A Comparative Study of Adjustment Problems of High and Low Achievers in Higher Secondary School of Gwalior City (M.P)

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Abstract: Adjustment develops an ability in a person to work skillfully, maintains a balance between him self and environment and develops his personality in all directions. Achievement is an actual ability acquired by an individual by the exercise of his powers. The present study has been undertaken with a view to investigate and establish the adjustment problem related to home, health, emotional, social and school adjustment of the high and low girl student achievers. The descriptive survey method has been adopted to carry out the study. Higher secondary adjustment inventory (HSAI) prepared by A.K. Singh and A. Sengupta was used to collect the data and applied on selected 100 girl student High and low achievers have been selected on the basis of their higher secondary board examination result by random sampling method. The analysis of data and the results indicates towards the importance of adjustment problems related to home, health, emotional, social, school etc. Low achievers problem needs an urgent solution and the society required well-adjusted and mentally healthy citizens.

Keywords: Higher Secondary School; Higher Secondary Education; Problems of Achievers;

INTRODUCTION

Man has the distinctive capacity, to be aware of him-self and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts are responsible for man’s adjustment in attaining degree of inner harmony and competence in interpersonal relations.

The concept of adjustment was originally biological one and was concerned with adaptation to physical environment but man has 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 along with his psychological needs, which influence the human system in many ways.

Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts.

Adjustment is a learning process and an able teacher would bring about adjustment in a positive way, which strengthens the personality of a child. A well - adjusted child enjoys his school environment in a positive manner and not by twisting his personality in an unhealthy way. But when we are unable to provide situations in the school, which can enable the students to satisfy their needs, both high and low achievers react differently and adjustment problems arise. Thus, the adjustment problems always result from creation of needs and their non-fulfillment.
The conflicts and needs of high and low achievers need not be identical. This study will focus on the adjustment problems of high and low achievers of high school students, which will enable one to understand and predict their behaviors and to suggest solutions to their adjustment problems.

REVIEW OF THE RELATED LITERATURE

A number of studies have been conducted about the facts and problems related to adjustments and achievements of students.

Youna Kimble (1972) of Route Ledge and Kegan Paul Ltd. In his study “Personality and problems of adjustment” found a significant correlation between the IQ levels of children and their parental capacity. Abraham M. (1974) of Kerala University conducted a study on “Some factors relating to under achievement of secondary school pupils” and revealed that the achievement level was associated with attitude towards personal adjustment, social adjustment and socio economic status. Beedawate S.S. (1975) of Rajasthan University in his “study of under achievement among students” found that the intensity of incidence of under achievements was more or less uniform in the urban and rural areas. Mahajan Archana (1979) in her education Research at Regional College, Bhopal has studied the factors that determine the under-achievement.” Dubey Rajeshwari (1980), Regional College of Education Bhopal conducted a study of personality traits difference of low and high achiever girl students. Khatoon J (1985) Rohilkhand University, Ranchi studied the personality patterns of high and low academic achievers. Arora R (1988) Agra University, studied the role of parent-child relationship and teacher-student relationship in the academic achievement of higher secondary school students. Amrithalingam P. (1991) Alagappa University conducted a study on involvement of parents of under achievers in government higher secondary school. Harikrishnan M. (1992) Annamalai University studied parents preference for different types of schools.

OBJECTIVES :- Determination of objectives are essential. The main objective of the present study are

- To investigate the achievements of students of high school level and to categorize them as low, average and high achievers.
- To investigate and establish a correlation between the adjustment problems of high and low achievers.
- To suggest measures for improvement in performance of low achievers.
- To enrich knowledge skills of high achievers

HYPOTHESIS

In order to conduct the present study, following hypothesis will be tested for their acceptability or rejection

There is no significance difference in home adjustment problems of low and high achievers.

There is no significance difference Social adjustment problems of low and high achievers are different.

There is no significance difference Emotional adjustment problems of low and high achievers are different.

There is no significance difference Health adjustment problems of low and high achievers are different.

There is no significance difference School adjustment problems of low and high achievers are different.

METHODOLOGY

DESIGN : the descriptive survey method has been adopted to carry out the study. It
is one of the common methods of diagnosing and solving the social problems. To evaluate the adjustment problems of high achievers it is necessary to contact the students with whom the problem is concerned. Thus the descriptive survey method is proved very important and useful for this research.

**SAMPLE:** A 100 sample was selected from the population for observation and analysis from five girls higher secondary schools of Gwalior city (M.P.) were selected and among them two groups of high and low achievers were selected.

**TOOLS:** Higher secondary adjustment inventory prepared by A.K. Singh and A. Sengupta has been used and applied on selected sample. The inventory is divided into five different areas of adjustment like Home adjustment, health adjustment, social adjustment, emotional adjustment, school adjustment. On the basis of high school board examination results, 50 pupils getting 60% above marks considered the group of high achievers and 50 pupils from 45% and below considered the group of low achievers.

**DELIMITATION OF THE STUDY**

The study will be delimitated as under

- The sample will be randomly selected from the urban higher secondary schools of greater Gwalior (M.P.) confined to the girl students within the chronological age group of 15 to 17 years.
- High school examination (X-Class) conducted by Board of Secondary Education, M.P. Bhopal only have been considered.

