

ADJUSTMENT AND GENERAL MENTAL ABILITY A CORRELATION STUDY AMONG SECONDARY SCHOOL STUDENTS

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Abstract:

Education is the ability to meet one's life. How the child adjusts with varying situations determines the success of life. The child's adjustment is determined by a number of factors like Home, Social, Educational and Financial adjustment. In psychology. And in other words adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment. School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require school counseling. The present study focuses on school adjustment, motivation and academic achievement among school students face many adjustments problems in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict academic achievement. If a child is well adjusted to his environment, then he or she will be motivated to excel in the activities assigned during school, and it leads to academic achievement. Academic achievement is greatly based upon adjusting abilities of children. An individual is not born adjusted, it is his or her capabilities that make his or her adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the child's personality. It is very important to study and find out favorable and unfavorable situation which affects child's adjustment, motivation and gradually it leads to academic achievement. As school is the foundation of student life, it should be strong enough to construct an empire in the future Adjustment and General mental ability is of more important in the present life style due to growing tension, stresses and various complexities. In this context the main purpose of the study was to examine The Adjustment and General mental ability A Correlation study among secondary school students. The study also aimed to find out the correlation between the variables of the study. The study was carried on students who were studying in 8th standard in schools of Mysore city. The sample for the study consisted of 100 students and data was collected using tools Raven's standard progressive matrices and Bells adjustment inventory which have been used to measure the level of general mental ability and adjustment among secondary school students. The result shown that there is a significant difference between the Adjustment of male and female secondary school students, there is a significant difference between the General mental ability of male and female secondary school students and there is a positive and high correlation between adjustment and general mental ability among secondary school students.

Key words: Descriptive survey method, t- test , Adjustment , General mental ability.

1. Introduction:-

Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness difficulty in concentrating, sleeping problems and reckless behavior .When evaluating adjustment it can be considered in two ways: adjustment as an achievement and adjustment as a

process. The 'adjustment as a process' theory portrays that, since the moment we are born, humans are in a constant state of adjustment. In psychology, *adjustment is that condition of a person who is able to adapt with his physical occupational and social environment*. And in other words adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. For example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus. Adjustment disorder occurs when there is an inability to make a normal adjustment to some need or stress in the environment. Appropriate aspirations that require hard work and capitalizing on strengths without being too far out of reach and setting them up for failure. Basic needs such as food, water, shelter, and sleep are consistently met, as well as a general feeling of security and positive self-esteem. Positive attitude and a tendency to find the goodness in other people, objects and activities. A well-adjusted person will acknowledge others' weaknesses but not actively search for faults. Flexibility to respond to and accommodate for changes in the environment. Ability to handle adverse circumstances: well-adjusted people are able to take negative life events in stride, they will be motivated to take action to remedy the problem rather than passively accept it. Normal adjustment to some need or stress in the environment. Successful adjustment is also called being 'well adjusted' and is critical to mental health. Colloquially, being well-adjusted is defined as a person who "is reasonable and has good judgement and their behavior is not difficult or strange. It is important to remember that adjustment is a continuum, not a simple dichotomy; people can fluctuate and be adept at adjusting in different circumstances. In general, a person that is well-adjusted will have the following characteristics: An understanding of personal strengths and weaknesses and a tendency to play up strengths while limiting the appearance of weaknesses. Personal respect and appreciation, a well-adjusted individual finds themselves to be inherently valuable. Appropriate aspirations that require hard work and capitalizing on strengths without being too far out of reach and setting them up for failure. Basic needs such as food, water, shelter, and sleep are consistently met, as well as a general feeling of security and positive self-esteem. Positive attitude and a tendency to find the goodness in other people, object and activities. A well-adjusted person will acknowledge others' weaknesses but not actively search for faults. Flexibility to respond to and accommodate for changes in the environment. Ability to handle adverse circumstances: well-adjusted people are able to take negative life events in stride, they will be motivated to take action to remedy the problem rather than passively accept it. A realistic perception of the world that allows for a healthy amount of distrust of others and encourages pragmatic thinking. Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety or depression, as well as experience feelings of hopelessness, difficulty concentrating, sleeping problems and reckless behavior. 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 and growth. Different person use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Thus adjustment is the maintenance of a harmonious relationship between man and the environment and the persons who comprise his physical or social environment, (Crow & Crow, 1956).

