



“A STUDY ON SOCIAL, EMOTIONAL AND EDUCATIONAL ADJUSTMENT PROBLEMS OF X CLASS STUDENTS IN RELATION TO THEIR ACHIEVEMENT”.

KEYWORDS

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ABSTRACT

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 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. Is there any adjustment problems in the home or at school it effects his/her total life? Especially in the adolescent stage, this is a big problem. So, understanding of adjustment problems of adolescents is needed to help them to solve their different problems.

Introduction:

Adjustment means reaction to the demands and pressures of social environment imposed on the individual. It involves the ability to solve one's problems in a socially acceptable and constructive way. Adjustment is nothing but the interaction between a person and his environment. In other words both personal and environmental factors work side by side in adjustment process. The adjustment problems of the individual play a decisive role in his/her total development. Such problems often have their roots at home and school. Children spend a sizable portion of their time in schools, which influence their total personality.

Adolescence is the most important period of human life. A major part of a country's population ranges between the ages 13-21 years. This period is particularly crucial and also it is the time question one's basic ego identity is met and must be resolved. The country's success in various fields of life depends on the proper guidance of adolescents. Following is the significance of the study of this period.

Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with problems of adolescents. It is also necessary for them to be familiar with casual factor of the problems of adolescents. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society.

The study of psychology of adolescent may be a desire to know something about oneself. Such a desire is quite justifiable and understandable if the student is of adolescence period. But, it is also a sound motive for and older person. The older person who studies the adolescence has within himself a potential source of insight into issues facing the person of adolescence period – issues that once he had to face. It may also be due to the scholarly interest of the individual.

REVIEW OF RELATED LITERATURE:

Keisham Shitaljit Singh (2015) investigated that the highest percentage of the respondents is in the age range of 36-40 years followed by 31--35 years and 41-45 years age group. One respondent was found to be below 20 years and 4 respondents within 20-25 years. Average present age of rural widows is found to be 35.2 years which is not significantly lower than that of her counterpart urban widow. The highest number of widows has an educational status of under matriculate followed by matriculate and secondary school level. For occupation, at present highest respondents are self employed and 30 percent are unemployed. At the time of widowhood most of the respondents are unemployed. In terms of occupation of their late husband, most of the husbands of HIV positive widows have their

occupation as self-employed and the least are the private sector employed. The HIV positive widows are not blamed for their husband's death which is true for both rural and urban, though maximum number of widows expressed their views that there is a massive changing relationship with family members when they got their HIV positive status. There is no rural urban variation on the basis of the present study. A very less numbers of the negative attitude towards the HIV positive widows is accorded from parents, siblings, in-laws, brother-in-laws and sister-in-laws. With reference to the type of restrictions the respondents faced as widow, highest number of the respondents did not face any restrictions while 15 respondents faced restrictions in the area of grooming mostly from the mother in law. Maximum number of the respondents feels that they are fully responsible for fending her family which is followed by in-laws, parent and others. The pattern is found to be significant between the two clusters.

Keisham Shitaljit Singh (2015). Adjustment problems of HIV positive widows in Manipur. *Paripex - Indian Journal of Research*, 4(3):6-9.

Hassan, D and Chakradhara Singh, Y (2016) found that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio economic status.

Parveen Rani (2016) revealed insignificant difference in the adjustments problems of adolescents studying in Government and private schools. Study also Revealed no significant difference in the adjustment problems of male and female adolescents studying in Government and Private schools.

SCOPE OF THE STUDY:

The main intention of the study is to find the Emotional adjustment problems, Social adjustment problems, Educational adjustment problems and Adjustment problems of X class students with Self concepts and Study habits,

OBJECTIVES OF THE STUDY:

1. To study the influence of self concepts on the Emotional adjustment problems, Social adjustment problems, Educational adjustment problems and Adjustment problems of X class students.
2. To study the influence of Study habits on the Emotional adjustment problems, Social adjustment problems, Educational adjustment problems and Adjustment problems of X class students.

HYPOTHESIS OF THE STUDY:

1. There would not be significant influence of self concepts on the Emotional adjustment problems, Social adjustment problems, Educational adjustment problems and Adjustment problems of X class students.

2. There would not be significant influence of Study habits on the Emotional adjustment problems, Social adjustment problems, Educational adjustment problems and Adjustment problems of X class students.

TOOLS FOR THE STUDY:

1. Self – Concept Scale (SCS)

To measure the self – concepts of the students, Self – Concept Scale (SCS) developed by Dr. (Miss) Mukta Rani Rastogi (1974) was adopted and it is more suitable for the purpose of present study.

2. Study Habits Inventory (SHI)

To measure the study habits of the students, the Study Habits Inventory (SHI) developed by Dr. B. V. Patel (1975) was adopted and it is worth using for the present investigation.

