



A Comparative Study of Adjustment of Adolescent Girls in Relation to Intelligence and Self Concept

Jitender

Dept. of Education, M.D.U, Rohtak

Sonu Saini

M.Phil Student

Abstract

The purpose of this study was to determine the adjustment of adolescent girls in relation to intelligence and self concept. A random sampling method was followed. The sample consisted of 150 adolescent girls of Rohtak district. The data was collected personally. The tools Group Mental Ability Test by Dr. Jalota, AISS by Dr. A.K.P Sinha and Dr. R.P. Singh and Self concept Questionnaire were used. Result indicated significant differences on total adjustment and self concept of low and high intelligent adolescent girls. The adolescent girls having high intelligence are better adjusted compared to low intelligence girls.

Introduction:

The relationship, which becomes established among the biological heritage or organism, the environment and, the Personality is adjustment. The term adjustment refers to a harmonious related between the person and the environment. The degree of harmony depend upon two things: (1) certain potentialities within a person; and (2) character of the environment. A person is said to be adjusted when he is so related to reasonably adequate environment that he is relatively happy, efficient and has a degree of social feeling. In the simple words, adjustment is an all-inclusive term meaning relationship 'between and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behavior of organism from the lowest species up to man. Boring says that if a paramecium (single celled animal)

meets an obstruction while swimming, it will pack up, turn through a small angle and swim forward again.

If individual's experiences have so shaped his personality that he is well prepared to play the roles which are expected of the status assigned to him within a given environment, and if his basic needs are met by playing such roles, then we say that he is well adjusted. On the other hand, if experience has not prepared him to play the roles 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 met, then we say he is maladjusted.

Justification of the study

To meet standard of the society, family, friends one has to try constantly to fit in the roles assigned by society. Many times these standards are met and a person in such situation is said to be well adjusted and at times tensions and conflicts lead to emotionally, socially, educationally unstable person. This maladjustment can lead to neurosis or psychosis in extreme cases. Intelligence which makes a person act according to his capacities or capabilities is an important variable that increases chances of better adjustment grows with the process of maturation, with acquisition of knowledge, skills, learning and motivation. Some investigations have revealed that superior intelligence makes children adjust better as compared to those children having average intelligence. Sharma (1972) found that significant differences existed in achievement with regard to adjustment. Intelligence may be understood to be a mental energy available with an individual which enables him to cope with environment in terms of adaptation and dealing with novel situations as effectively as possible. Since adolescence is a stage which brings heightened sensitivity to sexual, social, educational demands of parents from their children it leads to many conflicts. Girls in Indian scenario face this pressure more than boys because of society's orthodox views; and gender bias. In such a condition a study of adjustment and self-concept in adolescent girls of low and high intelligence becomes imperative.

STATEMENT OF THE PROBLEM

“A COMPARATIVE STUDY OF ADJUSTMENT OF ADOLESCENT GIRLS IN RELATION TO INTELLIGENCE AND SELF CONCEPT” OPERATIONAL DEFINITIONS OF THE VARIOUS TERMS USED ADJUSTMENT.

“The term adjustment means a state of harmonious relationship between a person and his environment. It also means how efficiently an individual perform his duties in different circumstances.”

INTELLIGENCE

“Intelligence is the capacity and applies knowledge. It is only intelligence which makes a person behave properly to think regularly and continuously.”

ADOLESCENCE

“Adolescence is a transitional period of one’s life between childhood and adulthood, during which some important biological, psychological and social changes take place.”

SELF CONCEPT

“Self concept is the way of looking at himself. It also signifies his way of thinking, feeling and behaving”

OBJECTIVES

- To compare the adolescent girls with low and high intelligence on Total Adjustment.
- To compare the adolescent girls with low and high intelligence on Emotional Adjustment.
- To compare the adolescent girls with low and high intelligence on Social Adjustment.
- To compare the adolescent girls with low and high intelligence on Educational Adjustment.
- To compare the adolescent girls with low and high intelligence on total self-concept.

HYPOTHESES

- There is no significant difference in total adjustment of adolescent girls with low and high intelligence.
- There is no significant difference in Emotional adjustment of adolescent girls’ with low and high intelligence.
- There is no significant difference in Social adjustment of adolescent girls with low and high in intelligence.