There are certain psychological factors that enhance Adjustment level of students. 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 is Adjustment and General mental ability A correlation study among secondary school students. Halonen and Santrock (1997), It is the psychological process of adapting in coping with, managing their problem, challenging tasks and requirements of daily life. Dickenson road (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 analyze the process of adjustment we should study the development of students 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 adjustment process is decided by a number of factors, particularly, internal needs and external demands of the child Adjustment and General mental ability are the two psychological constructs, which scaffold each student 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 student from making proper adjustments. These factors could be internal or external. Internal factors relate to the student himself whereas the external factors relate to the environment of the person. General mental ability is one among the internal factors that may assist a student to any degree in the process of making adjustments in life. Anyhow, Encyclopedia Britannica (2006) states General mental ability 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. General mental ability is not a single mental process, but rather a combination of many mental processes directed toward effective adaptation to the environment.

2. Need and importance of the study:

The term adjustment refers to a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and the environment. The term adjustment in very strict sense denotes the results of equilibrium, which may be affected by either accommodation or adaptation. How the students gets along or survives in his or her physical or social environment depends on adjustment. At the conditions in the environment changes constantly, Adjustment plays a vital role in the development of the

child. Trowell (1956) defined academic achievement as “knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance. Adjustment, in psychology the behavioural process by which humans and other animals maintain an equilibrium among their various needs or between their needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Hungry people, for example, are stimulated by their physiological state to seek food. When they eat, they reduce the stimulating condition that impelled them to activity, and they are thereby adjusted to this particular need. School adjustment is the process of adopting to the role of being a student and the various aspects of the school environment. If a student is well adjusted to his environment then he or she will be motivated to excel in the activities assigned during school, and leads to academic achievement. General mental ability as the ability to adopt students effectively to the environment. In general, the adjustment process involves four parts: a need or motive in the form of a strong persistent stimulus, the thwarting or non-fulfillment of this need, varied activity, or exploratory behaviour accompanied by problem solving and some response that removes or at least reduces the initiating stimulus and completes the adjustment .In the lights of above, the investigator felt that it is essential to investigate the Adjustment and General mental ability A Correlation study among Secondary school students.

3. Operational definitions of the key terms used in the study:

3.1 Adjustment: Adjustment refers to the behavioural process of balancing conflicting needs or needs challenged by obstacles in the environment. .Successful adjustment is crucial to having a high quality of life. Those who are able to adjust well are, being well-adjusted is defined as a person who "is reasonable and has good behavior is not difficult or strange. It is important to remember that adjustment is a continuum, not a simple dichotomy; people can fluctuate and be adopt at adjusting in different circumstances. In general, a student that is well-adjusted will have the following characteristics: ability to adequately function ability to perform adaptive tasks high positive affect and low negative affect general satisfaction in various life domains absence of debilitating psychological disorders negative affect general satisfaction in various life domains absence of debilitating psychological disorders. In general, the adjustment process involves four parts: (1) a need or motive in the form of a strong persistent stimulus, (2) the thwarting or non fulfillment of this need, (3) varied activity, or exploratory behaviour of students accompanied by problem solving and (4) some response that removes or at least reduces the initiating stimulus and completes the adjustment in the students.

3.2 General Mental Ability: is defined as the ability to comprehend and interpret verbal information, ability to perceive and process numbers and information given in tabular/ graphical format, ability to think laterally and make logical connections between different concepts.

4. Methodology:

Statement of the problem:

“Adjustment and General mental ability: A Correlation study among secondary school students”

5. Objectives of the study:

The following were the objectives of the study:

1. To study the level of Adjustment among secondary school students.
2. To study the level of General mental ability among secondary school students.
3. To examine whether there is significant difference between adjustment of male and female secondary school students.
4. To examine whether there is significant difference between General mental ability of male and female secondary school students.
5. To examine whether there is a significant relationship between Adjustment and General mental ability of secondary school students.

6. Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study:

- a) There is no significant difference between Adjustment of male female secondary school students.
- b) There is no significant difference between General mental ability of male and female secondary school students.
- c) There is no significant relationship between the Adjustment and General mental ability of secondary school students.

7. Variables of the study:

Following were the variables of the study:

Main variables: Adjustment

General mental ability

Back ground variable: Gender

8. Method of the study:

Descriptive Survey method was adopted for the study:

9. Sample of the study:

Random sampling technique has been used for selecting the samples of secondary schools of city of Mysore. Further 100 male and female students were selected through cluster sampling technique.

10 .Tools used for collection of data:

The following tools have been used for the study are shown in the table no 1.

Table no 1 showing tools used for the study

SL NO	Variables	Tools used	Standardized/constructed by
1	Adjustment	Bells adjustment inventory	Bells
2	General mental ability	RPM Ravens standard progressive matrices.	Ravens J.C.

