



EFFECT OF PSYCHOLOGICAL INTERVENTION ON EDUCATIONAL ADJUSTMENT OF 11TH STANDARD STUDENTS

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ABSTRACT This research measured the efficacy of psychological intervention in enhancing the Educational Adjustment of 167 11th standard students (94 boys and 73 girls) using Educational Adjustment Scale by R.P. Singh and A.K.P. Sinha. After the initial assessment, students were given training in learning methods, memory enhancement techniques and relaxation continuously till the end of the academic year. At the end of the academic year and before the final exams, final assessment was done and compared with initial assessment. The results revealed that in pre-test, only one person among the whole group had excellent Educational Adjustment. Unsatisfactory and Very Unsatisfactory Educational Adjustment was observed in 41% and 10% sample respectively, altogether contributing to 51% students experiencing difficulties and being unable to meet up to the demands of their academics and their efforts becoming inadequate to meet their goals. However, in the post test, there was a relative decrease in the sample experiencing Unsatisfactory (19%) and Very Unsatisfactory (6%) Educational adjustment which lowered from 51% to 25%. The mean difference in Educational Adjustment was found significant at 0.05 level ($F=34.91801$). The findings revealed that Educational Adjustment can be enhanced considerably if suitable psychological interventions are given at the right point of time. In Assessment I, Unsatisfactory educational adjustment was observed both for boys ($M=9.226$) and girls ($M=6.634$) which, in Assessment II, reduced to Average level for boys ($M=6.634$) and girls ($M=9.054$), thereby proving the efficacy of the intervention. But, the mean difference in Educational Adjustment of boys and girls was not statistically significant.

KEYWORDS : 11th standard students, Educational Adjustment, Psychological Intervention.

INTRODUCTION

Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play a pivotal role in the adjustment of an individual. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face problems and will not adjust himself in that educational environment, while those students who get good marks in the examination would feel better adjusted in their educational setup (Pooja, 2017).

Higher secondary education lasts two years (grades 11 and 12) and exams are graded on a percentage basis. Candidates have to obtain at least 35 percent (out of 100) in five subjects to pass. In India, at present, students decide their career mostly after passing the Higher Secondary examination on the basis of their results. So, they are more serious about getting higher marks and grades, which in turn creates stress and strain and brings anxiety, nervousness, tension etc. among them (Goswami and Roy, 2017). Adjustment to schooling is influenced by a variety of personal and family characteristics, and societal trend. It is the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school (Margetts, 2002). Gender differences in educational success are part of long-standing public and scientific debates about education. In many countries, girls more likely than boys have transition to upper secondary schools (Hadjar and Berger, 2011).

Need And Significance Of This Research

The modern world which is said to be a world of achievement is also a world of competition. Higher secondary school level is said to be a foundation stage for college and successful career. Every student should be enlightened in a right way to attain an interest in education (Mohammed Ayupkhan and Mani, 2012). The present research focused mainly on 11th standard students who have problems in adjusting to the voluminous portions of lessons, parental and school demands, which ultimately influence their psychological adjustment. The findings of this research might give parents a more accurate depiction of their wards' academic related behaviour and adaptability. The research findings may also provide beneficial information to the educators, psychologists and policy makers.

Review Of Literature

Demirtaş-Zorbaz and Ergene (2019) determined the factors affecting the school adjustment of 517 first-grade primary school students from public schools located in the central districts of Ankara based on an

ecological approach. It was noted that externalizing behaviours, teacher-student relationship, and peer relations had a significant direct impact on first-grade students' school adjustment, whereas family involvement had no statistically significant direct influence.

Usha (2018) conducted a study on 100 higher secondary school students selected from Government Schools at Thanjavur District in Tamilnadu and found that there existed a significant difference between the higher secondary school boys and girls in the overall adjustment. There is no significant difference present between boys and girls in their levels of home, health, emotional and school adjustment. Girls were better adjusted than boys in emotional adjustment area. Girls faced more adjustment problems in social relationships as compared to boys.

Al-Mseidin, Omar-Fauzee and Kaur (2017) examined the relationship between Social Adjustment and Academic Adjustment among 100 female secondary students in Jordan. The result posited that there was a high level of Social Adjustment (60%) and Medium level of Academic Adjustment (66%). Additionally, there was a statistically significant positive correlation (0.552) between Social Adjustment and Academic Adjustment.

