls are better adjusted as compared to boys.

Rural students and urban students are equally adjusted.

High achiever girls are better adjusted as compare to high achiever boys.

Low achiever girls are better adjusted as compare to low achievers boys.

Rural girls are better adjusted as compare to rural boys.

Urban boys and urban girls are equally adjusted.

CONCLUSIONS:

On the basis of above findings the following conclusions were drawn.

- i. Achievement does influence the adjustment of the students.
- ii. Sex does influence the adjustment level of the students.
- iii. Locality does not have any impact on the adjustment level of students.

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