11. Statistical technique used for analysis of data:

The following statistical technique have been used for analyze the hypothesis formulated in the study:

- a) Percentage analysis was used as a statistical technique to assess the level of Adjustment and General mental ability among secondary school students.
- b) **t-test**
The t-test was used to find out significant difference between variables.
- c) **Pearson product movement correlation:**
- d) The technique was used to find out relationship between variables.

12. Analysis and interpretation of the data:

The percentage analysis was used as statistical technique to analyze the level of analysis with respect to first and second objective which have been presented below.

The technique was used to find out relationship between variables.

Table no 1: Table showing the percentage of Secondary school students possessing low, moderate and high level of Adjustment.

Adjustment	Score limit	Secondary school students	
		frequency	Percentage
Low	150	25	25
Moderate	151-180	52	52
High	181-200	23	23

Total	100	100%
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Table No. 1 revealed that majority (52%) of students possess, moderate level of adjustment and it is also seen that only 25% and 23% of the secondary schools possessing low and high level of adjustment respectively.

Objective1: To assess the level of Adjustment among secondary school students

Table No1: The table showing the percentage of secondary school students possessing low, moderate and high level of Adjustment.

Objective 2 : To assess the level of General mental ability among secondary school students.

Table No2: The table showing the percentage of secondary school students possessing low, moderate

General Mental ability	Score limit	Secondary school students	
		frequency	Percentage
Low	Below 44	24	24
Moderate	45-55	53	53
High	Above 55	23	23
Total		100	100%

and high level of General Mental Ability.

Table No. 2 revealed that majority (53%) of secondary school students possess, moderate level of General mental ability and it is also seen that only 24% and 23% of the secondary schools possessing low and high level of General mental ability respectively.

Hypotheses 1: There is no significant difference between Adjustment of male and female secondary school students.

Table No. 3: showing mean, SD, t-value of male and female with respect to Adjustment.

	Groups	N	Mean	SD	df	T	significance
Gender	Male	50	180	12	96	10.235	0.01
	Female	50	170	6			

Table No.3 shows that the obtained 't' value 10.235 is greater than the tabled 't' value 2.626 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a

significant difference between the Adjustment of male and female secondary school students is accepted. Since, the mean value of male (180) is greater than that of the mean value of female (170), it is concluded that male secondary school students have scored higher in Adjustment.

Hypotheses 2: There is no significant difference between General mental ability of male and female secondary school students.

Table No. 4: showing mean, SD, t-value of male and female with respect to General mental ability.

	Groups	N	Mean	SD	df	T	significance
Gender	Male	50	56	3.00	23	4.323	0.01
	Female	50	58	4.00			

Table No.3 shows that the obtained 't' value 4.323 is greater than the tabled 't' value 2.626 at 0.01 level. Hence, the null hypothesis Ho.2 is rejected and the alternate hypothesis stating that there is a significant difference between the General mental ability of male and female secondary school students is accepted. Since, the mean value of male (56) is lesser than that of the mean value of female (58), it is concluded that female secondary school students have scored higher in General mental ability.

Hypotheses 3: There is no significant relationship between the Adjustment General mental ability of secondary school students.

Table : NO 5

Variables	N	Df	'r' value	Level of significance
Adjustment	100	96	0.226	0.05
General mental ability				

Table No.5 shows that the obtained 'r' value 0.226 is greater than the tabled value 2.000'r' value at 0.05 level. Hence, the null hypothesis Ho.3 is rejected and the alternate hypothesis stating that there is a significant relationship between the Adjustment and General mental ability of secondary school students is accepted. Therefore it is concluded that there is a positive and high correlation between adjustment and general mental ability among secondary school students.

13. Findings of the study

1. Majority (52%) of students possess, moderate level of adjustment and it is also seen that only 25% and 23% of the secondary schools possessing low and high level of adjustment respectively.
2. Majority (53%) of secondary school students possess, moderate level of General mental ability and it is also seen that only 24% and 23% of the secondary schools possessing low and high level of General mental ability respectively.
3. There is a significant difference between the Adjustment of male and female secondary school students

4. There is a significant difference between the General mental ability of male and female secondary school students
5. There is a positive and insignificant correlation between adjustment and general mental ability among secondary school students.

14. Educational Implications of the study :

The teacher should identify the strength and weakness of the student in the classroom and encouraging talking about and processing emotions, encourage the students to develop self-awareness and controlling their own emotions leads to good adjustment , involves the students in some yogic activities.

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