

Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students

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Abstract

Education plays very important role in making the man well adjusted in the society. Education, in real sense, is to humanize humanity, and to make life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, positive sentiments and skills, good values and attitudes. There are the provisions in the constitution for the education of socially disadvantaged groups. The Education commission 1964-66 in chapter VI entitled "Equalization of Educational Opportunity and Social change very aptly observed". This study will provide the knowledge about the relationship between the academic adjustment and the problems of socially disadvantaged students. The knowledge of academic adjustment and problems of socially disadvantaged students will be helpful for the teacher to overcome different related problems. The teachers will be able in making good adjustment by adopting some measures. It is concluded that the Average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. It means academic adjustment of urban socially disadvantaged senior secondary school students is more than rural socially disadvantaged senior secondary school students.

KEYWORDS: Academic Adjustment, Socially Disadvantaged Students, Secondary Schools

Introduction

In the words of M. K. Gandhi "By education we means an all round drawing out of the best in child and man body mind and spirit". Education is the process of drawing out the hidden qualities of an individual and it is not the activity of pouring in. Education may be formal, non-formal and informal on the basis of forms of education.

Adjustment is the main component part of human life. Psychologists describe adjustment as an interaction between the environment and organic factors. Arkof is also of the view that adjustment is the interaction between the person and his environment. When the external and internal forces work in opposite directions adjustment process became complicated. In such a case mental and physical balanced is missed and the individual suffers from frustration. In all countries there are disadvantage individual and groups. These so deprived sections of the society have to struggle hard for survival and development. The individual may be socially economically and educationally disadvantaged. The education inputs are expected to facilitate the educational process and attract disadvantaged children to school, college. It is fact of experience that large majority of socially disadvantaged children are enrolled in regular class rooms with normal children. These children are under

privileged, socially handicapped or socio-cultural deprived. They lack confidence and fail to express themselves before others, since they lack interests in education.

Socially disadvantaged individuals are those who have been subject to racial or ethnic prejudice or cultural bias because of their identity as a member of the group without regard to their individual qualities.

Socially disadvantaged children also mentioned in the national policy on Education (NPE). The socially disadvantaged children are those children who belong to the following categories.

- Scheduled castes children
- Scheduled Tribes Children
- Other Backward classes (OBC'S) children
- Tribal Area Children.

Socially disadvantaged children possess the certain characteristics. Firstly socially disadvantaged children seem to be unhappy, lifeless, discontented and emotionally disturbed over the conditions of life. Secondly social children hate their parent, teachers, headmasters, police personnel and other in authority. Thirdly because of poverty of their family some children always depend on public aid and approach people for financial and other kind of help for their education. Fourthly some disadvantaged children associate with peer group which are attempting to defy authority. Fifthly they like to remain isolated and do not participate in academic discussions.

There are the provisions in the constitution for the education of socially disadvantaged groups. The Education commission 1964-66 in chapter VI entitled "Equalization of Educational Opportunity and Social change very aptly observed". One of the important social objectives of education is to equalize opportunity enabling the backward or underprivileged classes and individual to use education as lever for the improvement of their conditions.

Article 15 of Indian constitution provided for the prohibition of discrimination on grounds of religion, race, caste, sex or place of births sub-section (4) states," nothing in this Article or in clause (2) of Article 29 shall prevent the state from making any specially provision for the advancement of any socially and educationally backward classes or for the scheduled castes and scheduled Tribes.

"Familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods have been promising and disappointing and what problems remains to solve" (John W. Best).

Magarey (2001) found that the programs and policies are able to affect adolescents' outcomes, although it is likely that these effects will not solve all of adolescents' educational difficulties, given the multitude of factors that affect their lives.

Hudley (2007) revealed that the pervasive links between problem behaviours and school adjustment suggested that effective intervention programs to enhance school adjustment must focus both on decreasing the motivation to aggress and increasing

the motivation to achieve. A series of efficacy and effectiveness studies have demonstrated that children's attributions in both the social and academic domains can be changed with cost effectiveness.

Pitman (2007) considered the influence of school context, an important construct at earlier ages on late adolescents' college adjustment. They explored association between a sense of school belonging and academic and psychological adjustment. The authors found that the parental education interacted with high school belonging in predicting externalizing problem behaviours.

Ratelle (2007) found that the students in the high autonomous/ high controlled group reported the highest degree of academic adjustment. Students in the autonomous group were more persistent than students in the other groups.

Lubker (2007) investigated into college adjustment patterns and found that first year females reported higher academic adjustment to college than males in the total sample. Especially in the disengagement athletes' athlete group significant differences in the college adjustment for both gender and level of athletic identity were found for this group, significant differences in college adjustment were found related to the nature of disengagement and perceived level of social support.

Raju and Rahamtulla (2007) concluded that the adjustment of school children is primarily depend on the school variables like the class in which they are studying, the medium of instruction in the school and type of management. Besides these academic adjustment influenced significantly by parental education and parental occupation.

