

Factors Influencing Adjustment of Intermediate Students

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Abstract:

The present research work has been undertaken to study the Adjustment of Intermediate Students. The study was conducted on a sample of 1000 students of Intermediate students selected from rural and urban schools of Guntur District in Andhra Pradesh. The collected data was analysed by statistical techniques t-test. The results showed that Intermediate students exhibit better-than-average adjustment.

Keywords: Adjustment, Intermediate Students

Introduction:

Generally, adjustment means the relationship that any organism establishes concerning its environment. The term usually refers to social or psychological adjustment, and when used in this sense, it carries a clear positive connotation that is well-adjusted. The implication is that the individual is involved in a rich, ongoing process of developing the potential to react to and, in turn, change the environment in a healthy, effective manner.

In other words, adjustment is a state of computed equilibrium between an organism and its environment, a state where all needs are satisfied and all organism functions are carried out smoothly. The term "Adjustment" came into use in psychology during 1930's and was given a strong endorsement by Laurence Schaffer's classical book. The Psychology of Adjustment (1936).

Adjustment means the relationship that any organism establishes concerning its environment. The term usually refers to social or psychological adjustment, and when used in this sense, it carries clear positive connotations, i.e., well adjusted. The implication is that the individual is involved in a rich, ongoing process of developing his or her potential, reacting to and, in turn, changing the environment in a healthy, effective manner. Many psychologists, sociologists, biologists, and environmentalists have defined adjustment. Some of the related definitions are presented in this section. The psychologists gave most of the definitions.

Reasonable (1945) defined adjustment as the process of finding and adopting modes of behavior suitable to the environment or to change in the environment.

Burning (1948) According to the definition, adjustment is "a process by which a living organism maintains a balance between its needs and the circumstances that influences the satisfaction needs."

Review of related Studies:

Chauhan (2013) conducted a study on the adjustment of higher secondary school students in Chhattisgarh's Durg district. The investigator analysed the collected data using the t-ratio. The findings revealed a significant difference in adjustment among students in higher secondary school. In addition, female students were found to have a higher level of adjustment than male students.

Rajkonwar, Soni, and Dutta (2014) evaluated the adaptability, aspiration level, self-concept, and academic accomplishment of visually impaired Assam students. The overall adjustment of visually impaired boys and girls was found to be similar, according to the study. There was also no link found between adjustment and the level of educational goals, self-concept, or academic accomplishment of visually impaired children.

Bhagat (2016) compared the adjustment of Jammu secondary school males and girls. Girls were found to be more emotionally and educationally balanced, whilst boys were found to be more socially balanced.

Brar (2017) used a sample of 300 pupils from the Punjab district of Ludhiana to investigate the association between adjustment and spiritual intelligence in adolescents. Adolescent adjustment differed significantly by gender, but spiritual intelligence did not differ much.

Ramu (2018) evaluated the academic stress and adjustment levels of intermediate students in Nellore, Andhra Pradesh. Academic stress differed significantly by gender, medium of instruction, and household type. There was also a substantial gender and medium of instruction difference in adjustment. However, there were no significant differences in adjustment based on family type.

R. Periasamy (2021) In order to determine the relationships between school climate and adjustment, school climate and academic achievement, and adjustment and achievement of higher secondary school students, a study was conducted to examine the differences in school climate, adjustment, and achievement of these students. It is obvious that in order for higher secondary school pupils to succeed both academically and in their personal lives, the school environment and adjustments should be effectively instilled.

Nagaraja Kumari D and Mary Kamala S (2022) investigated the link between adjustment and academic achievement in 9th grade students. The findings revealed a substantial link between 9th grade students' Adjustment and Academic Achievement.

Rajput P, Bala I (2023) investigated the relationship between adolescent educational adjustment and academic achievement. It was also discovered that female students and students attending private schools outperformed their male and government secondary school counterparts in terms of academic success. Educational adjustment and academic achievement were also found to have a strong and positive link among secondary school pupils.

Objectives:

1. To study the Adjustment of Intermediate Students.
2. To find out the Adjustment of the Intermediate students with respect to the following areas: a) Emotional b) Social c) Educational
3. To find out the difference in Adjustment of Intermediate students with respect to Gender, Locality, Course of Study and Educational status of the Parents.

Hypotheses of the study:

1. There is no significant difference in Adjustment of Intermediate students with respect to Gender.
2. There is no significant difference in Adjustment of Intermediate students with respect to Locality.
3. There is no significant difference in Adjustment of Intermediate students with respect to Course of study.
4. There is no significant difference in Adjustment of Intermediate students with respect to Educational status of the parents.

Delimitations of the study:

1. The current study is restricted to the Guntur District of Andhra Pradesh only.
2. The study is limited to students studying 1st year Intermediate only.
3. The sample size is limited to 1000 students.
4. The study is restricted to the variables of Gender, Locality, Course of study, and Parents' Educational Status.
5. The current study is limited to colleges that followed the state curriculum.

Method of the study:

Normative survey method was used in the present study.

Population of the study:

The population of the study includes all the students of 11th class from Intermediate students in Guntur district which follow state syllabus. The total population was 64,392 among them there are 33,911 male students and 30,481 female students in 1047 colleges. Both male and female students from private and government management colleges of different localities belonging to English and Telugu medium were taken into consideration.

Analysis of the Data:

Objective-1: To study the Adjustment of Intermediate Students.

Table -1: Percentage of Mean of Whole Sample on Adjustment

Whole Sample	Mean	% Mean	S.D
1000	45.65	76.08	7.2

The following observations have been made from the above table (1). The Total Number of intermediate students is 1000. The mean value is 45.65, the standard deviation value is 7.2, and the percentage of mean is 76.08. The level of adjustment is above average. The finding revealed that the adjustment of intermediate students is above average level. It is concluded that the intermediate students are having good adjustment in educational and emotional and social areas.

