



Academic Adjustment In High School Children Of Anantpur District

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ABSTRACT

Education is an essential human virtue without it, man is a splendid slave, a reasoning savage. Education is a process by which an individual gains knowledge or insight or develops attitudes and skills.

Though adjustment is a continuous process in human life it is constantly affected and changed by the experiences of the individual from time to time and also differs from one person to other person. For academic adjustment into-day's school and colleges has grown from a traditional belief in educational opportunity for all. The drastic change in the modernized society will, no doubt continue to make wide and unprecedented demands in the area of occupational, educational, community and family life. Achievement is related to adjustment. If an individual has to adjust mental problems, inspite of his high potentialities, his achievement is likely to be poor. This study is intended to find out the different types of problems faced by the students and to find out the differences if any, between the nature and number of problems of different stratifications of students like boys, girls, students from

Urban and rural localities; students studying in different schools etc; as very little is known about the relation of students problems to the family variable like, the educational status of father and mother, it is also intended to see whether the level of adjustment of students vary with these family variables.

KEY WORDS: Education, Adjustment, Achievement, Scholastic, Student

Introduction

Education is as old as human race. Education in real sense is to humanize humanity and to make life progressive, cultured and civilized. Education is a never ending process of inner growth and development and its period stretches from cradle to the grave. It is through education man develops his thinking and reasoning, problem solving, creativity, intelligence, aptitude, positive sentiments and skills, good values and attitudes. Man learns something everyday and every movement. Hence education is a continuous and dynamic process. The chief task of education is above all to shape man or guide the evolving dynamism through which man forms himself as a man.

Education is an essential human virtue without it, man is a splendid slave, a reasoning savage. Education is a process by which an individual gains knowledge or insight or develops attitudes and skills. The function of education is both social and individual. Its social function is to help each individual to become a more effective member of society by passing along to him collective experiences of the past and present. Education is concerned with ever growing man in an ever growing society.

Education aims at all round development of the child. Education is not confined to the learning of the basic skills alone. The home is the child's first environment. It sets the pattern for his attitude towards people, things and life in general. The child's performance in the school is adversely affected by poor relationships between child and his parents or other family members and child and his teachers. Disturbances in the family relations have an especially serious effect on school work, which require thinking. The socio-economic status of the family influences the type of home and the location of the home is the community.

What is Adjustment :

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.

A state of being adjusted refers to the second use of the term. The relative adequacy or efficiency of the individual's adjustment techniques for the third of the term.

The term adjustment refers both to a process and to a state by Gates et.al. (1963). A person feels adjusted when his needs – physical, psychological and social are satisfied.

Maladjustment was first used in 1970, but was not in general use until later the II World War. It refers to disharmony between the person and his environment. Maladjusted person is unable to establish proper relationship between his ability and environment. When we are unable to provide situations in home, school and society which was to enable the child to satisfy his needs, Maladjustment takes place, which makes the individual not to lead a normal life. Investigations indicated that children with behaviour problems do less well on achievement tasks than normal children.

Academic Adjustment :

Symonds (1933) defines adjustment as a relation of the organism to its environment. Ruth Strong (1987) hold that adjustment is not a state. It is a process which involves continuous efforts on the part of the individual from conception to death to adopt oneself to the environment to overcome frustrations in achieving gratification of one's needs.

In the continuum of life, at an important phase, the child enters school, where he has to adjust himself to his peers, teachers, curriculum, rules and regulations of the school examinations etc. success at school depends in no means a measure, on the harmonious adjustment of the pupil to the demands and stresses of the school situation. We may call this type of adjustment as academic adjustment.

A child's first few years of elementary school have been referred to as "critical period" for development because academic achievement during the early years of school is one of the strongest predictors of a child's long term academic success.

Being accepted as "one of the gang" is fundamentally important for the majority of people, regardless of their age, gender and culture. For young children, teaching accepted by their peer group is not only crucial to their adjustment at school but also for their long-term development.

Much of the research also concludes that children who are isolated socially from their peers are at risk of later Maladjustment because they are likely to miss out on learning the specific skill, necessary for positive adjustment at school. The evidence shows that children who do not establish good relations with their school peers are more likely to show behavioural and psychological problems. Though out their school career and suffer from poor academic performance.

Scholastic Achievement :

Scholastic Achievement is cherished as a desirable value by all sections of our society.