Kuperminc (2008) explored that the links between parental involvement and academic adjustment were stronger for high schools than middle school students. Middle school parent involvement was unrelated to teacher expectations and their indirect effect on school grades was not significant.

Stanley (2008) found that rurality was not significantly related to school adjustment but rather than the characteristics of individuals livings within those communities were. The participation in school and non school activities, strength of rural schools can play a positive role in school adjustment.

Kiuru (2009) revealed that the members of adolescents peer group particularly resembled each other in terms of academic achievement. The members of girls' cliques showed greater similarity to each other in terms of their satisfaction with educational track and school engagement than did the members of girls' loose groups. Girls' isolate dyads were in particular at risk for low adjustment.

Andrade, Maureen and Snow (2009) examined English language proficiency effects academic and social adjustment. Students are generally satisfied with their proficiency appreciate English as a second language courses and feel their English is improved through course work and social interaction.

Stephen Machin (2006) about 38% of the scheduled caste children (20% of the boys and 56% of the girls) and 56% of the scheduled tribe children (49% of the boys and 70% of the girls) are yet to receive elementary education. Socio- economic compulsion in families, particularly in rural area and among the weaker section s, not too relevant nature of curricular programmes and lack of essential facilities in schools seem to be some of the more important factors contributing to the slow progress.

Prakash (2007) in this study he found that socially disadvantaged children as compared with their average counterparts reported greater loneliness and depressive symptoms were rated by teachers as more anxious and were more likely to be rejected by peers. Although girls were rated as being more socially withdrawn than boys contrary to expectations few interactions with gender were found.

The results of the study suggested that there is achievement Motivation need for intensive efforts to create awareness about Sarva Shiksha Abhiyan so that assistance under this programme could be provided to disabled children to achieve the goal of universal elementary education.

Statement of the Problem

“Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students”.

Significance of the Study

There will be great significance of this study. This study will be helpful in providing the knowledge about the academic adjustment and problems of socially disadvantaged students. There are large number of socially disadvantaged which are usually enrolled in the schools along with the normal students. So the knowledge about the problem of these students is very necessary. This study will also be helpful in stating the level of academic adjustment of socially disadvantaged students. This study will provide the knowledge about the relationship between the academic adjustment and the problems of socially disadvantaged students. The knowledge of academic adjustment and problems of socially disadvantaged students will be helpful for the teacher to overcome different related problems. The teachers will be able in making good adjustment by adopting some measures. The standard of the education of the socially disadvantage student will be improved and standard of living of these students will be better. These students can contribute in development of nation. So this study will have great significance in many fields directly or indirectly.

Objectives of the Study

The present study was conducted to achieve the following objectives:

1. To study the academic adjustment and problems of male and female socially disadvantaged senior secondary school students.
2. To study the academic adjustment and problems of the urban and rural area socially disadvantaged senior secondary school students.
3. To study the relationship between academic adjustment and problems of socially disadvantaged senior secondary school students.

Hypotheses of the Study

Owing to the information gained through review of related literature, following hypotheses were formulated and tested in the present study:

1. There exists no significant difference in academic adjustment and problems among the male and female socially disadvantaged senior secondary school students.
2. There exists no significant difference in academic adjustment and problems among the urban and rural area socially disadvantaged senior secondary school students.
3. There exists no significant relationship in academic adjustment and problems of socially disadvantaged senior secondary school students.

Research Method

Research method may be understood as all those techniques that are used for conduction of research. The method adopted for the present study was primarily descriptive, Interpretive and evaluative in nature. It attempts to capture the local dynamics in the area of the study that facilitate or inhibit the successful educational atmosphere to Socially Disadvantaged Senior Secondary School Students. Researcher collects the data from the selected sample by personally visiting the schools. For this purpose the survey method of research was used.

Sample

Investigator conducted the study to find the academic adjustment and problems of socially disadvantaged senior secondary school students. So the sampling frame of this study was the socially disadvantage senior secondary school students. A total sample of 200 socially disadvantage senior secondary school students from different Government senior secondary schools were taken. Five schools from urban area and five from rural area were taken. These 200 students include 100 male students and 100 female students. These 100 male students and 100 female students are further divided into 50 urban and 50 rural students in both of the cases.

Tools Used

In the Present study the investigator used the following tools for the collection of data.

- i) Adjustment Inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh.
- ii) Self made Questionnaire for the problems of socially Disadvantaged senior secondary school students.

Statistical Techniques Used

Data were computed with the help of various statistical techniques i.e. average, SD., correlation and t-test was used to find out the difference among the means scores of different variables.

Analysis and Interpretation

Data were computed with the help of various statistical techniques i.e. average, SD. Pearson correlation was used to find out the relationship. t-test was used to find out the difference among the variables.

