



ORIGINAL RESEARCH PAPER

Education

ADJUSTMENT AND VERBAL LINGUISTIC INTELLIGENCE OF HIGHER SECONDARY STUDENTS

KEY WORDS: Adjustment, Verbal linguistic intelligence, Higher secondary students

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ABSTRACT

This research article briefly describes the Adjustment and verbal linguistic intelligence of higher secondary students with regard to gender. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary students studying in Sankarankovil taluk. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of Adjustment and Verbal linguistic intelligence of higher secondary students are found to be moderate with regard to gender. The female students are better than male students in their adjustment and verbal linguistic intelligence. The research reveals that there is a significant relationship between Adjustment and verbal linguistic intelligence of higher secondary students

Introduction

The intelligence is a concept which has affected the life of every individual in all spheres of life. It is responsible for the academic outcome and finally the success in life. It helps us in combating the challenges of life and be a winner (Ritu Chandra and Sheikh, 2013). It can be more generally described as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. People with Linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages. They have an ability to teach and explain things to others. They learn best by reading, taking notes and going to lectures. Verbal-Linguistic Intelligence (sometimes called "word smart") is an intelligence which involves the knowing of language; through reading, writing, and speaking. It involves understanding the order and meaning of words in both speech and writing and how to properly use the language. It also involves understanding the socio-cultural nuances of a language, including idioms, plays on words, and linguistically-based humour [1].

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affecting by either of these processes. It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment (Raju and Khaja, 2007). Adjustment is a continuous process by which a person varies his behaviors to produce a more harmonious relationship between himself and his environment. The direction of his effort may be toward modifying his own behavior and attitudes or toward changing the environment or both. It may contribute toward his adjustment process either by helping to change the environment or by helping to change the person's outlook on his environment. In another sense adjustment is a state, i.e., the condition of harmony arrived at by a person whom we call "well-adjusted". (Sharma, 2005: 445). Adjustment has been defined as 'the process by which the individual attempts to maintain a level of physiological and psychological equilibrium' (Mouly, 1967). It is also defined as 'the behaviors directed towards tension reduction'. It is also described as an attempt on the part of the individual and the environment in which he lives. Providing adjustment on the part of the child simply means developing child's capacity for adjusting. This implies child's learning to face in an adequate fashion the problems of his life.

Need and significance of the study

Life is a long continuous activity of adjustment to the social and physical environment. Every living organism right from its emergence to its disappearance strives to adjust itself to the surrounding conditions. The individual is born in society and lives in society. The society provides him with an environment of a particular type which has its own tempo and own peculiarities. The process of adjustment to this particular type of environment begins at the first moment of his life's emergence. The individual

strives to adapt to his surroundings but there are situations in which his needs are thwarted and the adjustment fails. He gets maladjusted and a state of disharmony gets in between the child and the environment (Johari, 2005). Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. Verbal linguistic intelligence is also a factor of individual difference. The individual is thought intelligent in proportion to his ability to adjust to new situations and problems of life. The person who is intelligent has no difficulty in the adjustment. He adjusts in an effective way and can vary his behavior according to the situation. A person who is less intelligent is rigid and has less response to make in the process of social interaction. An individual is intelligent in proportion as he is able to carry on abstract thinking. Adequate adjustment in social situations is the index of verbal linguistic intelligence. It is difficult to lead a successful life in a society without verbal linguistic intelligence. An individual's verbal linguistic intelligence can be known or measured only from his adjustability. A person is verbal linguistically intelligent and adjustable only when he moulds himself according to the needs of the Society. In this context it is imperative to assess the relationship between adjustment and verbal linguistic intelligence of higher secondary students.

Objectives of the study

The researcher has framed the following objectives for the present study.

1. To find out the level of adjustment and verbal linguistic intelligence of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their adjustment and verbal linguistic intelligence.
3. To find whether there is any significant relationship between adjustment and verbal linguistic intelligence of higher secondary students.

Hypotheses

1. There is no significant difference between male and female higher secondary students in their adjustment and verbal linguistic intelligence.
2. There is no significant relationship between adjustment and verbal linguistic intelligence of higher secondary students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used standard tool of AvWi's adjustment scale. It was developed by B.William Dharma Raja and A.Avudaiammal. The tool consists of 44 items. Each item measures the adjustment of the respondent. "Verbal linguistic intelligence scale" comprises of 38 questions, which was developed and validated by Karthika (investigator) and Anandaraj (Research supervisor) in 2016. The investigator has selected the sample by random sampling technique for the present study. It comprises of

300 higher secondary students studying in Sankarankovil taluk. The data were analysed using Mean, Standard Deviation, 't' test and Pearson product moment correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of adjustment and verbal linguistic intelligence of higher secondary students with regard to gender

Variable	Adjustment						Verbal linguistic intelligence					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	24	14.0	128	74.4	20	11.6	29	16.9	116	67.4	27	15.7
Female	12	9.4	81	63.3	35	27.3	16	12.5	85	66.4	27	21.1

It is inferred from the above table that the male and female higher secondary students have moderate level adjustment and verbal linguistic intelligence.

Ho1: There is no significant difference between male and female higher secondary students in their adjustment and verbal linguistic intelligence.

Table 2: Difference between male and female higher secondary students in their adjustment and verbal linguistic intelligence

Variable	Group	Number	Mean	SD	't' Value	Remarks
Adjustment	Male	172	120.37	12.131	3.567	S
	Female	128	125.71	13.728		
Verbal linguistic intelligence	Male	172	108.58	12.219	2.424	S
	Female	128	111.92	11.274		

(at 5% level of significance the table value of 't' is 1.96, S-Significant)

It is inferred from the above table that there is significant difference between male and female higher secondary students in their adjustment and verbal linguistic intelligence.

Ho2: There is no significant relationship between adjustment and verbal linguistic intelligence of higher secondary students.

Table 3: Relationship between adjustment and verbal linguistic intelligence of higher secondary students

Variables	N	Calculated 'r' value	Remarks
Adjustment and Verbal linguistic intelligence	300	0.324	S

(at 5% level of significance, the table value of 'r' is 0.115, S-Significant)

It is inferred from the above table that there is significant relationship between adjustment and verbal linguistic intelligence of higher secondary students.

Findings of the study

The major findings derived from the study are:

1. The level of adjustment and verbal linguistic intelligence of male and female higher secondary students are found to be moderate.
2. There is significant difference between male and female higher secondary students in their adjustment. The female students are better than male students in their adjustment. This may be due to that in our society female are having more flexible than male.
3. There is significant difference between male and female higher secondary students in their verbal linguistic intelligence. Female students are better than male students in their verbal linguistic intelligence. This may be due to the fact

that female students may be mingled to the group customs like discussion, debate and speech competitions. So that the female students have high level of verbal linguistic intelligence.

4. There is significant relationship between adjustment and verbal linguistic intelligence of higher secondary school students. Verbal linguistic intelligence people behave tactfully and prosper in life. A person is verbal linguistic intelligence and adjustable only when he moulds himself according to the needs of the society.

Conclusion

Adolescence is the stage of problems and unexpected behavior. Emotional Verbal linguistic intelligence and adjustment directly correlate each other. Children learn proficiencies in various abilities like, learning process and home work, social communications, handling emotion, and the management of day to day interactions at home and school. Hence the teachers and parents should make some special efforts to develop verbal linguistic intelligence and adjustment of their students.

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