

Adjustment problems of high and low academic achievers

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Abstract

The present study is conducted to assess adjustment problems of students with reference 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). It is concluded that the male and female students differ in their adjustment problems are found to be significant whereas the urban and rural students do not differ in their adjustment problems are found to be non-significant, the Bengali and English medium students differ are found to be significant in their adjustment problems High and Low academic achievers differ are found to be significant in their adjustment problems. However, the present study suggests that adjustment problems of academic achievers should be enhanced for betterment of the global society as a whole.

Keywords: 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. 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. G.S. Hall has called adolescence as a period of stress and strain fraught with many problems.

Adjustment Problems Maladjustment may shortly be described as 'inability to react successfully and satisfactorily to the demands of one's environment'. It encompasses a wide range of physical, psychological and social conditions, but most often implies an individual's failure to meet social or cultural expectations. In psychology, the term generally refers to unsatisfactory behavior patterns that cause anxiety and require psychotherapy.

Adjustment therefore has been considered as an index to integration; a harmonious behaviour of the individual by which other individuals of the society recognize the person as well adjusted (Pathak, 1990) [3]. Emotional Adjustment Emotional adjustment (also referred to as personal adjustment or psychological adjustment) is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by process of acceptance and adaptation.

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.

Educational Adjustment Students face many adjustments in school. From year to year, there are changes in teachers,

classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Their successes in negotiating these challenges predict school success.

Academic Achievers 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 high achiever would be a student who gets low marks and low grades in his academic performance.

On this background the problem may be stated as "*Adjustment problems of high and low 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 students
2. To study adjustment problems of the students

Basic Assumptions

1. Adjustment Inventory (AISS) can measure 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. There is no significant difference between high and low academic achievers in relation to their emotional problem.
2. There is no significant difference between high and low academic achievers in relation to their social problem.
3. There is no significant difference between high and low academic achievers in relation to their educational problem.

4. There is no significant difference between high and low academic achievers in relation to their adjustment problem.
5. There is no significant difference between male and female academic achievers in relation to their emotional problem.
6. There is no significant difference between male and female academic achievers in relation to their social problem.
7. There is no significant difference between male and female academic achievers in relation to their educational problem.
8. There is no significant difference between male and female academic achievers in relation to their adjustment problem.
9. There is no significant difference between urban and rural academic achievers in relation to their emotional problem.
10. There is no significant difference between urban and rural academic achievers in relation to their Social problem.
11. There is no significant difference between urban and rural academic achievers in relation to their educational problem.
12. There is no significant difference between urban and rural academic achievers in relation to their adjustment problem.
13. There is no significant difference between English and Bengali medium academic achievers in relation to their emotional problem
14. There is no significant difference between English and Bengali medium academic achievers in relation to their social problem
15. There is no significant difference between English and Bengali medium academic achievers in relation to their educational problem.
16. There is no significant difference between English and Bengali medium academic achievers in relation to their adjustment problem.

Analysis and Interpretation of Data

Table 1: Means, Standard Deviations, t-Values and level of Significance of Emotional Adjustment Problems of Boys and Girls, Urban and Rural, Bengali and English Medium Students and High and Low Academic Achievers

Emotional Adjustment Problem	No of students	Means	Standard Deviations	Degree of Freedom	t-values	Level of Significance
A1	140	7.51	4.23	278	6.16	0.01
A2	140	3.82	2.67			
B1	140	6.7	4.05	278	4.60	0.01
B2	140	4.62	3.64			
U1	140	5.82	4.23	278	0.62	Non-significant
U2	140	5.51	3.73			
M1	140	6.45	4.56	278	3.35	0.01
M2	140	4.88	3.13			

Operational Definitions

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

“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 school students on adjustment inventory for school students in the area of educational adjustment, may be defined as educational problem of the students.

The score obtained by secondary school students on adjustment inventory for school students in overall adjustment, may be defined as adjustment 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.

Delimitation 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.

Methodology

The sample of the present study consists of 280 students both male (140) and female (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) 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.

