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## “A Study On Adjustment Problem Among High School Students In Warangal District”.

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### INTRODUCTION

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 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 adjustment 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 person.

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 her responds or adjustment to challenges of life.

## MEANING OF ADJUSTMENT

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

The term ‘adjustment’ appears undiverse 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 AS ACHIEVEMENT

Adjustment as achievement means how efficiency an individual can perform his duties in different circumstances.

Coob (1972) examined the relationship between the frequency of a specific task oriented behaviour and academic achievement in fourth grade children. The results obtained are that over task oriented and social behaviour in the class room may be an important academic progress.

Ahluwalia and Shyam Deo (1975) identified the nature and relationship between socio-economic status and as determined by father’s education an occupation with the academic achievement. They also identified how different attitudes, values, believes of parents affect the child’s attitude to school.

## SCOPE OF THE STUDY:

The present study is limited to a sample of 30 boys and 30 girls of high school students were selected at random from the schools located in Warangal District. This study has designed to investigate into the adjustment problems of high school students in relation to some variables like academic achievement, gender and management of the school.

## NEED FOR THE STUDY

Teachers are more concerned with students’ academic adjustments because it is very much reflected in their purpose in their academic achievement. Moreover, the primary purpose of education is to train children to solve life’s personal, social, economic and vocational problems. Most of the individuals try to adjust to their

vocational, social, economic problems. Through education, man develops his thinking, reasoning, problem solving, creativity, intelligence, aptitude, good values and attitudes.

Students have several problems peculiar to themselves and to the school situation. Every student must adjust himself to the problems arising out his school career. It could be worked upon as the students' adjustments to the curriculum as evidenced in his academic achievement.

Students' achievement as measured through different tests is the widely accepted indicator of the quality of education. The achievement of students is influenced by many factors within the process of education as well as factors related to home and community. Factors related to the individual student such as his intelligence, study habits, interest capacity to adjust to school environment, socio-economic status etc.

### STATEMENT OF THE PROBLEM

*“A Study on Adjustment Problem among High School Students in Warangal district”.*

### OBJECTIVES OF THE STUDY

1. To find out the effect of academic adjustment on academic achievement of High School students of Warangal district.
2. To find out the effect of academic adjustment on academic achievement of boys and girls in High School students of Warangal district.
3. To find out the effect of academic adjustment on the achievement of boys and girls of government high schools in Warangal district.
4. To find out the effect of academic adjustment on the achievement of boys and girls of private high schools in Warangal district

## HYPOTHESES

1. There may not be any significant difference between the achievements of students belonging to different levels of academic adjustments. This would be true irrespective of the sex, social class or the management of the school to which they belonged. In addition to the above major hypothesis the following related hypothesis were also set up for the investigation.
2. There may not be any significant difference between the achievement of boys and girls.
3. There may not be any significant difference between the achievement of students belonging to government boys and girls.
4. There may not be any significant difference between the achievement of students belonging to private boys and girls.

## METHODOLOGY:-

The investigator has adapted survey method. Servers are basics to any research procedures. Survey involves the use of opinions questioners etc... The questionnaire make use of statements are questions on different aspects of the problem under the investigation.

## DATA ANALYSIS AND INTERPRETATION OF THE DATA

### Results and Discussion on Hypotheses I

The formulated null hypothesis is that “There is no significant difference between boys and girls students of Warangal district with regard to adjustment problems”. The results of the study are presented in the following table

**Showing Table -1Mean, SD, degrees of freedom and‘t’ values between boys and girls students of Warangal district with regard to adjustment problems**

Sl. No.	Variable (Gender)	No. of samples	Mean	SD	D F	Calculated ‘t’ value
1	Boys	30	48.06	2.20	58	3.598*
2.	Girls	30	51.00	3.90		

Note: Significant at 0.05 level.

The above table shows that the mean and standard deviation values of boys and girl students of Warangal district with regard to adjustment problems. The mean score of boys is 48.06, with a standard deviation of 2.20 and the mean score of girls is 51.00, with a standard deviation of 3.90.

## DISCUSSION

The calculated 't' value 3.598 is greater than the table value of 2.00 at 0.05 level with degrees of freedom 58. Hence, the formulated null hypothesis stating that "There is no significant difference between boys and girl students of Warangal district with regard to their adjustment problems" is rejected. Therefore, the present study reveals that gender difference influence the students of Warangal district with regard to adjustment problems.

