A Comparative Study of Adjustment Ability Related to Superior, Average and Backward Intelligence of 9th Standard Students

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Abstract

In the present research, the researcher has studied the intelligence and adjustment ability. The researcher classified the intelligence in superior, average and backward group and compared the emotional, social, and educational adjustment ability. He tried to know the problems in students' adjustment. The Action plan is made to remove the problems in students' adjustment ability. In the present research, it is proved that there is correlation between intelligence and adjustment. There is difference between the adjustment ability according to intelligence classification. The adjustment ability of girls is greater than that of boys. The present research is useful to guide the parents, teachers and students.

Introduction

To minimize problems in adjustment, the school environment should be kept cheerful. Schools must have democracy. Every student must have freedom to express their opinion. Equal opportunity must be given to all students in school. Teacher must not discriminate students. The teacher-student relationship should be friendly, respectful. Teacher should try to inculcate the self-discipline in students. Parents should also keep in touch with the teachers, going beyond only admission. The parent-student relation should be pleasant and have the awareness of responsibility. School activities should not only be done, but the values of those activities should be inculcated. Then only a moral and progressive society will be developed, with the help of mixture of intelligence and adjustment. So that, in the present research, by comparing the intelligence and adjustment, by considering the problems in students' adjustment, the plan of action is made to develop the adjustment ability.

Objectives of the Research

1. To classify the intelligence of the 9th standard students as per superior, average and backward by measuring their intelligence.

2. To measure the emotional, educational, social adjustment ability of the 9th standard students.

3. To study comparatively the adjustment ability of 9th standard students having superior and average intelligence.

4. To study comparatively the adjustment ability of 9th standard students having superior and backward intelligence.

5. To study comparatively the adjustment ability of 9th standard students having average and backward intelligence.

6. To know the opinions of educationists and develop an action plan to improve the adjustment of ability of 9th standard students.

Assumptions of the Research

1. There is difference in intelligence level of 9th standard students.

2. There is difference in adjustment ability of 9th standard students.

3. The 9th standard students face problems in adjustment.

4. The adjustment ability of 9th standard students can be improved with the help of proper action plan.

Null Hypothesis

1. There is no significant difference in the mean of adjustment ability of superior and average 9th standard students.

2. There is no significant difference in the mean of adjustment ability of superior and backward 9th standard students.

3. There is no significant difference in the mean of adjustment ability of average and backward 9th standard students.

Scope and Limitations of the Research

In the present research the aided Marathi medium schools in Solapur District and Solapur city are considered for the study. The intelligence and adjustment of the students of 9th standard are considered for the present research.

Review of Related Research

In **SarjeraoChavan's** research, it is seen that because of fear of examination, lack of confidence, familial-educational-financial-social problems students' ratio of adjustment in school is less. **Suresh Sankpal**has made conclusion that the social intelligence of the teenage boys and girls is same, also the social intelligence of the urban teenage students is more than

rural teenage students. In **ShashikalaMajahan's**research, it seen that the emotional intelligence of feelings and social skill in boys is more than girls.**ReenaYadav's** research shows that there is a positive connection of intelligence, self-conception to the creativity, also it is seen that the more intelligent students shows more flexibility in creativity compared to the less intelligent students . In the research of **Jaykumar, S. and Mutthumnikam, R.** it is seen that there is a huge difference between boys' and girls' social adjustment, moreover, it is seen that there is no difference between the social adjustment from joint family and isolated family. In **Warshney, M.A.**'s research, it seen that there is difference between the attitude of adjusted and maladjusted regarding religiousness. There is also difference seen between the attitude of adjusted and maladjusted regarding family planning. There is a difference between the attitude of adjusted and maladjusted girls regarding family planning. In the research of **Sushmita Gupta,** it is seen that the social adjustment ability of urban teenage girls is more than that of rural. Moreover, the social adjustment ability of teenage girls in private schools is more than that of the teenage girls in government schools.

Research Methodology

In the present research, Survey Method and Comparative Method from Descriptive Method are used. To measure intelligence of the students, adjustment ability, as well as for student questionnaire, the Survey Method is used and to compare intelligence and adjustment ability Comparative Method is used in the present research.

Sampling

Out of 3895 9th standard students 1020 students (26.18 %) selected by lottery Metod.

