



Social adjustment problems of school going academic achievers

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Abstract

The present study is focused on 'Social adjustment problems of school going academic achievers' with respect to their gender, locality, medium of instruction and academic achievement on a sample of 280 students both male (140) and female (140) belonging in different locality by applying a 't'-test. The data has been collected with the help of Adjustment Inventory for School Students (Sinha and Singh, 1971). The aim of the study is to examine the level of academic achievement among school going students about their social adjustment. An attempt has been made to know whether there is difference in social adjustment of school going children with respect to their academic achievement, gender, locality and medium of instruction. It is concluded that the high and low, male and female, as well as Bengali and English medium academic achievers differ in their social adjustment problems are found to be significant whereas the urban and rural academic achievers do not differ in their social adjustment problems are found to be non-significant. However, the present study can make awareness in solving social problems among school going children and teachers.

Keywords: social adjustment problems, academic achievement

Introduction

Education is a comprehensive and complex process aiming at bringing about not only change in knowledge and skill but also change in attitudes, behavior, values, needs and several other variables which are psychological and behavioral in nature. The purpose of education is human development. As the human beings become conscious about the things in their environment, their needs increased and with the increased needs, the problem of adjustment took place in the society.

Adjustment therefore has been considered as an index to integration; a harmonious behavior of the individual by which other individuals of the society recognize the person as well adjusted (Pathak, 1990) ^[4].

Social Adjustment

In making social adjustments, they are important to maintain personal as well as social peace Social Adjustment and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can be called adjustment.

Academic Achievers

Achievement plays a dominant role in the lives and activities of human beings. Academic achievement is a research issue sought after by the educationists and psychologist. Academic achievement is acquired degree of attainment and proficiency in the performance of the individual in a given skill. Academic achievement is influenced by a multitude of factors such as knowledge, understanding, application, analysis, synthesis;

evaluation, appreciation, interest, positive attitude, valuing, adjustment, and skill. Academic achievers are those children who are participate in school's performances and activities. Academic Achievers are two types this are high achievers and low achievers. In school, a high achiever would be a student who gets high marks and good grades in his academic performances. A low achiever would be a student who gets low marks and low grades in his academic performance.

Academic achievement is connected with many different factors. School going children in our country are everyday confronted with challenges of coping with their academic achievement under serious social problems. It is therefore, instructive and informative in the present study to investigate the connection between academic achievement and social adjustment problems of school going students. On this background the problem may be stated as "*Social adjustment problems of school going academic achievers*".

Objectives of the study

For the purpose of investigation, the following are the objectives of the study

1. To study academic achievement of the school going students
2. To study social adjustment problems of the school going students

Basic Assumptions

1. Adjustment inventory (AISS) can measure social adjustment problems of school students
2. Percentage of annual examination result of school students can elicit academic achievement

Hypotheses of the study

For achieving the above mentioned objectives the following

null hypotheses formulated for testing statistically;

1. High and Low academic achievers do not differ significantly in relation to their social problem.
2. Boys and girls academic achievers do not differ significantly in relation to their social problem.
3. There is no significant difference between urban and rural academic achievers in relation to their Social problem.
4. There is no significant difference between English and Bengali medium academic achievers in relation to their social problem

Operational Definitions

Operationally, “The score obtained by secondary school students on adjustment inventory for school students in the area of social adjustment, may be defined as social problem of the students”

The score obtained by secondary schools students on annually examination and its average percentage may be defined as academic achievement of the students.

Limitation of the study

Only 280 students both sexes – boys and girls belonging to different locality (Urban and Rural) Bengali and English medium Students of Mohonpur subdivision in Tripura have been considered for the study. Only class 9th and 10th students are included in the study.

Analysis and Interpretation of data

Table 1: N / Mean / SD /‘t’ -Ratio of social adjustment problems of school going academic achievers

Levels of Achievements	N	Mean	S.D.	Degree of freedom	t Value	Level of Significant
High	140	4.68	2.18	278	5.90	P<0.01
Low	140	7.32	3.08			

Table 2: N / Mean / SD /‘t’ -Ratio of social adjustment problems of school going academic achievers to the Different Genders

Different Genders	N	Mean	S.D.	Degree of freedom	t Value	Level of Significant
Boys	140	6.63	2.84	278	2.56	P<0.05
Girls	140	5.37	2.98			

Table 3: N / Mean / SD /‘t’ -Ratio of social adjustment problems of school going academic achievers to the Different Locality

Different Locality	N	Mean	S.D.	Degree of freedom	t Value	Level of Significant
Urban	140	5.63	2.91	278	0.91	NS p>0.05
Rural	140	6.37	3			

Table 4: N / Mean / SD /‘t’ -Ratio of social adjustment problems of school going academic achievers to the Different Medium of instruction

Different Medium of instruction	N	Mean	S.D.	Degree of freedom	t Value	Level of Significant
English	140	5.43	2.39	278	3.26	P<0.01
Bengali	140	6.57	3.38			

