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RESEARCH ARTICLE

A STUDY OF ADJUSTMENT PROBLEMS OF IX CLASS STUDENTS IN RELATION TO CERTAIN FACTORS

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Abstract

Man has the distinctive capacity to be aware of himself and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts relates to man's psychological adjustment. The problem of adjustment has been existence on earth. Since the appearance of human race adjustment is relative term, opposite of adjustment/maladjustment. Life presents a continuous chain of struggle for adjustment. The process of adjustment students starts right from the birth of the child and continues till his death. Adjustment is both internal as well as external. It is a multidimensional approach. It is an acquired one. It is a balance state between the needs of the individual and their satisfaction. It is not only depended on physiological process, psychological process. Adjustment is a ladder to adapt learns and accommodates our needs interests in a hierarchy manner.

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Introduction

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment for survival. Adaptation to physical environment is of course of person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. There are also the demands from a person's internal nature, his physiological needs like hunger, thirst, sleep, elimination etc., and psychological needs like need to belong, to get esteem, to self actualization etc., influence the psychological functioning and adjustment of the person.

The process of adjustment is complicated because of person's interaction with one demand may come in conflict with requirement of another conflict, which may arise either because two internal needs are in opposition or because two eternal demands are incompatible with each other or because an internal need opposes on external need.

According to Darwin "life presents a continuous chain of struggle for existence and survival". The observation was optimum since every one strives for the satisfaction of this need in struggling to achieve something. If one binds that results are not satisfactory, one either changes one's self from possible injury to one's ego failure or frustration defensive. It was shifted to more position in order face the challenge of circumstances after limited failure. In the view of Mangal, this special feature of the living organism is termed as adjustment.

Every one alive has troubles and problems, the most important consideration in determine personal effectiveness is not the amount of trouble or misfortune (within limits) a person encounters but how he responds or adjust to challenges of life.

Meaning of adjustment

Adjustment is an important psychological variable, which can be defined as, "an index of integration between needs and satisfaction". Adjustment is dynamic rater than static in quality.

The term 'adjustment' appears in diverse uses. A very general meaning is the process of living itself, the equilibrium of the total organism or personality. The healthy person seems to live smoothly taking things in his stride even when conditions are difficult; less healthy person becomes upset easily.

Adjustment helps in having integrated and balanced personality. Adjustment is a continuous process, which produces a more harmonious relationship between the person and his environment. It is a process of directing one's own effort towards modification of behavior and attitudes. Adjustment is a process of helping the person to change his environment or his outlook. It promotes happiness and efficiency of the person in an environment. It implies proper degree of social feeling and acceptance of social responsibility.

Conflicts present special problems of adjustment. The conflict can disturb psychological comfort, produce physical symptoms or result in abnormal behavior.

Psychologists interpreted adjustment from two important points of view, one adjustment as an achievement and another adjustment as a process.

Adjustment as process

Adjustment as a process of major interest to psychologists who want to understand a person and his behavior. The way one tries to adjust himself and to his external environment at any point of time depends upon the interaction between the biological factors in growth and to social experience

Piaget (1952) has studied the adjective process from different angles. He used the term accommodation and assimilation to represent the alternation of one self or environment as a means of adjustment. A person, who carries his values and standards of conduct without any change and maintains these in spite of major changes in the social climate, is called assimilator. The man who takes his standard from social context and changes his beliefs in accordance with the altered values of the society is called accommodator.

Criteria of good adjustment:

No universal criteria can be set for all times to come because criteria involves judgment which differ from culture to culture and from generation to generation with in the same culture four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are as follows:

- (a) **Physical Health:** The individual should be free from physical problems like headache, ulcers, indigestion and impairment of appetite.
- (b) **Psychological Comfort:** One of the most important facts of adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression etc. These psychological disease if occur excessively cause to seek professional advice.
- (c) **Work efficiency:** The person who makes full use of his occupational or social capacities may be termed as well adjusted in his social set-up.
- (d) **Social acceptance:** Every body wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted. If he satisfied his needs through antisocial means then he is called maladjusted.

Review of literature

David W. Chan (2003), conducted "The preliminary 32-item version of this inventory was constructed and then revised to reflect gifted students' adjustment problems in school and at home, based on feedback from teachers, students and parents. The results of item factor analysis of the 32 – item version yielded 6 problems dimensions / domains: relationship / ability concerns, unchallenging schoolwork, intense involvement, concerns for being different, parental expectations and perfectionism.

Kaiser, Ann P.QI (2003), conduct early identification of and interventions for preschool children who are at increased risk for the development of behavior problems are critical.