Tools and Techniques for the Research

1. Intelligence Test (Imtisungba AO, Department of Education, North East Hill University, Nagaland: Campus, Kohima)

2. Adjustment Test (A.K.P. Sinha, Ex-professor and Head, Department of Psychology, pt. Ravi Shankar Shukla University, Raipur) and (R.P. Singh, Ex-professor and Head, Department of Education, Patna University, Patna)

3. Student Questionnaire (Finalized Under the guidance of Experts)

4.Action Plan to develop Adjustment Ability

Selection of Statistical Tools.

1. Percentage   2. Mean   3. Standard Deviation

4. 't' Test   5. Degree of Freedom

Results

Objective No. 1 – To classify the intelligence of the 9th standard students as per superior, average and backward by measuring their intelligence.

1. There are 42.94 percent students having superior intelligence, 51.08 percent students of average intelligence, and 5.98 percent students of backward intelligence.

2. The ratio of superior intelligence is highest, and the ratio of backward intelligence is very low.

Objective No. 2 – To measure the emotional, educational, social adjustment ability of the 9th standard students.

1. There are 15.88 percent excellent, 46.76 percent good, 18.92 percent average, 10.78 percent unsatisfactory and 7.65 percent very unsatisfactory students having emotional adjustment.

2. There are 2.16 percent excellent, 20.39 percent good, 36.57 percent average, 32.55 percent unsatisfactoryand 8.33 percent very unsatisfactory students having social adjustment.

3. There are 26.18 percent excellent, 28.82 percent good, 26.47 percent average, 15.20 percent unsatisfactory and 3.33 percent very unsatisfactory students having educational adjustment.

4. There are 1.37 percent excellent, 39.60 percent good, 39.12 percent average, 16.67 percent unsatisfactory and 3.33 percent very unsatisfactory students having adjustment.

Objective No. 3 – To study comparatively the adjustment ability of 9th standard students having superior and average intelligence.

The percentage of superior intelligence students is greater than the percentage of average intelligence students having good adjustment. The percentage of superior intelligence students having excellent, average, unsatisfactory, and very unsatisfactory adjustment is less than the percentage of average intelligence students.

The obtained Critical Ratio value is 21.68, and the standard Critical Ratio value at 0.01 significant levelis 2.58, however, the standard Critical Ratio value at 0.05 significant level is 1.96. The obtained Critical Ratio value is very high than the standard Critical Ratio value, so the null hypothesis should be rejected. Thus, from this, it is seen that the

students of superior intelligence have greater adjustment ability than the students of average intelligence.

Objective No. 4 – To study comparatively the adjustment ability of 9ᵗʰ standard students having superior and backward intelligence.

The percentage of superior intelligence students having excellent, good, average adjustment is greater than the percentage of backward intelligence. The percentage of backward intelligence students having unsatisfactory and very unsatisfactory adjustment is greater than superior intelligence students.

The obtained Critical Ratio value is 15.91, and the standard Critical Ratio value at 0.01 significant level is 2.58, however, the standard Critical Ratio value at 0.05 significant level is 1.96. The obtained Critical Ratio value is very high than the standard Critical Ratio value, so the null hypothesis should be rejected. Thus, from this, it is seen that the adjustment ability of superior intelligence students is greater than the backward intelligence students.

Objective No. 5 – To study comparatively the adjustment ability of 9ᵗʰ standard students having average and backward intelligence.

The percentage of average intelligence students having good and average adjustment is greater than the percentage of backward intelligence students. The percentage of backward intelligence students having unsatisfactory and very unsatisfactory adjustment is greater than average intelligence students.

The obtained Critical Ratio value is 15.91, and the standard Critical Ratio value at 0.01 significant level is 2.58, however, the standard Critical Ratio value at 0.05 significant level is 1.96. The obtained Critical Ratio value is very high than the standard Critical Ratio value, so the null hypothesis should be rejected. Thus, from this, it is seen that the adjustment ability of average intelligence students is greater than the backward intelligence students.

Objectives No. 6 - To know the opinions of educationists and develop an action plan to improve the adjustment of ability of 9ᵗʰ standard students.

1. To write good thought/verse etc on the blackboard of the school.
2. To participate the students in the planning of school activities.
3. To increase the speed and effective execution of the work of school counseling center.

4. To begin the first lecture with assembly.

5. To organize the open book test/ unit test/ solving the previous question papers / meditation hour / fast writing hour etc.

6. Teacher should keep the class environment happy / democratic / healthy all the time.

7. To generate the helping fund in the school.

8. To establish class library.

9. To decorate class.

10. To give group work to the students.

11. To measure adjustment ability.

12. To know the problems in adjustment.

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