Results and Discussions

In this study the data were collected with the help of two tools. First was the adjustment inventory for school students (AISS) by A. K. P. Sinha and R.P. Singh (2005), second was the self made questionnaire for the problems of socially disadvantaged senior secondary school students. This study was aimed to find out the facts related to academic adjustment and problems of socially disadvantaged senior secondary school students of district Una of Himachal Pradesh. The results derived from the collected data have been discussed in this chapter.

Hypothesis-I

There exists no significant difference in the academic adjustment and problems among the male and female socially disadvantaged senior secondary school students.

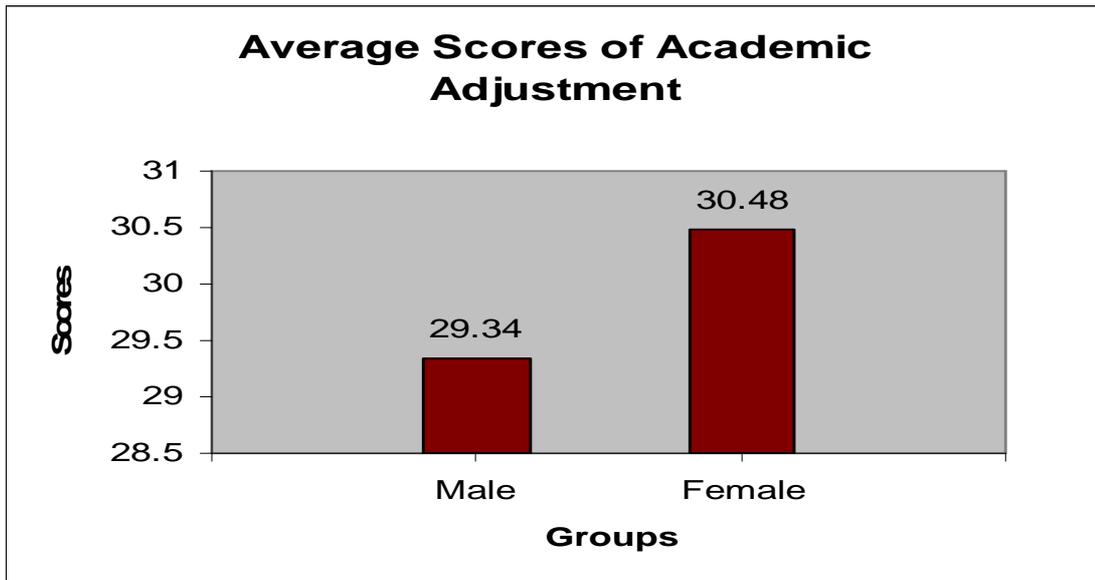
The t-test was applied to test this hypothesis.

Table 3.1

Showing summary of t-test applied for academic adjustment of male and female socially disadvantaged senior secondary school students.

Groups	N	df	Average	SD	't'-calculated	't'-critical	
						0.01	0.05
Male	100	198	29.34	3.36	2.27	2.60	1.97
Female	100		30.48	3.74			

Graph 3.1



Graph 3.2

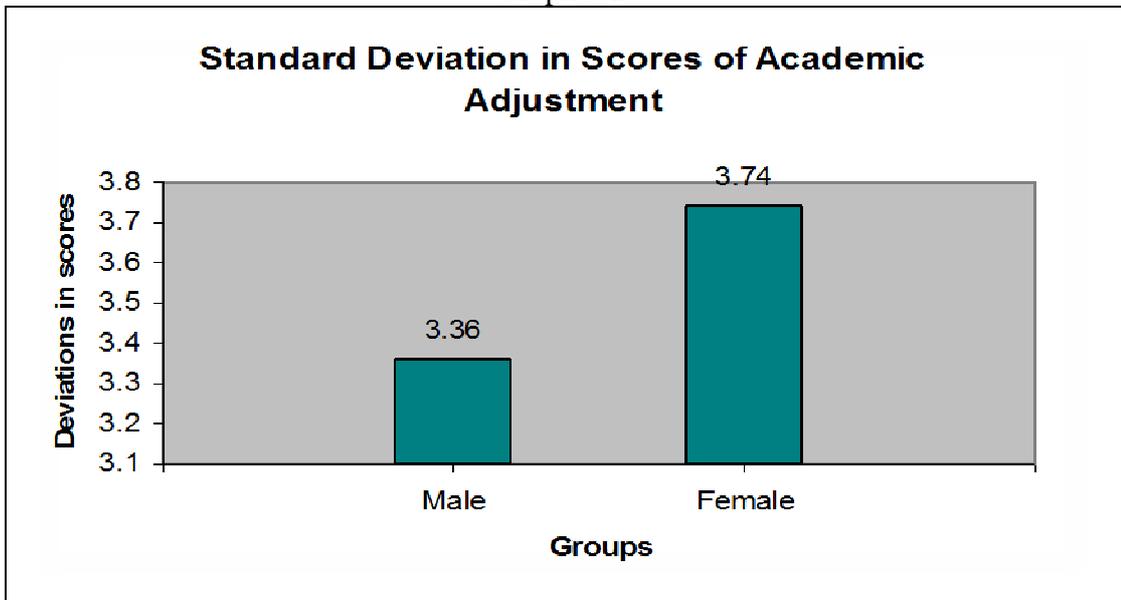


Table 3.1 showed that the 't' calculated value is 2.27 which is lesser than 't' critical value at 0.01 level of significance and 't' calculated value is greater than 't' critical value at 0.05 level of significance.

