

STUDY OF RELATIONSHIP BETWEEN ADJUSTMENT AND INTELLIGENCE AMONG ADOLESCENTS

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Abstract

Adjustment and Intelligence is of more importance in the present life style due to growing tension stresses and various complexities. The main purpose of this research paper is to study the adjustment in relation to intelligence of secondary school students. A total number of 300 respondents were selected for the present study who were studying in the secondary school students in the Barnala district of State Punjab. For the analysis of data, the descriptive statistics like mean, standard deviation, correlation and 't'-test was employed. Test of significance for adjustment and intelligence was studied with respect to gender and locale. The result indicated that secondary school students who are highly adjusted can perform very well in the school subjects. No significant difference was found in intelligence, whereas a significant difference was found in adjustment of adolescents with respect to gender. The results of Correlation analysis disclosed the significant positive relationship between adjustment and intelligence among adolescents.

Keywords: Adjustment , Intelligence, Secondary School Students.

Introduction

The concept of adjustment was first given by Darwin, who used it as adaptation to survive in the physical world. To be well adjusted, an individual has to be intelligent so that he can think rationally, act purposefully and deal effectively with the environment. They are quality popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situation for his survival of growth. Different person use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment

There are certain psychological factors that enhance Adjustment level of individuals. We are at the beginning of a new century and intelligence and success are not viewed in the same way they were before. New theories of intelligence have been introduced and are gradually replacing the traditional theories. Adolescent is a period of rapid changes in terms of physical, emotional and social aspects of life. One of the major and serious problems of adolescents is of aggression which forces them to do destructive things like, taking drugs, and have homicidal and suicidal tendencies. The source of such acts is emotional disturbance, lack of good interpersonal relationship, unhappy relationship with parents, family and school. Therefore, the need to study intelligence of the teenage group was felt.

Adolescence is the period of drastic change where each day presents many incidents of youth crime and offences, heart breaking and shocking episodes. At this stage, their mind would like to attain the Freedom. The waves of modernization drain their souls, dry out their hearts, damp their spirits, and make their life with a kind of mysteries and maladjustments. Therefore, the development of spiritual and moral values among the adolescents are being felt increasingly in all spheres of life. Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment.

According to Halonen and Santrock (1997), It is the psychological process of adapting in coping with, managing their problem, challenging tasks and requirements of daily life.

Dickens (2006) “Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within”.

Shaffer (1961) says that adjustment is a process by which living organism maintains a balance between its needs and circumstances that inference the satisfaction of these needs.

Gates (1970) calls it a continuous process by which a person varies his behaviour to produce more harmonious relationship between himself and his environment.

How efficiently an individual can perform his duties in different circumstances is called adjustment achievement. Business, military, education and other social activities need efficient and well-adjusted men for the progress of the nation. If we interpret adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

Adjustment as process is of major importance for psychologists, teachers and parents. To analyse the process of adjustment we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives/ when the child is born, the world, for him, is a big buzzing, blooming confusion. The nature of adjustive process is decided by a number of factors, particularly, internal needs and external demands of the child.

Adjustment and Intelligence are the two psychological constructs, which scaffold each individual in the modern world to lead a value-oriented and a well-balanced life. There are so many intervening factors in adjustment situations which either help or restrict a person from making proper adjustments. These factors could be internal or external. Internal factors relate to the person himself whereas the external factors relate to the environment of the person. Intelligence is one among the internal factors that may assist a person to any degree in the process of making adjustments in life. Sternberg (1998) opines that there seem to be almost as many definitions of intelligence as there were experts asked to define it.

Anyhow, Encyclopedia Britannica (2006) states intelligence as the ability to adapt effectively to the environment, either by making a change in oneself or by changing the environment or finding a new one. Intelligence is not a single mental process, but rather a combination of many mental processes directed toward effective adaptation to the environment.

Wechsler (1958) says that intelligence is a global concept that involves an individual's ability to act purposefully, think rationally, and deal effectively with the environment. According to Gardner, "Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings."