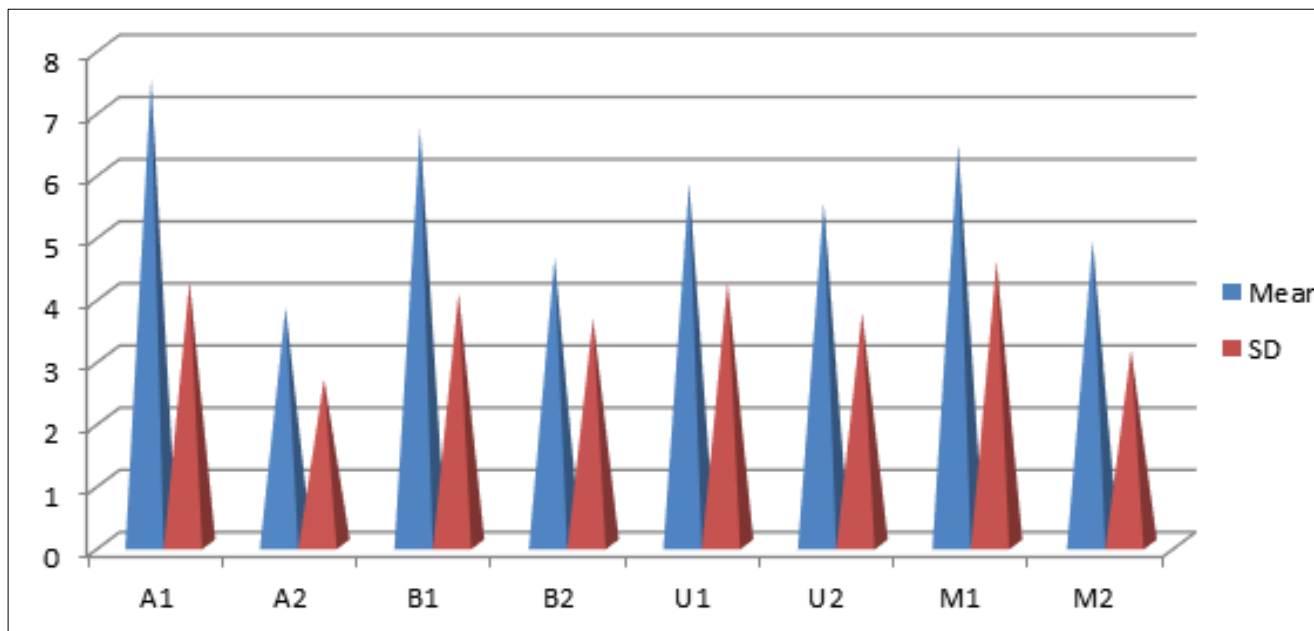


Fig 1: Graph showing Means, and Standard Deviations of Educational Adjustment Problems of, Boys and Girls, Rural and Urban and Bengali and English Mediums Schools Students and High and Low Academic Achievers

Table- 1 pointed out high and low academic achievers seem to differentiate their emotional problems. However, emotional problems of high academic achievers (M=3.82, SD=2.67) and as compared to their low (M=7.51, SD=4.23) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 6.16 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 emotional problems” is rejected.

Table-1 pointed out boys and girl’s academic achievers seem to differentiate their emotional problems. However, emotional problems of boys (M=6.7, SD=4.05) and as compared to their girls (M=4.62, SD=3.64) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 4.60 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 boys and girls academic achievers in their emotional problems” is rejected.

.Table-1 showed that urban and rural students do not exhibit significant statistical difference (t=0.62) in their emotional

problems. However, emotional problems of urban students (M=5.51, SD=3.73). has greater emotional problems than their rural (M=5.82 SD=4.23) counterparts The t-value testing the significance of this mean difference is arrived at 0.62 which is much lower than the table value of ‘t’ at 0.05 level of significance. Therefore, the hypothesis that “there is no significant difference between urban and rural students in their emotional problems” is accepted.

Table-1 pointed out Bengali medium and English medium academic achievers seem to differentiate their emotional problems. However, emotional problems of Bengali medium achievers (M=6.45, SD=4.56) and as compared to their English medium achievers (M=4.88, SD=3.13) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 3.35 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 emotional problems” is rejected.