So, the hypothesis that there exists no significant difference in academic adjustment of male and female socially disadvantaged senior secondary school

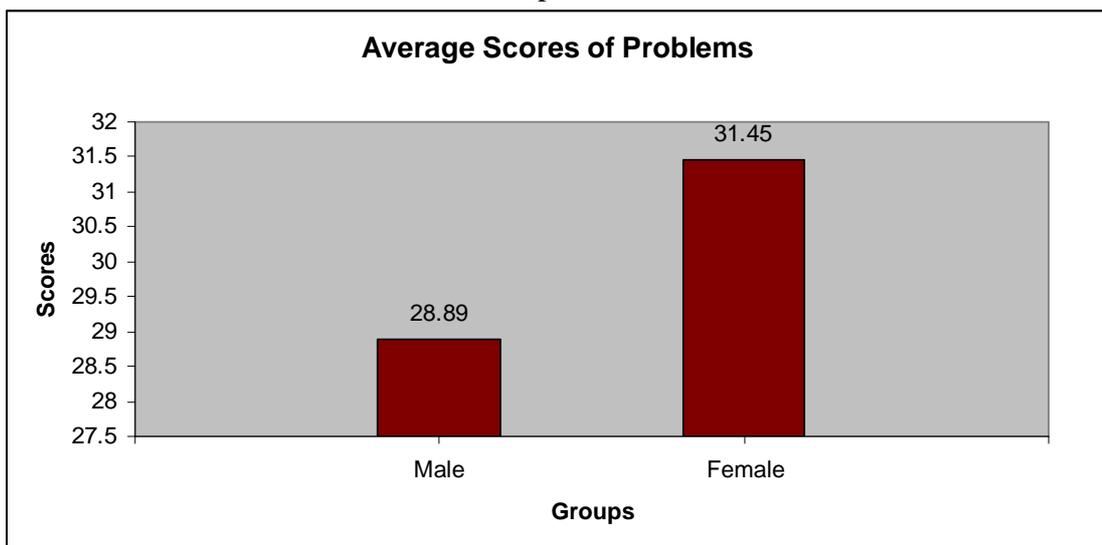
students accepted at 0.01 level of significance and rejected at 0.05 level of significance. It showed that there does not exist significant difference in the academic adjustment among the male and female socially disadvantaged senior secondary school students at 0.01 level of significance and it showed that there exists significant difference in the academic adjustment among the male and female socially disadvantaged senior secondary school students at 0.05 level of significance.

Table 3.1 and Graph 3.1 showed that the average scores of academic adjustment of male students are 29.34 and of female students are 30.48. Average scores are higher in the case of female as compared to male socially disadvantaged senior secondary school students. It means the male socially disadvantaged senior secondary school students are more academically adjusted than female socially disadvantaged senior secondary school students. Scores of standard deviation are 3.36 of male and 3.74 of female socially disadvantaged senior secondary school students. SD indicated that there are more deviations in the academic adjustment of male socially disadvantaged senior secondary school students than female socially disadvantaged senior secondary school students.

Table 3.2
Showing summary of t-test applied for problems of male and female socially disadvantaged senior secondary school students.

Groups	N	df	Average	SD	't'-calculated	't'-critical	
						0.01	0.05
Male	100	198	28.89	6.87	2.71	2.60	1.97
Female	100		31.45	6.50			

