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## A STUDY ON ADJUSTMENT PROBLEMS OF HIGH SCHOOL STUDENTS

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### **ABSTRACT**

*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 in 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 adopt learns and accommodates our needs interests in a hierarchy manner. Teachers are more concerned with student's 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.*

### **INTRODUCTION:**

Man has the distinctive capacity to be aware of himself and to understand. 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. influence the psychological functioning and adjustment of person.

The word Adjustment Simply means to adopt (or) modify one's behaviour to meet the demands of changing environment. According to Gates and Jersild (1948) is a continuous process in which persons varies his behaviour to produce a more harmonious relationship between himself and his environment.

Adjustment helps in having integrated and balanced personality. Adjustment is 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 behaviour and attitudes. Adjustment is a process of helping the person to change his environment or his out look. It promotes happiness and efficiency of the person in an environment. It implies proper degree of social feeling and acceptance of social responsibility.

Man is a bundle of urges, cravings, desire and needs. When any of these is aroused tension is created in the organism of the individual. The individual tries to bring about changes in this state to over comes the difficulties in the satisfaction of his needs. Sometimes he may have to modify his needs under the pressure of social environment imposed upon him. Thus, the individual tries to maintain balance between his needs and his capacity of realizing these needs. As long as this balance is maintained the individual remains adjusted. Thus the mechanism of adjustment involves successful interaction between two kinds of force the environmental and the innate. Maladjustment is caused by two factors, the inherent of lack of ability of the individual and secondly by the stiff conditions of city life.

### **REVIEWOF LITEATURE:**

Aruna Jyothi And Ramakrishnaiah (2000) conducted a study to find out the relationship between scholastic achievement and Academic Achievement of Junior intermediate students. The present study was designed to explore the extent of relationship between scholastic achievement and academic adjustment. Data were collected from 300 intermediate students. The students were selected randomly from colleges situated in Tiruapti, statistical Technical ANOVA and t-test were used for analyzing the data. The results revealed the (a) that scholastic performance of the well adjusted students is for better than of the les adjusted and moderately adjusted students and (b) boys and girls did not differ in their total adjustment.

The Main Findings are : There were 53 less adjusted 194 moderately adjusted and 53 well adjusted students in the sample 300. It is seen form the above table that the mean achievement scores of well adjusted

students significantly better achieved than the other two groups. The well adjusted students significantly better achieved than the other two groups. The mean adjustment score of the boys in the areas of curricular adjustment life goals. Personal efficiencies. Study habits and inter personal relations are higher than the girls. Mean adjustment scores of the girls in the areas of mental health aspiration level. Moral and the total adjustment areas are higher than the boys.

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

Saddler Bruce as Aro And Kristle (2007) in this study supplemental writing instruction in planning and revising was used to improve the stories written by tongue writers with learning disabilities (LD) and poor writing skills, six second grade students practiced a strategy for planning 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 spent planning their stories at post instruction as well as the number of revisions attempted.

Sandsrom Marlene.J (2010)

In this investigated that finally the current study examines the role of relational aggression (RA) as a potential moderator of the popularity adjustment link. Although of RA than their socio metrically popular counterparts (e.g sandstorm or Cillessen 2006) not all perceived popular teens resort to these tactics. In the current study. We hypothesize that the adaptation trajectories of popular teens may be shaped by the extent to which they rely on rt strategies to achieve their social goals.

Rula Tahsin Tarawneh (2011)

In this investigates that Jordanian students in the secondary schools face difficulties while writing English language and they do not have enough practice of it. This article highlights the main reasons behind the problems of writing and recommends some solutions to overcome them in the Jordanian class room. The skill of writing is one of the four skills of English language which must be taken into consideration and not neglected.

## SCOPE OF THE STUDY

The aim of this investigation is to know the adjustment problems of students VIII and IX classes. For this purpose the check lists is taken to measures the adjustment problems of students in VIII and IX classes include the following aspects like what are the adjustment problems faced by the students? How to overcome the adjustmental problems? etc.,

## OBJECTIVE OF THE STUDY:

1. To find out the adjustment problems among Hindu, Muslim and Christian students.
2. To find the out the adjustment problems among OC, BC, SC, ST and students.
3. To find out the adjustment problems between rural and urban students.
4. To find out the adjustment problems government and private high school students.