**ANALYSIS AND INTERPRETATION OF DATA:**

**Tabulation and analysis of data**

**Table No. 1. values of mean, std deviation, critical ratio of high and low achievers in home adjustment.**

<table>
<thead>
<tr>
<th>HAs</th>
<th>LAs</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>SD 1</td>
<td>M2</td>
</tr>
<tr>
<td>19.06</td>
<td>2.06</td>
<td>19.9</td>
</tr>
</tbody>
</table>

The values of mean, standard deviation and critical ratio are shown as in table no. 1 the value of critical ratio is 1.27 which is less than 2.63 at 0.01 level of significance, therefore null hypothesis 1 is accepted which means there is no significant difference between the high and low achievers in home adjustment.

**Table NO.2 values of mean, std. deviation, critical ratio of high and low achievers in health adjustment.**

<table>
<thead>
<tr>
<th>HAs</th>
<th>LAs</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Q1</td>
<td>M2</td>
</tr>
<tr>
<td>21.94</td>
<td>3.08</td>
<td>19.54</td>
</tr>
</tbody>
</table>

The values of mean, standard deviation and critical ratio in table no. 2. The value of critical ratio is 3.24 which is more than 2.63 at 0.01 level of significance. Therefore null hypothesis 2 is rejected, meaning thereby that there is significant difference between the high and low achievers in health adjustment.

**Table No. 3 values of mean, std. deviation, critical ratio of high and low achievers in social adjustment.**

<table>
<thead>
<tr>
<th>Has</th>
<th>LAs</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1</td>
<td>Q1</td>
<td>M2</td>
</tr>
<tr>
<td>19.94</td>
<td>3.88</td>
<td>19.9</td>
</tr>
</tbody>
</table>

In table No. 3 the value of critical ratio is 0.05 which is less than 2.63 at 0.01 level of significance. Therefore null hypothesis 3 is accepted, meaning thereby that there is no significant difference between the high and low achievers in social adjustment.

**Table No. 4 values of mean, std. deviation, critical ratio of high and low achievers in emotional adjustment.**
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<table>
<thead>
<tr>
<th></th>
<th>HAs</th>
<th>LAs</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1:</td>
<td>Q1</td>
<td>M2</td>
<td>Q2</td>
</tr>
<tr>
<td>19.46</td>
<td>3.18</td>
<td>16.66</td>
<td>2.66</td>
</tr>
</tbody>
</table>

In table no. 4 the value of critical ratio is 4.75 which is more than 2.63 at 0.01 level of significance. Therefore null hypothesis 4 is rejected, thereby there is significant difference between the high and low achievers in emotional adjustment.

Table No. 5 values of mean, std. deviation, critical ratio of high and low achievers in school adjustment.

<table>
<thead>
<tr>
<th></th>
<th>HAs</th>
<th>LAs</th>
<th>C.R.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1:</td>
<td>Q1</td>
<td>M2</td>
<td>Q2</td>
</tr>
<tr>
<td>22.82</td>
<td>4.56</td>
<td>21.9</td>
<td>3.8</td>
</tr>
</tbody>
</table>

In table no. 5 the value of critical ratio is 1.2 which is less than 2.63 at 0.01 level of significance. Therefore null hypothesis 5 is accepted, meaning thereby that there is no significant difference between the high and low achievers in school adjustment.

Table No. 6 the total adjustment of High Achievers and Low Achievers

<table>
<thead>
<tr>
<th>S. No</th>
<th>Areas of adjustment</th>
<th>HAs</th>
<th>LAs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Home adjustment</td>
<td>1078</td>
<td>1033</td>
</tr>
<tr>
<td>2</td>
<td>Health adjustment</td>
<td>1097</td>
<td>9459</td>
</tr>
<tr>
<td>3</td>
<td>School adjustment</td>
<td>863</td>
<td>957</td>
</tr>
<tr>
<td>4</td>
<td>Emotional adjustment</td>
<td>962</td>
<td>829</td>
</tr>
<tr>
<td>5</td>
<td>School adjustment</td>
<td>1164</td>
<td>1048</td>
</tr>
<tr>
<td></td>
<td>Total adjustment</td>
<td>5164</td>
<td>4842</td>
</tr>
<tr>
<td>mean</td>
<td></td>
<td>1033</td>
<td>968</td>
</tr>
</tbody>
</table>

CONCLUSION
We know that apart from minimum academic requirements, the quality of scholastic performance depends upon certain adjustment problems. The findings of this study indicates towards the importance of adjustment problems related to home, health, emotions, social, school etc. The young students whose scholastic performance is unsatisfactory is a serious loss to the society. Hence it is justified from educational point of view that the fundamental purpose of teaching is to help the learner to do better academically. Low achievement problem needs an urgent solution. It should not remain neglected for long. The society requires well adjusted and mentally healthy citizens.

The present study may help the parents and teachers to understand the children adjustment problems in a better way.

Suggestions:-
On the basis of adjustment inventory and interviews of the students, taken by the researcher, the adjustment problems of high and low achievers have been investigated. The following suggestions are suggested for the improvement.

For parents:-
The family structure exerts a greater influence on child’s personality, So a healthy atmosphere should be created in the family to develop fully the personality of the high achievers and specially low achievers. In the case of low achievers just an affectionate patting on the shoulders and a calm reassurance will enable them to face problems successfully. Due to lack of emotional stability, they lose the capacity of doing good. So the members of the family must try to make them feel stable and confident by giving them importance in the family.

For teachers:-
In the class evaluation should be made continuously by teachers to know whether the process of teaching is going satisfactory or not. Teachers can help in modifying the child’s personality by respecting his individuality. The teacher must be careful and vigilant enough so that feeling of inferiority complex is no developed in low achievers. Moral education should be given in schools to build up the character of the child. Low achievers special coaching can be arranged. Co-curricular activates are helpful in personality development.

For parents - Teachers meetings should also be called from time to time for better performance and development of personality of students.
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