Graph 3.3



Graph 3.4

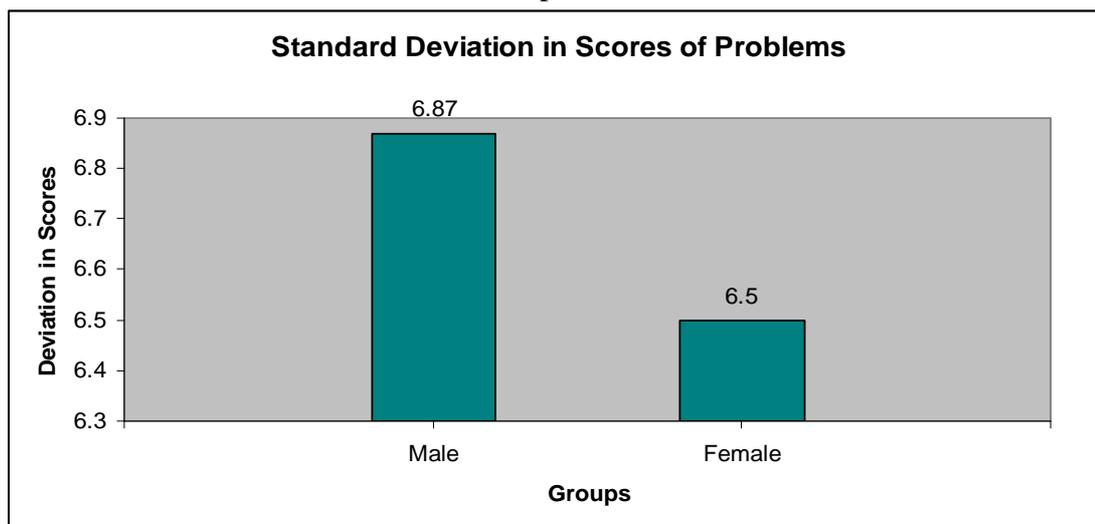


Table 3.2 showed that the 't'-calculated value is 2.71 which is greater than the 't'-critical value at both 0.01 and 0.05 level of significance.

So, the hypothesis that there exists no significant difference in problems among male and female socially disadvantaged senior secondary school students rejected at both 0.01 and 0.05 level of significance. It indicated that there exists significant difference in problems among the male and female socially disadvantaged senior secondary school students.

Table 3.2 and Graph 3.3 showed that the average scores of problems of male are 28.89 and of female are 31.45. So the average scores of problems of female socially disadvantaged senior secondary school students are higher than the male socially disadvantaged senior secondary school students. It means female students have more problems than male students.

Table 3.2 and Graph 3.4 showed that the SD of scores of problems of male students is 6.87 and of female students are 6.50. SD of scores of problems of male socially disadvantaged senior secondary school students is higher than female socially disadvantaged senior secondary school students. It shows that there are more deviations in the problems of male socially disadvantaged senior secondary school students as comparison to female socially disadvantaged senior secondary school students.

Hypothesis-II

There exists no significant difference in academic adjustment and problems among urban and rural socially disadvantaged senior secondary school students.

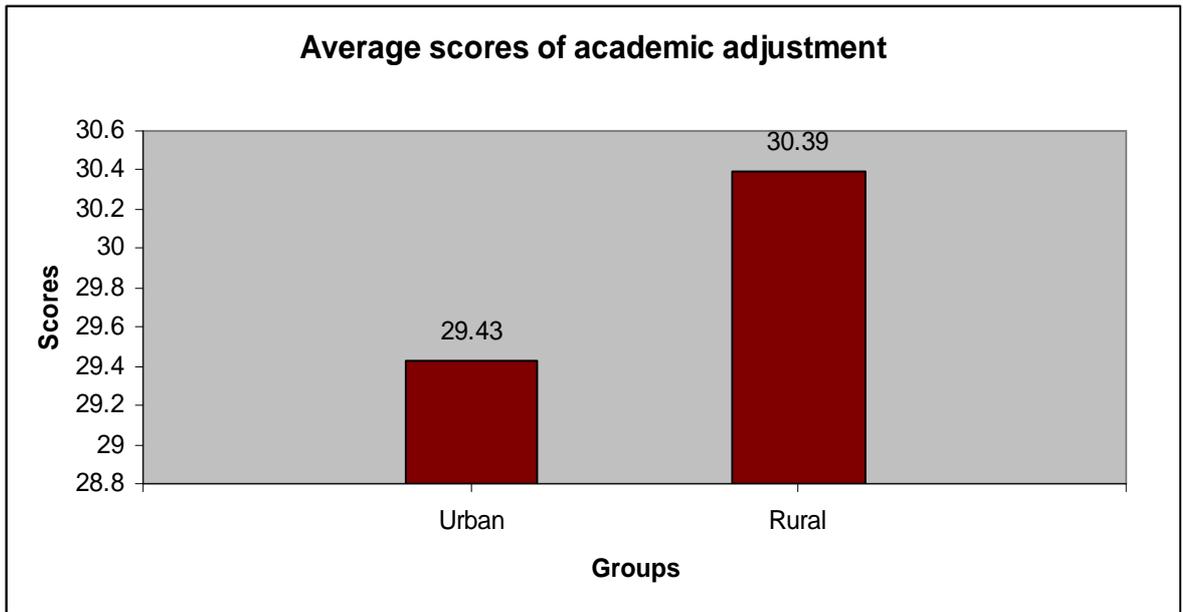
The students' t-test was applied to test this hypothesis.

Table 3.3

Showing summary of t-test applied for academic adjustment of urban and rural socially disadvantaged senior secondary school students.