Table 2: Means, Standard Deviations, t-Values and level of Significance of Social Adjustment Problems of Boys and Girls, Urban and Rural, Bengali and English Medium Students and High and Low Academic Achievers

Social adjustment problem	No of students	Mean	S.D	df	T Value	Level of Significant
A1	140	7.32	3.08	278	5.9	0.01
A2	140	4.68	2.18			
B1	140	6.63	2.84	278	2.57	0.05
B2	140	5.37	2.98			
U1	140	6.37	3	278	0.91	Non Significance
U2	140	5.63	2.91			
M1	140	6.57	3.38	278	3.26	0.01
M2	140	5.43	2.39			

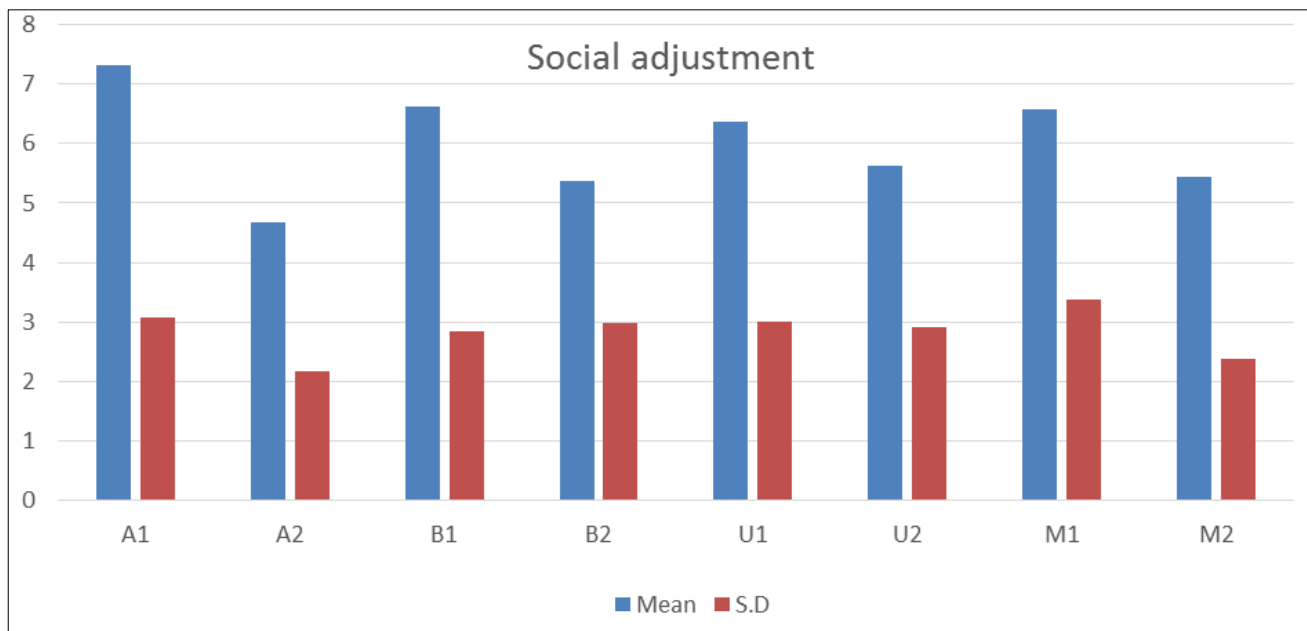


Fig 2: Graph showing Means, and Standard Deviations of Educational Adjustment Problems of, Boys and Girls, Rural and Urban and Bengali and English Mediums Schools Students and High and Low Academic Achievers

Table-2 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 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-2 showed that urban and rural students do not exhibit significant statistical difference (t=0.62) in their social

problems. However, emotional problems of urban students (M=5.63, SD=2.91). has greater emotional 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-.2 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.