DATA COLLECTION:

The sample for the investigation consisted of 1200 X class students. The stratified random sampling was applied in three stages. In the first stage locality of the school i.e. Rural and Urban, in second stage management of the school i.e. Government and Private school and third stage gender of the students i.e. Boys and Girls. In total 600 Boys and 600 Girls are included in this study. It is a 2X2X2 factorial design with 1200 sample subjects.

RESULTS AND DISCUSSION:

INFLUENCE OF SELF-CONCEPTS ON ADJUSTMENT PROBLEMS

One-way analysis of variance is applied to study the influence of self-concepts on adjustment problems. The total self – concepts score and the scores of different areas of the self – concepts scale are divided into three groups on the basis of quartiles. Group – I represents the scores up to Q₁; Group – II represents the scores above Q₁ and up to Q₂; and Group – III represents the scores above Q₂. The corresponding Adjustment problems scores of three groups were analyzed. The mean values of Adjustment problems scores for each self – concepts and self – concept total score were tested for significance by employing one-way analysis of variance technique. The following hypothesis is formed.

Hypothesis – 1

There is no significant effect of self – concepts on adjustment problems of the X class students.

By employing one – way analysis of variance technique, the above hypothesis was tested. The results are presented in **Table – 1**

It is evident from the **Table – 1** that the computed value 'F' for Present, Past and Future and Sociability are above the level of the critical value of 'F' (2.99) at 0.05 level of significance. Hence **Hypothesis – 1 is rejected** for Present, Past and Future and Sociability at 0.05 level of significance. It is observed that the computed values of 'F' for remaining areas of self concepts are far below the critical value of 'F' (2.99) at 0.05 level of significance. Hence **Hypothesis – 1 is accepted**.

It is implied that the Present, Past and Future and Sociability have significant influence on adjustment problems of X class students. But the other areas of self-concepts have no significant influence on adjustment problems of X class students.

Table – 1: Impact of self – concepts on adjustment problems

S. No.	Self – concept	No. of Observations			Mean			S.D. Values			F - values
		I	II	III	I	II	III	I	II	III	
1.	Health and Sex appropriateness	403	434	363	305.62	3305.27	306.62	46.54	43.87	47.73	0.089@
2.	Abilities	414	374	412	305.24	304.40	307.61	47.70	43.94	45.93	0.520@
3.	Self-confidence	403	415	382	304.61	306.71	306.05	44.30	46.11	47.48	0.221@
4.	Self-acceptance	409	413	378	307.95	301.97	307.63	46.31	45.55	45.78	2.182@
5.	Worthiness	414	405	381	306.69	305.28	305.37	45.79	46.39	45.69	0.119@
6.	Present, Past and Future	399	423	378	302.26	304.70	310.75	48.04	44.39	45.03	3.512*
7.	Beliefs and Convictions	398	390	412	303.34	305.20	308.73	47.40	44.95	45.35	1.439@
8.	Feeling of Shame and Guilt	393	417	390	305.52	303.60	308.41	45.20	47.27	45.18	1.111@
9.	Sociability	401	382	417	302.01	305.01	310.15	44.02	45.21	48.08	3.296*
10.	Emotional Maturity	394	421	385	302.82	304.78	309.94	45.82	45.47	46.35	2.494@
11.	Self concept Total	403	399	398	304.42	305.47	307.51	44.95	46.42	46.47	0.467@

** Indicates significant at 0.01 level
 * Indicates significant at 0.05 level

@ Indicates not significant at 0.05 level

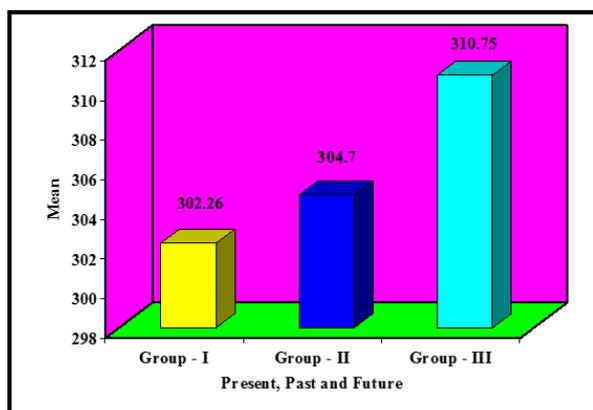
The Table value of 'F' for 2 and 1197 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

INFLUENCE OF STUDY HABITS ON ADJUSTMENT PROBLEMS:

One-way analysis of variance is applied to study the influence of study habits on adjustment problems. The total study habits score and the scores of different areas of the Study Habits Inventory are divided into three groups on the basis of quartiles. Group - I represents the scores up to Q₁; Group – II represents the scores above Q₁ and up to Q₃; and Group – III represents the scores above Q₃. The corresponding Adjustment problems scores of three groups were

analyzed. The mean values of Adjustment problems scores for each study habits were tested for significance by employing one-way analysis of variance technique. The following hypothesis is formed.