Groups	N	df	Average	SD	't'-calculated	't'-critical	
						0.01	0.05
Male	100	198	29.43	3.30	1.90	2.60	1.97
Female	100		30.39	3.82			

Graph3.5



Graph 3.6

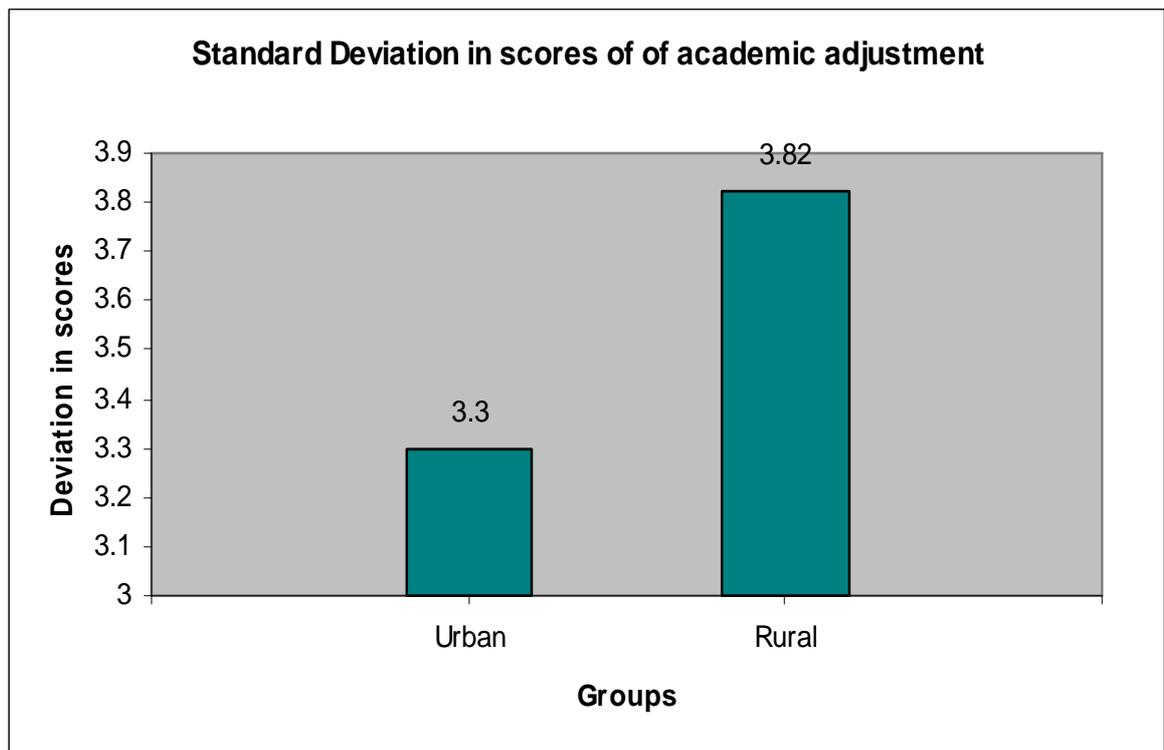


Table 3.3 showed that the 't'-calculated value is 1.90 which is lesser than the 't'-critical value at both 0.01 and 0.05 level of significance.

So, the hypothesis that there exists no significant difference in academic adjustment among urban and rural socially disadvantaged senior secondary school students is accepted at both 0.01 and 0.05 level of significance. It indicated that there is no significant difference in the academic adjustment among the urban and rural socially disadvantaged senior secondary school students.

Table 3.3 and Graph 3.5 showed that the average scores of academic adjustment of urban students are 29.43 and of rural students are 30.39. So the average

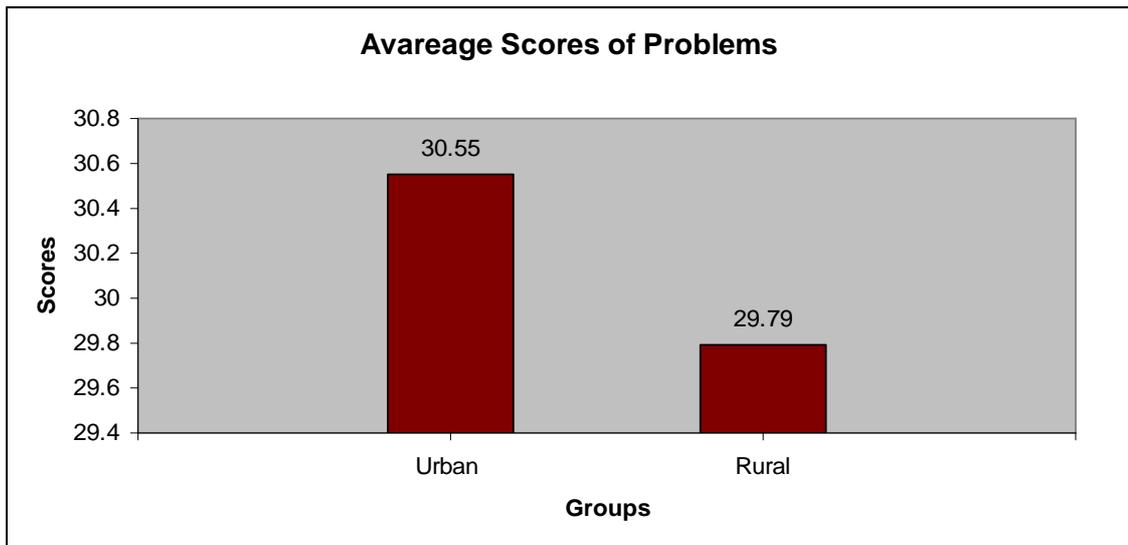
scores of academic adjustment of rural socially disadvantaged senior secondary school students are higher than the urban socially disadvantaged senior secondary school students. It means rural socially disadvantaged senior secondary school students are less academically adjustable than urban socially disadvantaged senior secondary school students.