Bhakta (2016) measured the levels of adjustment of 150 class XII students and found out the relationship between their adjustment and academic achievement and tested whether the level of adjustment differed according to the gender (Male-Female), residential place (Rural-Urban) and educational streams (Arts-Science) of the students. The results indicated that 82% students had average level of adjustment. Significant positive correlation was found between adjustment level and academic achievement of the students. Moreover, there existed significant difference in the level of adjustment of male & female, rural & urban and arts & science class XII students.

Louis and Emerson (2012) attempted to identify the adjustment problems of 500 adolescents and found that there were problems noted across emotional, social and educational domains in both boys and girl's mental health and academic achievement.

From the above listed studies, it could be understood that educational adjustment of majority of students was average/moderate and the reasons for problems in adjustment were attributed to difficulties in time management and study skills. Educational adjustment was found to be positively correlated with academic adjustment and social adjustment. It was negatively associated with shyness with the mediating dimensions like goal orientation and academic help seeking.

METHODOLOGY

Statement Of The Problem:

A study on the effect of psychological intervention on the Educational Adjustment of 11th standard students.

This research is confined only to measuring the effect of psychological intervention on educational adjustment of 11th standard students which was assessed before their first term examinations (pretest). The psychological intervention was given in the form of memory improving techniques, learning methods and relaxation techniques till the end of the academic year. As a supplement for continuing practice, printed and audio materials were given. At the end of the academic year, before the final exam, Educational adjustment was re-assessed (post-test) and compared with the initial levels.

OBJECTIVES

- To measure the level of educational adjustment of the selected 11th standard students before and after psychological intervention.
- To find out whether there is any significant difference in the mean Educational Adjustment of the students before and after psychological intervention.
- To assess the difference in the level of Educational Adjustment of boys and girls before and after intervention.

Hypotheses

- The level of Educational Adjustment of the selected 11th standard students will be poor before intervention.
- There will be significant difference in the mean Educational Adjustment of the selected 11th standard students before and after intervention
- There will be significant difference in the level of Educational Adjustment of the boys and girls before and after intervention.

Sample

One hundred and sixty seven students of 11th standard (94 boys and 73 girls) from Basel Evangelical Higher Secondary School, Palakkad, Kerala were selected using Purposive Sampling method.

Tools

The Educational Adjustment sub scale of the Adjustment Inventory for School Students authored by Mr. A.K.P. Sinha and Mr. R.P. Singh containing 20 items was administered to measure the level of Educational Adjustment. Each item has to be answered with 'Yes' or 'No'. The coefficient of reliability as determined by Split half method is 0.96, by test re-test method is 0.93 and by K-R formula 20 is 0.96.

Procedure For Data Collection

Permission was obtained from the Basel Evangelical Mission School authorities and the purpose was briefed to the 11th standard students. Only 167 students who came forward voluntarily and who were ready to participate were given the Educational Adjustment sub-scale as pre-test. Then, the psychological intervention (memory techniques, relaxation training and autosuggestions) was given. Individual counselling, Motivational as well as demonstration classes were also arranged for the participants. After the intervention and just before the final examinations, the same Educational adjustment sub scale was administered to the same sample as post-test and the scores were recorded.

Statistical Analysis

Mean, Standard Deviation and F-ratio were used

RESULTS AND DISCUSSION

Table I: Level Of Educational Adjustment Of The Total Sample In Assessments I And II (n=167)

Level of Educational Adjustment	Assessment I		Assessment II	
	Number	Percentage	Number	Percentage
Excellent	1	1	11	7
Good	15	9	55	33
Average	65	39	59	35
Unsatisfactory	69	41	32	19
Very Unsatisfactory	17	10	10	6

Percentages are rounded off

It is noted from the table that in Assessment I, only one person among the whole group had Excellent Educational Adjustment. It is disheartening to note that Unsatisfactory and Very Unsatisfactory Educational Adjustment was observed in 41% and 10% of the sample respectively, altogether contributing to 51% (majority) of students

experiencing difficulties with their academics. These students were not able to meet up to the demands of their academics and their efforts were not adequate to meet their goals. Henceforth, the hypothesis, "The level of Educational Adjustment of the selected eleventh standard students will be Poor before intervention" is accepted. However, it is quite heartening to observe that 9% of the sample experienced Good Educational Adjustment.

In Assessment II, it is clearly seen that there is a steady increase in the percentage of sample experiencing Excellent and Good Educational Adjustment (40% altogether). In the same way, there is a relative decrease in the sample experiencing Unsatisfactory and Very Unsatisfactory Educational adjustment from 51% to 25% altogether. Such difference in scores could well be attributed to the psychological intervention, wherein these students have modified themselves adequately using many of the techniques of the intervention and made themselves fit into their academic environment.