Wiener and Judith (2004), abstract this article reviews the literature on peer relations and social skills of children with learning disabilities. Two risk models are discussed. The single- risk model suggests that for some children with learning disabilities, social skills deficits are inherent in the disability. The multiple – risk model

suggests that internalizing and externalizing behavior problems typically result when more than one risk factor is present.

Saddler, Bruce, Asaro and Kristie (2007), in this study, supplemental writing instruction in planning and revising was used to improve the stories written by young writers with learning disabilities (LD) and poor writing skills. Six second- grade students practiced a strategy for planning and writing using the Self – Regulated Strategy Development (SRSD) approach and then revised their 4 stories after instructor modeling of revising. After learning the strategy and practicing revisions, the students wrote post – instruction stories that were longer, more complete in terms of story grammar elements, and qualitatively better. The students also increased the amount of the they spent planning their stories at post- instruction as well as the number of revisions attempted.

Mamatha (2009) investigated that management, year of study, sex, caste and residence influence on the adjustment problems of Intermediate Students.

Chenna Kesava Rao (2011) found that locality has significant influence on the adjustment problems of VIII class students. Gender has significant influence on the adjustment problems of VIII class students. Management has significant influence on the adjustment problems of VIII class students.

Narasimhulu, I. (2012) studied that Locality, Management, Annual income, Father education, Father occupation and Caste have significant influence on the adjustment problems of VIII class students.

Scope of the Study: The main intention of the present study is to find the relation of adjustment problems of IX class students with Locality, Residence, Management and age.

Objective of the Study: To study the impact of Locality, Residence, Management and age on the adjustment problems of IX class students.

Hypotheses of the study

1. There would be no significant impact of ‘locality’ on the adjustment problems of IX class students.
2. There would be no significant impact of ‘residence’ on the adjustment problems of IX class students.
3. There would be no significant impact of ‘management’ on the adjustment problems of IX class students.
4. There would be no significant impact of ‘age’ on the adjustment problems of IX class students.

Tools for the Study

1. The adjustment problems check list prepared and standardized Deo - Mohan, the tool was highly reliable for the investigation. The total items in the check list are 180. The items which were left with out marking were awarded with zero score. The items which were marked with circle awarded with one mark and a crass mark X on the circle, were awarded with two scores. Thus the maximum score will be 180 and the minimum score will be zero. The high scores indicated the less adjustment of the individuals.
2. Personal data regarding the student – 1. Name, 2. Locality, 3. Residence, 4. Management, 5. Age.

Data Collection

The sample for the investigation consisted of 300 IX class students in Y.S.R. district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government, Private and aided the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 3X2X2 factorial design with 300 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The investigator personally visited secondary schools with the permission of the head masters of the schools. The students who attended to the school on the day of collection of data are considered for the purpose of the investigation. It was provided to the concerned students of the school. The students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The adjustment check list and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical technique ‘F’ and ‘t’ – tests was employed to test hypothesis.

Results and Discussion

1. Locality

The relationship of adjustment problems of IX class students with their locality is studied in the present investigation. On the basis of locality, the IX class students are divided into two groups. The rural students form with the Group – I and Group – II forms with the urban students. The adjustment problems of IX class students of the two groups were analyzed accordingly. The adjustment problems of IX class students for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 1

There would be no significant impact of ‘locality’ on the adjustment problems of IX class students. The above hypothesis is tested by employing ‘t’ - test. The results are presented in **Table – 1**.

Table – 1: Influence of locality on the adjustment problems of IX class students

S. No.	Locality	N	Mean	S.D.	‘t’ - Test
1.	Rural	150	46.86	14.15	2.217*
2.	Urban	150	50.88	17.12	

* Indicates significant at 0.05 level

It is found from the Table – 1 that the computed value of ‘t’ (2.217) is greater than the critical value of ‘t’ (1.97) for 1 and 298 df at 0.05 level of significance. Hence the Hypothesis – 1 is rejected at 0.01 level. Therefore it is concluded that the locality has significant influence on the adjustment problems of IX class students.

2. Residence

The relationship of adjustment problems of IX class students with their residence is studied in the present investigation. On the basis of residence, the IX class students divided into two groups. The hostlers form the Group – I and Group – II forms with day scholars. The adjustment problems of IX class students of the two groups were analyzed accordingly. The adjustment problems of IX class students for the two groups were tested for significance by employing ‘t’ - test. The following hypothesis is framed.