Table 3.3 and Graph 3.6 showed that the SD of scores of academic adjustment of urban students is 3.30 and of rural students 3.82. So the SD of scores of academic adjustment of rural socially disadvantaged senior secondary school students is higher than urban socially disadvantaged senior secondary school students. It shows that there are more deviations in academic adjustment of rural socially disadvantaged senior secondary school students as comparison to urban socially disadvantaged senior secondary school students.

Table 3.4
Showing summary of t-test applied for problems of urban and rural socially disadvantaged senior secondary school students.

Groups	N	df	Average	SD	't'-calculated	't'-critical	
						0.01	0.05
Male	100	198	30.55	7.13	0.79	2.60	1.97
Female	100		29.79	6.44			

Graph 3.7



Graph3.8

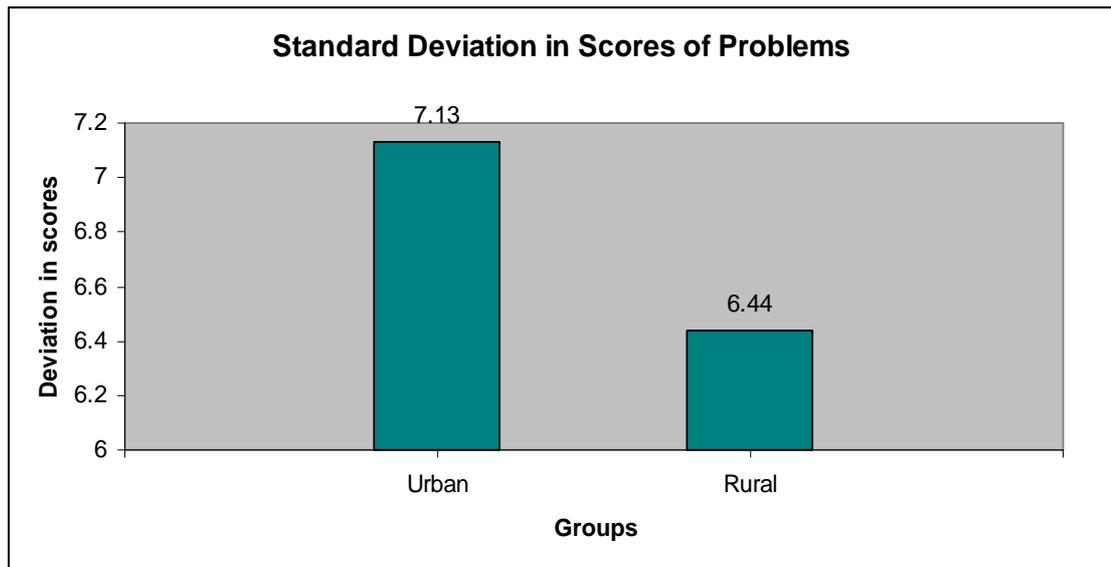


Table 3.4 showed that the 't'-calculated value is 0.79 which is lesser than the 't'-critical value at both 0.01 and 0.05 level of significance.

So, the hypothesis that there exists no significant different in problems among urban and rural socially disadvantaged senior secondary school students is accepted at both 0.01 and 0.05 level of significance. It indicated that there is no significant difference in the problems among the urban and rural socially disadvantaged senior secondary school students.

Table 3.4 and Graph 3.7 showed that the average scores of problems of urban students are 30.55 and of rural students are 29.79. So the average scores of problems of urban socially disadvantaged senior secondary school students are higher than the rural socially disadvantaged senior secondary school students. It means urban socially disadvantaged senior secondary school students have more problems than rural socially disadvantaged senior secondary school students.

Table 3.4 and Graph 3.8 showed that the scores of SD of problems of urban students are 7.13 and of rural students are 6.44. So SD of scores of academic adjustment of urban socially disadvantaged senior secondary school students is higher than rural socially disadvantaged senior secondary school students. It shows that there are more deviations in academic adjustment of urban socially disadvantaged senior secondary school students as comparison to rural socially disadvantaged senior secondary school students.