Achievement in school situation is concerned to a great extent with the development of knowledge, understanding and acquisition of skills. Scholastic Achievement signifies accomplishment or gain or a performance carried out successful by an individual or a group on the completion of a task whether it be academic, manual personal or social. Thus Achievement means all those behavioural changes which take place in the individual as a result of learning experience of various kinds.

According to Good's dictionary of education academic achievement means knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers or by both. According to "Rao (1963) academic achievement is related to the acquisition of principles and generalizations and the capacity to manipulate certain objects, subjects and ideals efficiently and independently.

Scholastic attainment in children is a primarily concern of teachers, educators and researchers. Academic success in children has been found to be dependent on several psychological, sociological and environmental factors which interact with learning process of the student.

REVIEW OF RELATED LITERATURE

The term 'adjustment' is ordinarily taken as a smoothly functioning adaptation to some aspect or aspects of an individual's environment. Poor adjustment implies inadequate adaptation, and frequently implies also a degree of association fiction, tension or emotional disturbances.

Neilsen – Hewett's (2002) Article "The Power of Peers" confirmed that children who are rejected by peers and lack of good friends lacks adjustment academically.

Neilsen – Hewett's study is particularly important because it is one of the first empirical investigations to examine links between children's peer relationships have important implications for the study of children's peer relations, poorly accepted children may find the school social environment highly restrictive or impenetrable and thus channel their efforts towards more socially receptive environments beyond the school, in turn creating friendship of greater quality and stability.

Professor H.D. Gurubasappa (2005) conducted a study on adjustment and mental ability as correlates of academic achievement of secondary school students and found that;

The following are the major findings of this study

- There is a significant difference in the academic achievement of students with different levels of adjustment and mental ability.
- There is a significant high correlation between academic achievement and adjustment and mental ability.
- There is a significant main and interactive effect of adjustment and mental ability on academic achievement.
- Sample :

Objectives of the Study :

The present investigation is aimed at identifying the level of academic adjustment prevailing among the High School children and to find out whether the High School children are adjusted well to their environment.

It is also aimed at to examine the relationship of academic adjustment with the Scholastic achievement and some other variables of children.

The following are the specific objectives of the study.

1. To examine the influence of the sex, class, management on their level of adjustment.
2. To find out whether the Rural school children or the Urban school children adjusted well with their environment.

Hypotheses :

In the light of the above questions to be answered, the following null hypotheses were formulated.

- i. There exists no significant difference between male and female students in their academic adjustment.
- ii. There exists no significant difference between VIII and IX class students in their academic adjustment.
- iii. There exists no significant difference between Government School students and Private School students.
- iv. There exists no significant difference between Rural students and Urban students in their academic adjustment.

Methodology

The sample for the present study is 320. 160 students from rural and 160 students from urban schools of both government and private sectors are selected. The sample was taken from VIII and IX class students of Eight different schools of Anantapur district constituted the sample for this investigation.

Table –1

NUMERICAL WEIGHTS GIVEN TO THE FIVE
ALTERNATIVE RESPONSES

Nature of The Students	Highly Favourable	Favourable	Doubtful	Unfavourable	Highly favourable
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Table –2

SAMPLE DISTRIBUTION FOR THE PRESENT STUDY

Variable	Male	Female	Total
Sex	160	160	320

The sample was selected using random sampling processors 8 high schools in Anantapur district were selected. The subjects for this investigation are

VIII and IX class students. The variables like sex, locality, religion , father's educational qualification, Mother's educational qualifications, caste school type management are also studied in this investigation.

Data Analysis

Hypothesis-I:

There would be no significant difference in the adjustment of male and female students towards academic adjustment.

To test this hypothesis 't' test was employed to know the difference between two means and the results were presented in the table- 1.

Table-1

MEANS AND SDs OF ADJUSTMENT SCORES OF MALE AND FEMALE

STUDENTS AND 't'- VALUE

Sex	N	Mean	S.D	t-value
Male	160	314.25	32.9	0.739 @
Female	160	311.625	30.578	

@: Indicates not Significant at 0.05 level

It is clearly evident from the table - 1, that the mean scores of male students are 314.25 and SD is 32.9. The mean scores of female student is 311.625 and SD is 30.578. The mean academic adjustment scores indicates that male students are better adjusted than their counterparts. The calculated 't' value 0.739 which is less than the table value 1.97 for 318 df which is not significant at 0.05 level. Hence the hypothesis is accepted.

Hypothesis-2:

There exists no significant difference between VIII class IX class students in their academic adjustment.