Hypothesis – 2

There would be no significant impact of ‘residence’ on the adjustment problems of IX class students. The above hypothesis is tested by employing ‘t’ - test. The results are presented in **Table – 2**.

It is found from the Table – 2 that the computed value of ‘t’ (3.743) is greater than the critical value of ‘t’ (2.58) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis – 2 is rejected at 0.01 level. Therefore it is concluded that the residence has significant influence on the adjustment problems of IX class students.

Table – 2: Influence of residence on the adjustment problems of IX class students

S. No.	Residence	N	Mean	S.D.	‘t’ - Test
1.	Hostlers	163	51.91	16.07	3.743**
2.	Day scholars	137	45.25	14.75	

** Indicates significant at 0.01 level

3. Management

The relationship of adjustment problems of IX class students with their management is studied in the present investigation. On the basis of management, the IX class students are divided into three groups. The Government school students form with the Group – I, Group – II forms with the Private school students and Group – III forms with Aided students. The corresponding adjustment problems of IX class students of the three groups were analyzed accordingly. The mean values of adjustment problems of IX class students for the three groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 3

There would be no significant impact of ‘management’ on the adjustment problems of IX class students. The above hypothesis is tested by employing ‘F’ - test. The results are presented in **Table – 3**.

It is found from the Table – 3 that the computed value of ‘F’ (4.212) is greater than the critical value of ‘F’ (3.030) for 2 and 297 df at 0.05 level of significance. Hence the Hypothesis – 3 is rejected at 0.05 level. Therefore it is concluded that the management has significant influence on the adjustment problems of IX class students.

Table – 3: Influence of management on the adjustment problems of IX class students

S. No.	Management	N	Mean	S.D.	‘F’ – Test
1.	Government	100	47.34	14.65	4.212*
2.	Private	100	52.57	18.49	
3.	Aided	100	46.70	13.22	

* Indicates significant at 0.05 level

4. Age

The relationship of adjustment problems of IX class students with their age is studied in the present investigation. On the basis of age, the students are divided into three groups. The students whose age is 14 years form the Group – I, Group – II forms with the students whose age is 15 years and Group – III forms with the students whose age is 16 years above. The corresponding adjustment problems of IX class students of the three groups were analyzed accordingly. The mean values of adjustment problems of IX class students for the three groups were tested for significance by employing ‘F’ - test. The following hypothesis is framed.

Hypothesis – 4

There would be no significant impact of ‘age’ on the adjustment problems of IX class students. The above hypothesis is tested by employing ‘F’ - test. The results are presented in **Table – 4**.

Table – 4: Influence of age on the adjustment problems of IX class students

S. No.	Age	N	Mean	S.D.	‘F’ – Test
1.	14 years	111	51.89	16.42	8.583**
2.	15 years	83	51.21	15.86	
3.	16 years and above	106	43.88	13.84	

** Indicates significant at 0.01 level

It is found from the Table – 4 that the computed value of ‘F’ (8.583) is greater than the critical value of ‘F’ (4.680) for 2 and 297 df at 0.01 level of significance. Hence the Hypothesis – 4 is rejected at 0.01 level. Therefore it is concluded that the age has significant influence on the adjustment problems of IX class students.

Findings: There is significant influence of locality, management at 0.05 level and residence and age at 0.01 level on the adjustment problems of the IX class students.

Conclusions: In the light of the findings, the following conclusions are drawn. Locality, residence, management and age have significant influence on the adjustment problems of the IX class students.

Educational Implications

The findings of the present research have raised some important questions related to the educational needs of the students with special reference to their adjustment problems

1. Locality is the highly influenced in the adjustment problems of IX class students. Rural students have less adjustment problems than the urban students. The administrators to provide counseling facilities for the urban students.

2. Residence is the highly influenced in the adjustment problems of IX class students. Day scholars have less adjustment problems than the hostellers. The administrators to provide counseling facilities for the hostellers.
3. Management is the highly influenced in the adjustment problems of IX class students. Aided students have less adjustment problems than the Private students. The administrators to provide counseling facilities for the Private students.
4. Age is the highly influenced in the adjustment problems of IX class students. High age group students have less adjustment problems than the low age group students. The administrators to provide counseling facilities for the low age group students.
5. Teachers should give good awareness to the students to over come stress towards adjustment problems which were mostly faced by the rural students.
6. There will be responsibility on the parent's has to provide good environment. So, teacher would communicate parents and discuss the children problems of the period of adolescents.
7. Teachers motivate to the students they were improved their skills.
8. School teachers and authority should maintain good human relations with the students to develop society adjustment efficiency among them.

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