Freeman (1993) views intelligence as adjustment or adaptation of the individual to his total environment. It is the capacity of a person to reorganize his behavior patterns so as to act more effectively and more appropriately in novel situations, the ability to learn and the ability to carry on abstract thinking

Binet (1905) has the opinion that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances.

Thus, intelligence is adjustment or adaptation of the individual to his total environment. The present investigation aims to know the adjustment status and intelligence level of students and also to know whether there is any relationship between these two variables.

Review of Literature

Raju and Rahamtulla (2007) conducted a study on Adjustment Problems among School Students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school.

Hussain, Kumar and Husain (2008) studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment.

Devi (2011) conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment.

Velmurugan and Balakrishn (2011) investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high.

Basu (2012) studied Adjustment of Secondary School Students and the findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

Chauhan (2013) conducted a study on adjustment of higher secondary school students of durg district and results indicated that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students.

Devika (2013) conducted a Comparative Study of the Adjustment of Secondary School Students and analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment.

Makwana & Kaji (2014) conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls secondary school student. But 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.

Rani (2015) investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls.

Srivastava (2018) studied that Social adjustment problems can make awareness in solving social problems of the individuals.

Objectives

The objectives of the study were

1. To study the Adjustment of male and female adolescent students.
2. To study the Adjustment of rural and urban adolescent students.
3. To study the Intelligence of male and female adolescent students.
4. To study the Intelligence of rural and urban adolescent students.
5. To study the relationship between the Adjustment and Intelligence of the adolescent students.

Hypotheses

1. There is no significant difference in the Adjustment of male and female adolescent students.
2. There is no significant difference in the Adjustment of rural and urban adolescent students.
3. There is no significant difference in the Intelligence of male and female adolescent students.
4. There is no significant difference in the Intelligence of rural and urban adolescent students.
5. There is no significant relationship between the Adjustment and Intelligence of adolescent students.

Delimitation of the Study

This study is delimited to rural and urban government schools of Punjab district Barnala.

Methodology

Design of the Study

The descriptive survey method was employed in the present study. The study was conducted on adolescent students of Barnala district in Punjab State of India

Sample: The study was conducted on a sample of 300 adolescents (150 boys and 150 girls) studying in higher secondary schools situated in rural and urban areas of Barnala district of the state of Punjab (India).

Tools Used

1. To get the data relating to adjustment of the college students, Adjustment Inventory for School Students (AICS) developed by Sinha and Singh (1980) was used.
2. To collect the data relating to intelligence, the Group Test of General Mental Ability by Jalota (1986) was used.

Both of the tools used to collect data are very reliable and valid tools.

Statistical techniques used

To analyse the data, percentages were computed and means were calculated to know the differences. S.D and t-values were computed to know the significance of difference between means. To find out the co-efficient of correlation, Karl Pearson’s product-moment method was used and the significance level was known. Where ever required tables were prepared to make the findings and results more clear.

Keeping in view the objectives of the study, the findings are presented below:

Table 1: Means of Adjustment scores of students with respect to their gender

Students	N	M	SD	df	T value
Boys	150	42.45	12.67	298	0.79
Girls	150	40.87	13.57		

Table 2: Means of Adjustment scores of students with respect to Locale

Students	N	M	SD	df	T value
Rural	150	82.46	15.42	298	0.79
Urban	150	75.54	10.39		

Table 3: Means of Intelligence scores of students with respect to their gender

Students	N	M	SD	df	T value
Boys	150	42.45	12.67	298	0.79
Girls	150	40.87	13.57		

Table 4: Means of Intelligence scores of students with respect to Locale

Students	N	M	SD	df	T value
Rural	150	42.45	12.67	298	0.79
Urban	150	40.87	13.57		

Table 5: Relationship between intelligence and adjustment

Variables	N	r	Result
Intelligence	300	0.90	Positive correlation
Adjustment	300		

Findings of the Study

1. No significant difference was found between the adjustment of boys and girls of secondary schools.
2. No significant difference was found between the intelligence of boys and girls of secondary schools
3. No significant difference was found between the adjustment of rural and urban students of secondary schools.
4. No significant difference was found between the intelligence of rural and urban students of secondary schools
5. Significant positive relationship was found between intelligence and adjustment.

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