Figure – 1: The bar diagram for the mean Adjustment problems scores for the Present, past and Future



The bar diagram for the mean Adjustment problems scores for the Present, Past and Future is shown in Figure – 1.

Hypothesis – 2

There would be no significant effect of study habits on adjustment problems of the X class students.

Employing one – way analysis of variance technique, the above hypothesis was tested. The results are presented in **Table – 2**.

It is evident from the **Table – 2** that the computed value 'F' for Reading and note-taking are above the level of the critical value of 'F' (4.60) at 0.01 level of significance. **Hence Hypothesis – 2** is rejected for Reading and note-taking at 0.01 level of significance. It is observed that the computed values of 'F' for remaining areas of study habits are far below the critical value of 'F' (2.99) at 0.05 level of significance. **Hence Hypothesis – 2 is accepted.**

It is implied that the study habits like Reading and note-taking have significant influence on adjustment problems of X class students. But the other areas of study habits have no significant influence on adjustment problems of X class students.

Table – 2: Impact of study habits on adjustment problems

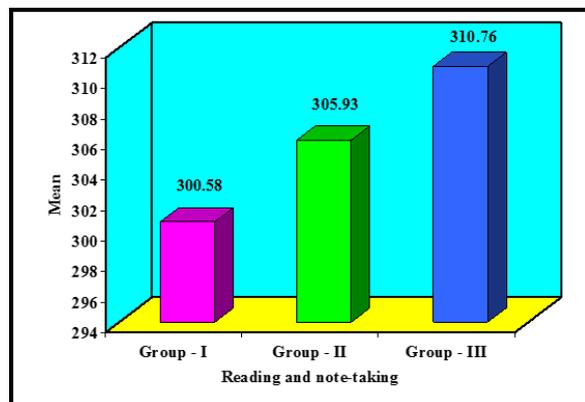
S. No.	Study habits	No. of Observations			Mean			S.D. Values			F - values
		I	II	III	I	II	III	I	II	III	
1.	Home environment and planning of work	412	419	369	302.94	305.56	309.24	44.52	46.19	47.06	1.836@
2.	Reading and note-taking	400	391	409	300.58	305.93	310.76	46.31	45.20	45.80	4.991**
3.	Planning of subject	412	429	359	304.29	304.93	308.55	45.20	44.40	48.49	0.936@

4.	Habits of concentration	405	433	362	305.40	306.66	305.19	45.31	45.73	46.95	0.123@
5.	Preparation for examinations	395	398	407	303.74	305.82	307.76	48.77	43.18	45.71	0.764@
6.	General habits and attitudes	404	426	370	302.59	306.24	308.77	45.37	44.89	47.59	1.779@
7.	School environment	392	408	400	305.03	303.66	308.72	46.82	46.85	44.02	1.304@
8.	Study habits total	403	426	371	301.66	306.37	309.62	44.34	46.58	46.63	2.947@

@ Indicates not significant at 0.05 level

The Table value of 'F' for 2 and 1197 df at 0.01 level is 4.60 and at 0.05 level is 2.99.

Figure – 2: Bar diagram for the mean Adjustment problems scores for the Reading and note-taking



The bar diagram for the mean Adjustment problems scores for the Reading and note-taking is shown in Figure – 2.

MAJOR FINDINGS:

1. Self concept Total has significant influence on the emotional adjustment problems, social adjustment problems and adjustment problems of X class students.
2. Study habits total has significant influence on the social adjustment problems, educational adjustment problems and adjustment problems of X class students.

EDUCATIONAL IMPLICATIONS:

1. Self – concepts have influence on the adjustment problems of X class students. At present the system of education forgot its main task in fostering the development of whole sum self concept among students because of a sense of insecurity among the students. Hence in every school the guidance and counseling centers are opened to mould the student's self – concept within the current techniques to show that they can have a stable mind. The self – concepts characteristics i.e. Present, Past and Future and Sociability may be

developed in X class students through guidance and counseling for removing of adjustment problems of X class students.

2. Study habits have influence on the adjustment problems of X class students. At present the system of education forgot its main task in fostering the development of whole sum study habits among students. Hence in every school and home to mould the student's good study habits within the current techniques to show that they can have a stable mind. The study habits i.e. Reading and note-taking must be developed in X class students through guidance and counseling for removing of adjustment problems of X class students.

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