Table-.1 pointed out high and low academic achievers seem to differentiate their social problems. However, social problems of high (M=4.68, SD=2.18) and as compared to their low (M=7.32, SD=3.08) counterparts. The‘t’-value testing the significance of this mean difference is reached at 5.9 which is higher than the table value of ‘t’ at 0.01 level of significance. Therefore, the hypothesis that “there is no significant difference between high and low academic achievers in their

Literature Review

Makwana & Kaji (2014) [3] conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 levels. It means boys are Social adjustment better than girls. Velmurugan and Balakrishnan (2011) [8] Studied “Study on Self Constant on Higher Secondary Student in Relation to Social adjustment” shows that the relation between the self concept and social adjustment is independent upon gender and locality. The adjustment inventory for school students constructed by Sinha and Singh (1984) which was modified by Shalu and Audichya (2006) found a significant difference was observed in social and emotional adjustment. Sujatha et.al (1993) studied social adjustment problems among urban & rural college students and reported a significant difference in the social adjustment of urban and rural college students.

Research Methodology

The sample of the present study consists of 280 students both boys (140) and girls (140) belonging in different locality of Mohanpur Subdivision in West Tripura District by Stratified Random Sampling Technique. The data has been collected with the help of Adjustment Inventory for School Students (Sinha and Singh, 1971) [5] by applying Descriptive Survey Method and statistical technique‘t’-test has been used. The test has been administered and scored as direction given in the manuals.

social problems” is rejected.

Table-2 pointed out boys and girls academic achievers seem to differentiate their social problems. However, emotional problems of boys (M=6.63, SD=2.84) and as compared to their girls (M=5.37, SD=2.98) counterparts. The‘t’-value testing the significance of this mean difference is reached at 2.57 which is higher than the table value of ‘t’ at 0.05 level of significance. Therefore, the hypothesis that “there is no

significant difference between boys and girls academic achievers in their social problems” is rejected.

Table-3 showed that urban and rural students do not exhibit significant statistical difference in their social problems. However, social problems of urban students ($M=5.63$, $SD=2.91$). has greater social problems than their rural ($M=6.37$ $SD=3$) counterparts The t-value testing the significance of this mean difference is arrived at 0.91 which is much lower than the table value of ‘t’ at 0.05 level of significance. Therefore, the null hypothesis that “there is no significant difference between urban and rural students in their social problems” is accepted.

Table-4 pointed out Bengali medium and English medium academic achievers seem to differentiate their emotional problems. However, social problems of Bengali medium achievers ($M=6.57$, $SD=3.38$) and as compared to their English medium achievers ($M=5.43$, $SD=2.39$) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 3.26 which is higher than the table value of ‘t’ at 0.01 level of significance. Therefore, the hypothesis that “there is no significant difference between Bengali medium and English medium academic achievers in their social problems” is rejected.

Discussion of results

An analysis of the results pertaining to first and fourth hypotheses indicate the values of t-ratios are (5.90), and (3.26) respectively which are significant at level of 0.01. An analysis of the results pertaining to second hypothesis indicates the values of t-ratios are (2.56) which is significant at level of 0.05. This means that high and low academic achievers boys and girls, and medium of instruction significantly differ with respect to their social adjustment problems. Further the third hypothesis indicates the value of t-ratio (0.91) which is not significant. So the third null hypothesis has been accepted. Furthermore, this means that Bengali and English medium academic achievers significantly do not differ with respect to their social adjustment problems. This findings are supporting the view of with respect to Bala (2014) ^[1] stated that High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. In the present study investigator found that high achievers are more adjusted than low achievers, Bhatnagar (1984) ^[2] supported the view that girls are more adjusted than boys Thakkar (2003) supported also that no significant relationship in academic achievement and study habits for rural and urban students.

Major Findings

1. Based on academic achievement high achievers are socially more adjusted than low achievers.
2. Boys and Girls students differ significantly in their social adjustment. Girl’s students are more socially adjusted than boy’s students.
3. Based on location of the schools there is no significant deference between rural and urban schools students in of social adjustment.
4. Based on medium instruction of the schools English schools students are more adjusted than Bengali medium Schools students in the field of social adjustment.

Conclusion

In brief, it is concluded that the boys and girls students differ in their social adjustment problems are found to be significant whereas the urban and rural students do not differ in their social adjustment problems are found to be non-significant, the Bengali and English medium students differ are found to be significant in their social adjustment problems High and Low academic achievers differ are found to be significant in their social adjustment problems..

Educational Implications

To promote social justice and equity, it is suggested that boys and girls should be treated equally at home as well as school by providing them equal opportunity in all the matters pertaining to their physical, social, educational and emotional development etc. This will create equal participation of boys and girls in discussing the major issues related to home as well as society that they could become the acceptable and dignified members of the society. To utilize the capacities, capabilities and potentialities of the girl child, it is necessary to change the attitude of parents as well as teachers by training and educating them about each psychological aspect of girl child.

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