Table II Mean Difference In Educational Adjustment Of The Total Sample In Assessments I And II

Condition	Mean Educational Adjustment score	Standard Deviation	F Value	p Value
Assessment I	9.150	3.508	*34.9180	<0.0000
Assessment II	6.641	4.219	1	1

*Significant at 0.05 level

The mean Educational Adjustment of the sample in Assessment I (M=9.150), which was Unsatisfactory, reduced to Average (M=6.641) in Assessment II. The counselling interviews revealed that most of the students had difficulty in adjusting to the classroom environment. Further, demands from teachers and parents to get good marks and frequent class tests, resulted in their low self-confidence. However, these issues were tackled and eased out with the help of the intervention, the effect of which had been very fruitful. The F value (34.91801) confirmed the statistical significance of the mean difference (at 0.05 level) between the two assessments, leading to accept the hypothesis, "There will be significant difference in the mean Educational Adjustment of the selected 11th standard students before and after intervention".

Similar result was obtained by Renukadevi, Devaki, Madhanika and Saikumar (2013)'s study, which examined the effect of counselling experience on academic performance in fifty- four First year MBBS students, who underwent individual intake interviews with college teachers. It was found that there was an increase in the average marks by 15%-25% among 43% of the students and by 10% -15% of marks among 13% of the students. The second part of the study showed that the number of sessions correlated positively with the academic performance.

Table III Mean Difference In Educational Adjustment Of The Boys And Girls In Assessments I And II

Condition	Group	N	Mean Educational Adjustment Score	Standard Deviation	F Value	p Value
Assessment I	Boys	94	9.226	3.716	0.09823	0.754366
	Girls	73	9.054	3.2652	NS	
Assessment II	Boys	94	6.634	4.971	0.00047	0.982791
	Girls	73	6.649	3.054	NS	

NS = Not Significant

From the above table, it is made very clear that the boys and girls of this research did not differ in their educational adjustment during both assessments I and II. The mean Educational Adjustment score of boys and girls in Assessment I reflected the brim of Unsatisfactory Educational Adjustment. But in Assessment II, the scores had lowered considerably to an Average level.

When Assessments I and II are taken separately, the mean difference in educational adjustment scores of the boys and girls were found to be not statistically significant. Hence, the hypothesis that "There will be significant difference in the level of Educational Adjustment of the boys and girls before and after intervention" is not accepted. The unsatisfactory educational adjustment of the boys in Assessment I (M=9.226) had lowered to an Average level (M=6.634) in Assessment II and that of the girls in Assessment I (M=9.054), which again was

Unsatisfactory also had lowered to an Average level ($M=6.649$) in Assessment II, thereby proving the efficacy of the intervention.

Chowhan and Ravees (2019)'s study which compared the adjustment among college going males and females rendered similar result as of the present research. Various dimensions of adjustment like home, education, social and emotional were studied. Though females were found to be better adjusted in all dimensions of adjustment but this finding did not receive statistical significance.

But, contradictory result was obtained in the research by Brass, McKellar, North and Ryan (2018), who examined group differences by grade (fifth graders in elementary school and sixth graders in middle school) and gender in academic (behavioural and emotional engagement, academic self-concept, and worry) and socio-emotional adjustment (self-esteem, social satisfaction, social self-concept, and worry) among 1,003 students in the fall and spring of the school year. Grade differences were null or favoured fifth graders for academic adjustment and favored sixth graders for socio-emotional adjustment. Gender differences were null or favored girls for academic and socio-emotional adjustment; however, girls reported more worry in both domains.

Major Findings

- In Assessment I, Unsatisfactory and Very Unsatisfactory Educational Adjustment was observed in 41% and 10% of the sample respectively. Altogether, majority (51%) of students experienced difficulties with their academics. In Assessment II, there was a relative decrease in the sample experiencing Unsatisfactory (19%) and Very Unsatisfactory (6%) Educational adjustment.
- Educational Adjustment was enhanced effectively through the psychological intervention.
- Boys and girls of this research did not differ in their educational adjustment during both assessments I and II. The mean difference in educational adjustment scores of the boys and girls were found to be statistically insignificant

CONCLUSION

Hence, it is concluded that the initial level of Unsatisfactory Educational Adjustment of 11th standard students was enhanced to Average level after intervention. Girls and boys do not significantly differ in Educational Adjustment levels in both pretest and posttest. This study proves that the psychological intervention has definitely brought about significant improvement in the educational adjustment of the sample.

Limitation

Sample size of this study was moderate. This study was confined only to 11th standard students. Only one variable has been studied and further, the influence of other demographic variables were not assessed.

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