## HYPOTHESIS FO THE STUDY:

1. There is no significant difference between Hindu and others student's adjustment problems of high school students.
2. There would be no significant difference among OC, BC and SC/ST students in their adjustment problems of high school students.
3. There would be no significant difference between rural and urban student's adjustment problems of high school students.
4. There is no significant difference between the level of government and private school's adjustment problems of students studying under different managements.

## METHODOLOGY:

### Selection of the Sample

The population from which the sample for the investigation was comprised of the students enrolled in VIII and IX class of high school in "Nellore district" total sample was 300 students selected at randomly. The ratio between the sample and the populations was maintained in selection the students form each of the different categories in relation to management (government and private) class (VII and IX) and sex (boys and girls). The number of students selected for the study from each of the different categories in shown in the below table.

TABLE – 1

Class Sex Management	VIII		IX		Total
	Boys	Girls	Boys	Girls	
Government	38	37	38	37	150
Private	38	37	38	37	150
Total	76	74	76	74	300

### Administration of the tool

The problem check list was administered to 300 pupils. The information regarding the parent's education also included in addition.

The investigator visited the school and administered the questionnaire to the subjects after taking permission from the principals. The pupils were given the check list and the instructions were also given in the regional language i.e. Telugu. The examples also given for better understanding. After 90 items were gone through. The additional data given about their father educational status. Mother educational status and occupation etc., has got filled.

### Scoring

After completion of the data collection all the response sheets were carefully examined, along with the personal data. The score in each area of adjustment and total score of all the subjects were transmitted to scoring sheets.

The weightages to the answers were given in the following manner. The items which were left without marking were awarded with zero score. The items which were marked with a circle were awarded with one mark and a cross mark IX on the circle. Were awarded with two scores. Thus the maximum score will be 180 and minimum score will be zero. The high scores indicated the left adjustment of the individuals.

### Statistical techniques used

The scores obtained by each of the subjects on all the variables were computed.

The data were carefully analyzed by employing appropriate statistical techniques. The scores are formulated into frequency distribution and all the descriptive statistics such as mean, median, range, S.D. Skewness and kurtosis

was calculated. The analysis of variance ('F' ratio) and 't' technique (critical ratio) were employed appropriately to find out the conventional levels of significance viz., 0.01 and 0.05 were used to test the levels of significance of the above statistics. The obtained numerical results were also graphically represented wherever necessary.

**RESULTS AND DISCUSSION:**

**Religion VS Adjustment**

To find out the significant difference of adjustment problems of students studying VIII and IX categories various religious the following hypothesis is tested.

**Hypothesis – 1**

There would be no influence of religion on significant adjustment problems of high school students. The sample of high school students who participated the study were studying under different religious students were divided into two groups as

**Table -2**

Religion	N	Mean	SDS
Hindu	247	75.429	48.783
Christian	32	79.344	44.383
Muslim	21	66.429	42.538

The above table reveals that the mean adjustment problems of Muslim is 66.429 lower than the mean score of others Hindu 75.429 Christian is 79.344. Mean adjustment scores Hindu, Christian and Muslim technique is used and resulted are presented in the ANOVA Table -2.

**Table – 3**

**Results of ANOVA of adjustment Score of students classified according to their religion.**

Source of Variable	Df	Sum of squares	Mean sum of squares	'F' Ratio
Between the groups	2	93.023	46.512	0.617*
With in the groups	297	22380.258	75.354	
Total	299	22473.281	121.866	

\* significant at 0.05 level

It is clear from the table that the calculated value is left than table value 0.617. for 2 and 197 at 0.05 levels. If is not significant at 0.05 levels. Hence the null hypotheses is accepted. It is concluded that there is no significant difference among students from community in adjustment problems

### **Caste vs Adjustment:-**

To find out the significant difference of adjustment problems of students classified according to their caste the following **hypothesis** is tested.