Table 3: Means, Standard Deviations, t-values and level of Significance of Educational Adjustment Problems of Boys and Girls, Urban and Rural, Bengali and English Medium Students and High and Low Academic Achievers

Educational adjustment problem	N	Mean	S.D	df	t-Value	Level of Significant
A1	140	8.15	3.23	278	9.04	0 .01
A2	140	3.9	2.39			
B1	140	7.05	3.58	278	5.03	0.01
B2	140	5	3.21			
U1	140	5.99	3.54	278	0.14	Non-significant
U2	140	6.06	3.55			
M1	140	6.97	3.56	278	1.27	Non-significant
M2	140	5.07	3.28			

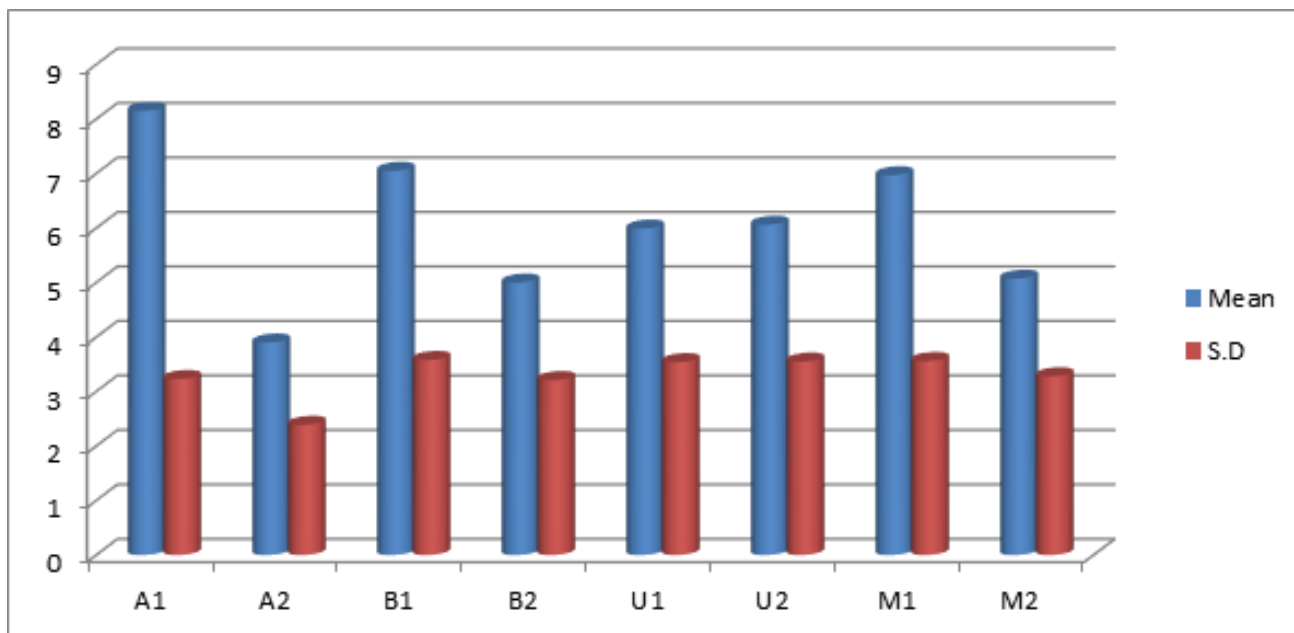


Fig 3: Graph showing Means, and Standard Deviations of Educational Adjustment Problems of, Boys and Girls, Rural and Urban and Bengali and English Mediums School of high and low academic achievers

Table-3 pointed out high and low academic achievers seem to differentiate their educational problems. However, social problems of high (M=3.9, SD=2.39) and as compared to their low (M=8.15, SD=3.23) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 9.04 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 educational problems” is rejected.

Table-3 pointed out boys and girl’s academic achievers seem to differentiate their educational problems. However, educational problems of boys (M=7.05, SD=3.58) and as compared to their girls (M=5, SD=3.21) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 5.03 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 boys and girls academic achievers in their educational problems” is rejected.

Table-3 showed that urban and rural students do not exhibit significant statistical difference (t=0.62) in their educational

problems. However, emotional problems of urban students (M=6.06, SD=3.55). has greater educational problems than their rural (M=5.99,SD=3.54) counterparts The t-value testing the significance of this mean difference is arrived at 0.14 which is much lower than the table value of ‘t’ at 0.05 level of significance. Therefore, the null hypothesis that “there is significant difference between urban and rural students in their educational problems” is accepted. Thus the directional hypothesis is rejected.