Objective - 2: To find out the Adjustment of the Intermediate students with respect to the following areas: a) Emotional b) Social c) Educational

Table – 2: Area wise analysis of Intermediate Students on Adjustment

Areas of Adjustment	Mean	SD	% of mean
Emotional	12.71	3.08	71.18%
Social	14.33	2.41	73.88%
Educational	15.61	1.71	59.35%

The above table (2) shows the area wise analysis of Intermediate students on Adjustment.

Area -1: Emotional: - The mean value is 12.71 and the standard deviation value is 3.08, and the percentage of the mean value is 71.18.

Area -2: Social: - The mean value is 14.33, and the standard deviation value is 2.41, and the mean value is 73.88.

Area -3: Educational: - The mean value is 15.61, and the standard deviation value is 1.71, and the percentage of the mean value is 59.35.

The results from the table (2) clearly show that the intermediate students have high social adjustment, but lower in educational adjustment. This suggests that the students are having difficulty with their more challenging subjects, as well as adjusting to new areas such as college or hostel life. As a result, they appear to be struggling in the area of educational adjustment. It is important to note that these difficulties may be contributing to this low level of educational adjustment. By providing additional resources to help these students adjust to their new environment, it is possible to reduce these difficulties and improve educational adjustment. With the right support, these students can become more successful in their studies.

Objective -3: To find out the difference in Adjustment of Intermediate students with respect to Gender, Locality, Course of study and Educational status of the Parents.

Hypothesis -1: There is no significant difference in Adjustment of Intermediate Students with respect to Gender.

Table -3: Adjustment of Intermediate students with respect to Gender

Gender	N	Mean	S. D	't' Value
Boys	500	42.78	7.01	5.08*
Girls	500	45.06	7.18	

*Significant at 0.05 level

From the above table (3), the following observations have been made: The number of students is 1000, boys are 500, and girls are 500. The mean value of the boys is 42.78, the SD value is for boys 7.01, the mean value of the girls is 45.06, and standard deviation value is 7.18 and the "t" value is 5.08, which is significant at the 0.05 level. Hence the null hypothesis is rejected. It is concluded that the variable "Gender" is significant at 0.05 level. The above finding is agreement with the related study by Mansinghbhai and Patel (2013) investigated and compared certain aspects of adjustment and academic achievement among Himmatnagar, Gujarat, high school students.

Hypothesis -2: There is no significant difference in Adjustment of Intermediate Students with respect to Locality.

Table -4: Adjustment of Intermediate students with respect to Locality

Locality	N	Mean	S.D	't' Value
Rural	500	41.65	7.18	6.23*
Urban	500	44.97	7.20	

* Significant at 0.05 level

From the table (4), the following observations have been made: The total number of students is 1000, the number of rural college students is 500, and the number of rural college students is 500. The mean value of rural students is 41.65, standard deviation value is 7.18. The mean value of urban college students is 44.97, standard deviation value is 7.20. The 't' value is 6.23, which is significant at 0.05 level. Hence, the hypothesis is rejected for the variable "Locality" at the 0.05 level of significance. The above finding is agreement with the related study by Periasamy R. (2021), a study was conducted to explore difference in school climate, adjustment and achievement. The study, found out there exists significant difference in the mean scores of school climate among the groups of higher intermediate students with regard to locality of college.

Hypothesis -3: There is no significant difference in Adjustment of Intermediate Students with respect to Course of Study.

Table -5: Adjustment of Intermediate students with respect to Course of Study

Course of Study	N	Mean	SD	't' value
M.P.C	500	41.05	8.01	1.86@
Bi.P.C	500	40.06	8.72	

@Not significant at 0.05 level

In the above table (5), the following aspects have been observed: The total number of students is 1000, including 500 M.P.C group students and 500 Bi.P.C group students. The mean value of M.P.C group students are 41.05, and the mean value for Bi.P.C group students is 40.06. The standard deviation of M.P.C group students is 8.01, and the standard deviation of Bi.P.C group students is 8.72. The "t" value is 1.86, which is not significant at the 0.05 level. Hence the null hypothesis is accepted for the variable "Course of Study".

Hypothesis - 4: There is no significant difference in Adjustment of Intermediate Students with respect to Educational Status of the Parents.

Table -6: Adjustment of Intermediate students with respect to Educational Status of the Parents

Educational Status of the Parents	N	Mean	S.D	't' Value
Illiterate	250	39.98	7.01	5.06@*
Literate	750	43.34	7.02	

*Significant at 0.05 level

From the above table (6), the following observations have been made. The number of intermediate students is 1000. The students belongs to Illiterate parents is 250, and the students belongs to Literate parents is 750. The mean value a student belongs to Illiterate parents is 39.98, and the standard deviation is 7.01, the mean value from students belongs to Literate parents is 43.34, the standard deviation is 7.02. The "t" value is 5.06, which is significant at 0.05 level. Hence the null hypothesis is rejected.

Findings:

1. The percentage of mean of Intermediate students showed that Adjustment is above average.
2. Out of the three areas of Adjustment, Social Adjustment area had high percentage of mean and Educational Adjustment area had low percentage of mean.
3. There is a significant difference in Adjustment of Intermediate Students with respect to Gender. Girls are having high Adjustment than boys.
4. There is a significant difference in Adjustment of Intermediate Students with respect to Locality. Urban students are having high Adjustment than rural students.
5. There is no significant difference in Adjustment of Intermediate Students with respect to course of study.
6. There is a significant difference in Adjustment of Intermediate Students with respect to Educational status of the Parents. Students with literate parents are having high Adjustment than students with Illiterate Parents.

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