To test this hypothesis 't' test is employed and the results are presented in table-2.

Table-2

MEANS AND SDs OF ADJUSTMENT SCORES OF VIII CALSS AND
IX CLASS STUDENTS

Group	N	Mean	S.D	t-value
VIII class	160	309.5	25.78	
IX class	160	316.375	37	1.928 @

@: not significant at 0.05 level

It is clearly evident from the table -2, that the mean score of IX class students is 316.375 and S.D is 37 . the mean score of VIII class students is 309.5.the mean academic adjustment scores indicates that IX class students are better adjusted than their counterparts,. The calculated value of 't' is 1.928 which is less than the table value 1.97 for 318 df and not significant at 0.001 level of significance. Hence the hypothesis is accepted. We conclude from the table that there exists no significant difference in the adjustment of VIII class and IX class students.

Hypothesis-3 :

Here exists no significant difference between Government school students and private school students

To test the hypothesis 't'-test is employed and the results are shown in the table-3.

Table-3

MEANS & SDs OF ADJUSTMENT SCORES OF GOVERNMENT AND PRIVATE SCHOOL
STUDENTS

Management	N	Mean	S.D	t-value
Government	160	306.375	28.7228	
Private	160	319.5	31.5436	3.891*

**** Significant at 0.01 level**

It is clear that the mean scores of Government School students are 306.375 and SD is 28.728. The mean scores of Private school students are 319.5 and SD is 31.5436. It is observed that Private school students are better adjusted than Government school students. The calculated 't' value is 3.891 which is

greater than the table value 2.62 and significant at 0.01 level. Hence the hypothesis is rejected. It is concluded that there is significant difference between Government Schools and Private Schools students in their level of academic adjustments.

Hypothesis –4

There exists no significant difference between rural and urban school students in their academic adjustment.

To test this hypothesis ‘ t-technique ‘ is employed to know the difference between two means and the results are shown in table - 4.

Table-4

MEANs AND SDs OF ADJUSMENT STORES OF RURAL AND URBAN SCHOOL STUDENTS

Medium	N	Mean	SD	t-value
Rural	150	311.25	27.366	
Urban	150	314.735	35.98	0.985

@ not significant at 0.05 level

It is obvious that the mean of urban school students is 314.735, SD is 35.4 and the mean of Rural school students is 311.25 and SD is 27.366. It is observed that urban school students are better adjusted than rural school students. The calculated value of 't' is 0.985 which is less than the table value 1.97 not significant at 0.05 levels. Hence, the hypothesis is accepted. We conclude from the table that there is no significant difference between Rural and Urban students their academic adjustments.

Summary :

The most severe problems attacked by the system of education in India are wastage and stagnation and the low standards of education. Lot of research has been undertaken to identify the causes of large number of failures at different levels of education. Maladjustment among pupils who show evidences of emotional instability or psychological disturbance has been identified as one of the most significant causes for either failure (stagnation) or discontinuity (drop out). Even for the low achievement of the child maladjustment has been identified as one of the reasons. The relation between behaviour problems and school achievement was examined by a number of investigations and indicated that children with behaviour problems do less well on achievement tests than normal children.

Findings of the study :

1. Students from both sexes are selected for the present study. The results showed that the mean scores of male students is greater than female students. The males are better adjusted than female students there exists no significant difference between male and female students towards academic adjustment.
2. Students from both VIII and IX class students of both government and private sector are selected. The analysis showed that there is no significant difference between VIII and IX medium students towards academic adjustment.
3. Students from both Government and Private schools are selected. There exists significant difference between Government and Private school students towards academic adjustment.
4. The adjustment scores analysis for Urban and Rural that, there is no significant difference between Urban and Rural school students.

Educational Implications

As adjustment has become more prominent for the educational point of view, this study would have several implications on education. The results of this study show that it may be worth while for the teachers and guidance workers to try at the first instance to help the students to solve the problems.

For better academic progress and achievement there is every need to provide guidance regarding adjustment to each and every student in all the adjustment areas. Mere impinging of subjects matter in the minds of student is not the only task of the teachers and lectures to gain a high achievement in their academic. Due to their fast drastic change in their age, physically and mentally, there would be stress and storm in the minds of the high school students. The knowledge provided by mere lecturing a subject matter will not help to overcome from this stress. Along with the subject matter, the teachers must provide some guidance regarding adjustment to cope up with the pressure at that age for all round development of the child.

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