Table-3 showed that Bengali medium and English medium students do not exhibit significant statistical difference (t=1.27) in their educational problems. However, educational problems of Bengali medium students (M=6.97, SD=3.56). has greater educational problems than their English medium students (M=5.07,SD=3.28) counterparts The t-value testing the significance of this mean difference is arrived at 1.27 which is much lower than the table value of ‘t’ at 0.05 level of significance. Therefore, the null hypothesis that “there is significant difference between urban and rural students in their educational problems” is accepted.

Table 4: Means, Standard Deviations, t-Values and level of Significance of Overall Adjustment Problems of Boys and Girls, Urban and Rural, Bengali and English Medium Students and High and Low Academic Achievers

Adjustment problem	No of students	Mean	S.D	df	T Value	Level of Significant
A1	140	22.59	9.8	278	7.7	0.01
A2	140	12.41	5.53			
B1	140	20.4	9.25	278	5.42	0.01
B2	140	14.6	8.74			
U1	140	18.19	9.6	278	1.225	Non-significant
U2	140	16.81	9.25			
M1	140	20	10.73	278	4.59	0.01
M2	140	15	7.14			

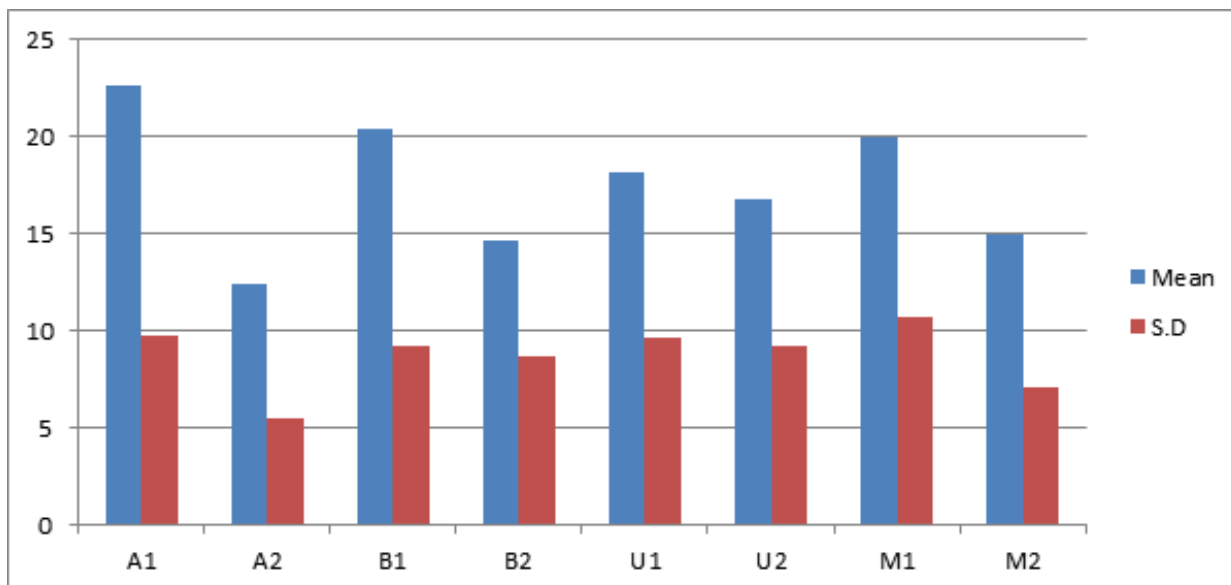


Fig 4: Graph showing Means, and Standard Deviations of Educational Adjustment Problems of, Boys and Girls, Rural and Urban and Bengali and English Mediums Schools Students and High and Low Academic Achievers

Table-4 pointed out high and low academic achievers seem to differentiate their overall adjustment problems. However, overall adjustment problems of high (M=22.59, SD=9.8) and as compared to their low (M=12.41, SD=5.53) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 7.7 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 overall adjustment problems” is rejected.