Hypothesis-III

There exists no significant relationship in academic adjustment and problems of socially disadvantaged senior secondary school students.

Co-efficient of correlation of academic adjustment and problems of socially disadvantaged senior secondary school students was calculated to test this hypothesis.

Co-efficient of correlation = -0.11

Table 3.5
Showing relationship in academic adjustment and problems of socially disadvantaged senior secondary school students

	Problems (1)	Problems (2)
Academic adjustment (1)	1	0.89
Academic adjustment (2)	0.89	-----

It is clear from the value that there is low negative correlation between academic adjustment and problems of socially disadvantaged senior secondary school students. If problems increase there will be decrease in the academic adjustment to the some extent and vice versa. Table 3.5 showed that when level of problems is 1 then level of academic adjustment is also 1. When level of problems increases to 2 then level of academic decreases to 0.89. But it is not the significant relationship in academic adjustment and problems of socially disadvantaged senior secondary school students.

So the hypothesis that there exists no significant correlation in academic adjustment and problems of socially disadvantaged senior secondary school students is accepted.

Conclusions

Conclusions are essential part of every study. Investigator conducted study on academic adjustment and problems of socially disadvantaged senior secondary school students. Investigator used two tools for the purpose of data collection. First Adjustment Inventory for School Students by A.K.P.Sinha and R.P.Singh inventory and second self made questionnaire for the problems of socially disadvantaged senior secondary school students. Conclusions were derived from the results of collected data.

1. Average scores of academic adjustment are higher in the case of female socially disadvantaged senior secondary school students than male socially disadvantaged senior secondary school students. It means academic adjustment of male socially disadvantaged senior secondary school students is more than female socially disadvantaged senior secondary school students.
2. Standard deviation is higher in the case of female socially disadvantaged senior secondary school students than male socially disadvantaged senior secondary school students. So there are more variances in academic adjustment among female socially disadvantaged senior secondary school students than male socially disadvantaged senior secondary school students.
3. In the case of problems average scores of problems of female socially disadvantaged senior secondary school students than male socially disadvantaged senior secondary school students. It means problems of female socially disadvantaged senior secondary school students are more than male socially disadvantaged senior secondary school students.
4. Standard deviation of scores problems is higher in the case of male socially disadvantaged senior secondary school students than female socially disadvantaged senior secondary school students. So there are more variances in problems of male socially disadvantaged senior secondary school students than female socially disadvantaged senior secondary school students.
5. Average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged

senior secondary school students. It means academic adjustment of urban socially disadvantaged senior secondary school students is more than rural socially disadvantaged senior secondary school students.

6. Standard deviation is higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. So there are more variances in academic adjustment among rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students.
7. In the case of problems, average scores of problems of urban socially disadvantaged senior secondary school students are more than rural socially disadvantaged senior secondary school students. It means problems of urban socially disadvantaged senior secondary school students are more than rural socially disadvantaged senior secondary school students.
8. Standard deviation of scores problems is higher in the case of urban socially disadvantaged senior secondary school students than rural socially disadvantaged senior secondary school students. So there are more variances in problems of urban socially disadvantaged senior secondary school students than rural socially disadvantaged senior secondary school students.
9. It is clear from the value that there is low negative correlation in academic adjustment and problems of socially disadvantaged senior secondary school students. It means when there is increase in problems there will be decrease in the academic adjustment and with decrease in the problems there will be increase in the academic adjustment. But this relationship is not significant it is low negative correlation.

Recommendations

The numbers of researches are conducted in the field of education so that it might be helpful for the policy planning in education. The investigator has conducted the study entitled academic adjustment and problems of socially disadvantaged senior secondary school students. This study also has some implications in the field of the education. The following recommendations have been made by the investigator on the basis of conclusions derived:

- (i) Teachers should pay proper attention towards the female and rural socially disadvantaged senior secondary school students as they lack academic adjustment as compare to male and urban socially disadvantaged senior secondary school students respectively.
- (ii) The female and urban socially disadvantaged senior secondary school students face more problems as compare to male and rural socially disadvantaged senior secondary school students respectively. The government can contribute in minimizing the problems of female socially disadvantaged senior secondary school students by providing the financial and other aids e.g. books, recreational facilities, scholarship, free uniform and medical facilities etc.
- (iii) There is a low negative correlation in academic adjustment and problems of socially disadvantaged senior secondary school students. It provides the guidelines for the teachers that by decreasing the problems of socially disadvantaged senior secondary school students the academic adjustment of socially disadvantaged senior secondary school students can be enhanced.

- (iv) Socially disadvantaged senior secondary school students face different problems as compare to other students so these students demand special attention of the teachers, parents, society and government. These students can contribute in the development of the country if they get education properly.
- (v) The government should make educational provisions for the better education of the socially disadvantaged senior secondary school students by keeping in mind the findings of the study.

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