### **Hypothesis-2:**

There would be no significant difference among OC, BC and SC/ST students in their adjustment problems of high school students”

The sample of high school students who participated in the study was studying VIII and IX classes were divided three Groups as OC, BC and SC/ST depending upon their caste. Means and SDs of in the table-3

**Table-4**

### **Means and SDs scores of adjustment problems of students classified according to their caste.**

Caste	N	Mean	SDs
OC	84	81.976	48.906
BC	123	81.421	50.563
SC/ST	90	60.222	39.309

The above table reveals that the mean adjustment problems of OC and BC students and greater than the mean adjustment problems of SC/ST students. To felt whether is any difference in the mean adjustment scores OC, BC and SC/ST students were significant.

One way analysis of variance technique is used and resulted is presented in the ANOVA Table.

**Table-5**

**Results of ANOVA of adjustment score of students classified according to their caste.**

Source of variable	Df	Sum of squares	Mean sum of squares	'F' ratio
Between the groups	2	28922.625	14461.313	6.487**
With in the groups	297	662112.250	2229.334	
Total	299	691034.880	16690.647	

\*\* significant at 0.01 level

**Locality Vs Adjustment**

To find any significant difference between adjustment problems of rural and urban students following hypothesis tested.

**Hypothesis -3**

There would be no significant difference between rural and urban students adjustment problems of high school students.

The sample of high school students who participated in the studying were VIII and IX classes were divided into two groups as rural and urban depending upon their locality. SDS and 't' values adjustment scores of rural and urban students were presented in table – 5.

**TABLE – 6**

**Means and SDS scores of adjustment problems high school students classified according to their locality.**

Locality	N	Means	SDS	't' Value
Rural	150	79.587	47.645	1.584@
Urban	150	70.847	47.944	

@ Not significant at 0.05 levels.

In the above table the mean score of adjustment problems urban students are 70.847 which more than the mean score of rural student. 79.587. It reveals that the rural students have more adjustment problems than the urban students.



It is clear from the table that the calculated 't' value 1.58 is greater than the table value 1.97 for 198 df at 0.05 levels. It is not significant at 0.05 concluded that there is no significant difference between rural and urban students adjustment problems of high school students under the variable of locality.

**Management VS Adjustment**

To find is there any significant difference of Adjustment problems of students studying under differenced managements the following hypotheses tested.

**Hypothesis – 4**

There would be significant difference between the level of Government and private school. Adjustment problems high school students. The sample of high school students. The sample of high school students who participated into study was studying VIII and IX classes. Were divided into two groups as Government and private schools depending upon their managements. Mean, SDS and 't' values of adjustment scores of Government and private of adjustment scores of Government and Private school students were presented in Table -6.

**Table -7**

**Means and SDS of adjustment problems of students studying under different management and the results of 't' value.**

Management	N	Means	SDs	t-value
Government	150	65.580	41.754	3.550**
Private	150	84.853	51.747	

\*\* Significant at 0.01 level

The above table reveals that the mean scores of adjustment problems of private school students were higher the Government school students.

It is clear from the table that the calculated't' value 3.55 is greater than the table valued is accepted. It is concluded that there is no significant differences between different management's student's adjustment problems of high school students.

**EDUCATIONAL IMPLICATIONS**

The following suggestion is made to concerned authorities in the educational fields.

- a. The government must take steps to minimize or reduce the number of problems faced by the boys and girls students.
- b. The concentration in providing in special facilities must be more on the girls as they are facing more number of problems.
- c. Special care must be taken by the principals teachers and parents to solve problems of VIII and IX class students.
- d. Provides the educational facilities to rural illiterate adults. Whose children were facing more number of adjustment problems in rural areas.
- e. Teachers should give good awareness to the students to over come stress towards adjustment problems which were mostly faced by the rural students.
- f. Parents have to provide good environment. So the teacher may communicate with the parents and discuss the children problems of the period of adolescents.
- g. Teachers should motivate the students to improve their skills.
- h. School teachers and authority should maintain good human relations with the students to develop society with adjustment efficiency among them.

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