Table-4 pointed out boys and girl’s academic achievers seem to differentiate their overall adjustment problems. However, overall adjustment problems of boys (M=20.4, SD=9.25) and as compared to their girls (M=14.6, SD=8.74) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 5.42 which is higher than the table value of ‘t’ at 0.01 level of significance. Therefore, the hypothesis that “there is significant difference between boys and girls academic achievers in their overall adjustment problems” is rejected.

Table-4 showed that urban and rural students do not exhibit significant statistical difference (t=1.225) in their overall adjustment problems. However, overall adjustment problems of urban students (M=16.81, SD=9.25) has greater adjustment problems than their rural (M=18.19, SD=9.6) counterparts. The t-value testing the significance of this mean difference is arrived at 1.225 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 overall adjustment problems” is accepted.

Table-4 pointed out Bengali medium and English medium academic achievers seem to differentiate their overall adjustment problems. However, overall adjustment problems of Bengali medium (M=20, SD=10.73) and as compared to their English medium (M=15, SD=7.14) counterparts. The ‘t’-value testing the significance of this mean difference is reached at 4.59 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 overall adjustment problems” is rejected.

Discussion of Results

An analysis of the results pertaining to hypotheses H₀₁,H₀₂,H₀₃,H₀₄,H₀₅,H₀₇,H₀₈,H₀₁₃H₀₁₄,and H₀₁₆, indicate the values of t-ratios is (6.16), (5.9), (9.04), (4.60), (5.03), (5.42) (3.35) (3.26) and (4.59) respectively which are significant at level of 0.01. An analysis of the results pertaining to hypothesis H₀₆ indicates the values of t-ratios are (2.57) 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 emotional, social educational adjustment problems and over all adjustment problems. Further the H₀₉, H₀₁₀, H₀₁₁, H₀₁₂, and H₀₁₅ hypotheses indicate the values of t-ratios (0.62),(0.91),(0.14),(1.22)which are not significant .So the H₀₉, H₀₁₀, H₀₁₁, H₀₁₂, and H₀₁₅ null hypotheses have been accepted. This means that high and low academic achievers boys and girls, and medium of instruction significantly do not differ with respect to their emotional, social educational adjustment problems and over all adjustment problems. This findings are supporting the view of with respect to Bala (2014) 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) 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. High and low academic achievers are differing significantly in their emotional adjustment.
2. Boys and Girls students are differ significantly in their emotional adjustment. Girl’s students are more emotionally adjusted than boys students.
3. Based on location of the schools there is no significant deference between rural and urban schools students in the field of emotional adjustment.
4. Based on medium instruction of the schools English

Schools students are more adjusted than Bengali medium Schools students in the field of emotional adjustment.

5. Based on academic achievement high achievers are socially more adjusted than low achievers.
6. Boys and Girls students are differ significantly in their social adjustment. Girl's students are more socially adjusted than boy's students.
7. Based on location of the schools there is no significant deference between rural and urban schools students in of social adjustment.
8. Based on medium instruction of the schools English schools students are more adjusted than Bengali medium Schools students in the field of social adjustment.
9. High and low academic achievers are differing significantly in their educational adjustment. High achievers are more educationally adjusted than low achievers.
10. Boys and Girls students are differ significantly in their educational adjustment. Girl's students are more educationally adjusted than boy's students.
11. Based on location of the schools there is no significant deference between rural and urban schools students in the field of educational adjustment.
12. Based on medium instruction of the schools English schools students are more adjusted than Bengali medium Schools students in the field of educational adjustment.
13. High and low academic achievers are differing significantly in their overall adjustment.
14. Boys and Girls students are differ significantly in their overall adjustment. Girl's students are more adjusted than boys' students.
15. Based on location of the schools there is no significant deference between rural and urban schools students in the field of overall adjustment.
16. Based on medium instruction of the schools English schools students are more adjusted than Bengali medium Schools students in the field of emotional adjustment.

Conclusion

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

Suggestions for Further Study

The study of adjustment is very wide field of research by keeping in view the experience of thorough and systematic research. An investigation may be conducted on adjustment problems of boys and girls of different age group in relation to their economic status and other psychological variables.

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