



ORIGINAL RESEARCH PAPER

Education

A COMPARATIVE STUDY ON ADJUSTMENT ABILITY OF SPECIAL AND NORMAL ADOLESCENTS

KEY WORDS: Adjustment, environment, interpersona, individual, education

Dr. Surekha

Principal Vaishno College of Education

ABSTRACT

There has been a continuous struggle between the needs of the individual and the external forces since times immemorial. Those of us who can adopt or adjust to the needs of changing condition can live happily and successfully while others either vanishes lead miserable lives or prove a nuisance to the society. The process is continuous. It starts at one's birth and goes on without stop till ones death A person as well as his environment is constantly changing as also are his needs in accordance with demand of changing external environment. Consequently the process or terms of an individual adjustment can be expected to change from situation to situation. The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin's (1859) theory of evolution. In those days, the concept was purely biological and he used the term adaptation, but psychologist's see the term of adjustment for varying conditions of social or interpersonal relation in the society.

INTRODUCTION

The term adjustment is refers to a harmonious relationship between the person and environment. The degree of harmony depends upon two things as first is certain potentiality within a person and second is character of the environment. A person is said to have adjusted when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feeling. He is supposed to do at a particular movement but also sometimes leads to indiscipline and in some cases even to anti-social manifestation. Poor adjustment at home and school leads a student to person and juvenile delinquency. The secondary students face different problem at home school and society at large. Development of personality of the child and the teacher to a great extent depends on the adjustment with environment. Efficiency integrated and balanced personality .Problem –solving behavior may be said to be a deliberate and purposeful on the part of an individual to realize the set of goals or objectives by inventing some novel methods or systematically following some planned step for removal of the interferences and obstacle in the path of the realization of these goals when usual methods steps involved in effective problem –solving may be identified as problem awareness, problem understanding and collection of relevant information, formulation of hypothesis and selection of a proper solution. The adjustment process is a universal sequence that can be identified in the behavior of organism from the lowest species up to man. If individual experiences have so shaped his personality that he well prepared to play the roles, which are expected of the status assigned to him within a given environment and if his basis needs are met by playing such roles, than we say that he is well adjusted on the hand, if experience has not prepared him to play the role of his assigned status or if the environment is such that he is denied the normal status for which his experience has prepared him and his fundamental needs are not met then we say he is maladjustment.

OBJECTIVE OF THE STUDY

To study the adjustment ability of adolescents children.

HYPOTHESIS OF THE STUDY

There is no significant difference between special needs and normal adolescents in adjustment ability.

SAMPLE

In the present study sample of 140 students of Pathankot district were selected. In the the sample of 140 students 40 students taken from special schools, 50 from government school and 50 from private school research selects only adolescents students (age group 13 to 19) .

TOOL

Tools are means of data collection and the quality of the data depends upon the characteristics of the tools. In the present study to assess the adjustment ability of special and normal adolescence the tool ,adjustment inventory for school students prepared by A.K.P. SINHA and R.P. SINGH has been used

ANALYSIS AND INTERPRETATION

The aim of the study was to inquiry the comparison of adjustment ability in normal adolescence

Hypothesis There is no significant difference between special and normal adolescents in adjustment ability. To test the above hypothesis M.S.D & t value are calculated which are presented in the following table.

Table 1.1 Statistical values of special and normal adolescents on adjustment.

Group	No	Mean	S.D.	t-value
Special Need Adolescents	40	28.8	9.49	4.01
Normal Adolescents	100	25.44	24.12	
Df=138				
P.05				
Significant				

Table 1.1 shows the mean scores and standard deviation of special need adolescents on adjustment is 28.8 and 9.49 respectively and the mean scores and standard deviation of normal adolescents on adjustment was 25.44 and 24.12 respectively and the calculated t value is 4.01 which is significant on 0.05 so the proposed hypothesis is rejected.

EDUCATIONAL IMPLICATION

1. Classroom adjustment should be tension free for special need and normal adolescents
2. Special need adolescents require special attention ,special care because they are not able to adjust in many aspect of life
3. Special need adolescents should require special attention from teacher and parents in the comparison of normal adolescents. So special attention and prpper care should be planned by them.
4. Special need adolescents should provide cocational guidance according to their interest and ability.

SUGGESTIONS FOR FURTHER RESEARCH ARE GIVEN BELOW:

1. The researchers may also be conducted on adjustment among special need adolescents and normal adolescents at large sample

2. A similar study may be conducted on other district of Punjab.
3. A similar study may be conduct on other state.
4. The present study was conducted to special need adolescents and normal adolescents only. The study can be extent to other age groups so that the result of the study may wider implication

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6. Dr. Surekha Devi
7. Principal Vaishno College of Education
8. Vill. Thapkour P.O. Bahdroya Teh. Nurpur
9. Distt. Kangra (Himachal Pradesh)
10. M: 8284844785
11. Mail I.D. pathaniasurekha5@gmail.com