### Results and Discussion on Hypotheses II

The formulated null hypothesis is that "There is no significant difference between private school students and government schools students of Warangal district with regard to adjustment problems". The results of the study are presented in the following table

**Showing Table -.2Mean, SD, degrees of freedom and't' values between private school students and government school students of Warangal district with regard to adjustment problems**

Sl. No.	Variable (Management)	No. of samples	Mean	SD	df	Calculated 't' value
1	Government school students	30	50.05	5.50	58	0.638
2.	Private school students	30	49.20	4.80		

Note: Significant at 0.05 level.

The above table shows that the mean and standard deviation values of government school students and private school students of Warangal district with regard to adjustment problems. The mean score of boys is 50.05, with a standard deviation of 5.50 and the mean score of girls is 49.20, with a standard deviation of 4.80.

## DISCUSSION

The calculated 't' value 0.638 is less than the table value of 2.0 at 0.05 level with degrees of freedom 58. Hence, the formulated null hypothesis stating that "There is no significant difference between private school students and government schools students of Warangal district with regard to adjustment problems" is accepted. Therefore, the present study reveals that management variable influence the students of Warangal district with regard to adjustment problems.

### Results and Discussion on Hypotheses III

The formulated null hypothesis is that "There is no significant difference between government school boys and government school girls of Warangal district with regard to adjustment problems". The results of the study are presented in the following table

**Showing Table -.3Mean, SD, degrees of freedom and 't' values between government school boys and government school girls of Warangal district with regard to adjustment problems**

Sl. No.	Variable (Management)	No. of samples	Mean	SD	DF	Calculated 't' value
1	Government school boys	15	52.0	1.60	28	3.636*
2.	Government school girls	15	48.0	3.90		

Note: significant at 0.05 level.

The above table shows that the mean and standard deviation values of government school boys and government school girls of Warangal district with regard to adjustment problems.

The mean score of government school boys is 52.00, with a standard deviation of 1.60 and the mean score of government school girls is 48.00, with a standard deviation of 3.90.

## DISCUSSION

The calculated 't' value 3.636 is greater than the table value of 2.048 at 0.05 level with degrees of freedom 28. Hence, the formulated null hypothesis stating that "There is no significant difference between government school boys and government school girls of Warangal district with regard to adjustment problems" is rejected.

Therefore, the present study reveals that there is no significant difference between the students of government school boys and government school girls of Warangal district with regard to adjustment problems.

### Results and Discussion on Hypotheses IV

The formulated null hypothesis is that "There is no significant difference between private school boys and private school girls of Warangal district with regard to adjustment problems". The results of the study are presented in the following table.

**Showing Table.4 Mean, SD, degrees of freedom and 't' values between private school boys and private school girls of Warangal district with regard to adjustment problems**

Sl. No.	Variable	No. of samples	Mean	SD	df	Calculated 't' value
1	Private school boys	15	50.0	2.00	28	2.272*
2.	Private school girls	15	48.0	2.80		

Note: significant at 0.05 level.

The above table shows that the mean and standard deviation values of private school boys and private school girls of Warangal district with regard to adjustment problems.

The mean score of private school boys is 50.00, with a standard deviation of 2.00 and the mean score of private school girls is 48.00, with a standard deviation of 2.80.

## DISCUSSION

The calculated 't' value 2.272 is greater than the table value of 2.048 at 0.05 level with degrees of freedom 28. Hence, the formulated null hypothesis stating that "There is no significant difference between private school boys and private school girls of Warangal district with regard to adjustment problems" is rejected.

Therefore, the present study reveals that there is no significant difference between the students of private school boys and private school girls of Warangal district with regard to adjustment problems.

## EDUCATIONAL IMPLICATIONS

Many experimental studies have shown that students do achieve better when they are academically adjusted and fitted will into the school system. Reverse will be the case if they are not well adjusted to the school setup. However, when the non detention system was introduced, it was contended by the Editor. The educational Review (1971) that students cannot achieve better because they cannot adjust to the new system all of a sudden, which results in staggering proportions of failures at the X class common/public examinations.

In this investigation, an attempt was made to study the effect of academic adjustment on academic achievement of High school students and it was found that there is no significant effect of academic adjustment on academic achievement of high school students.

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