- There no significant difference in Educational adjustment of adolescent girls with low and high intelligence.
- There is no significant difference in total self-concept of adolescent girls with low and high intelligence.

DELIMITATIONS

- The study has been done on adolescent girls of Rohtak district only.
- The sample of present study consists of 150 adolescent girls (75 girls each of low and high intelligence).
- The study has been limited to three variables i.e. adjustment, intelligence and self concept.
- The tools employed are Dr. S.S. Jalota's group intelligence test and adjustment inventory by A.K.P. Sfriha and R.P. Singh and self-concept inventory by R.K. Saraswat.
- The study of Adjustment has been delimited to three areas: Emotional, Social and Educational.

Research Methodology

Descriptive Method

Descriptive method is found suitable for testing the hypotheses and is the strongest available for development and understading new concept in education. Descriptive method established a systematic and logical association between manipulated factors and observed effects.

Sample

A sample of 150 adolescent girls from different schools were selected on the basis of availability. At first intelligence was measured and sample was taken of adolescent girls relation to intelligence.

Category	No. of Adolescent Girls Selected	Total
Low intelligent Girl	75	150
Highly intelligent Girls	75	

Independent variable

There are the conditions experimenter manipulation or control the attempt to as certain their relationship to be observed. Independent variable used here is intelligence.

Dependent Variable

There are the conditions change as the researcher removes or changes are termed as dependent variable one dependent variable was identified on the basis of which of which efficacy of the treatment is assessed. The dependent variables are adjustment and self concept.

TOOLS USED

Tool A

GROUP MENTAL ABILITY TEST (1972) BY S.S. JALOTA

This intelligence test is group verbal test which has been design by Dr. S.S. Jalota. By this test we can measure the intelligence of a group and classify in intelligent, average and dull categories.

The test consist 100 questions with multiple choice and the students should choose one answer among the given options. The test has five separate categories of 20 tasks – vocabulary, classification, number series, analogies and reasoning. The items are mixed.

This test was designed in 1951, then revised form published in 1960 and 1963.

The reliablity of the test is 0.938.

The validity correlation was 6.95

Tool B

AISS BY Dr. A.K.P. SINHA AND Dr. R.P. SINGH

This adjustment inventory has been designed for use with Hindi knowing school students of India. This test helps to find out the poorly adjusted students who need further psycho-diagnostic study and counseling in the three areas of adjustment.

Emotional Adjustment

Social Adjustment

Educational Adjustment

The inventory contains 60 items, classification of which is given below

20 items related to Emotional Adjustment

20 items related to Social Adjustment

20 items related to Educational Adjustment

The items are in question form and the responses are to be given as 'Yes' or 'No' on the inventory. The items are in random order and the subject is unaware of the specific area for which he is responsible. Coefficient of reliability determined by split half method is 0.95 and validity coefficient for each items are determined by Biserial Correlation method.

Tool C

Self-Concept Questionnaire

The self-concept inventory by Raj Kumar Saraswat was used to collect the present study. This questionnaire provides six separate dimensions of self-concept i.e.–Physical, Social, intellectual, moral, educational and temperamental self-concept. It also gives a total self-concept score. This inventory contains forty eight items. Each item is provided with five alternatives. Responses are

obtained on the test booklet itself. There is no time limit but generally 20 minutes have been sufficient for responding to all the item. The reliability is .91

Statistical Techniques

Mean : A measure of central tendency representing the average of a date set.

$$\text{Where } \frac{\text{QUOTE}}{N} = \frac{\text{Total of Scores}}{\text{No. of Sample/Students}}$$

Standard Deviation : The extent to which date depart from mean symbolized by QUOTE .

$$\begin{aligned} \text{S.D or } \frac{\text{QUOTE}}{\text{QUOTE}} &= \frac{\text{QUOTE}}{\text{QUOTE}} \\ &= \frac{\text{Sum total square of the scores}}{\text{Total Scores}} \\ \text{QUOTE} &= \text{Standard Deviation of the first sample} \end{aligned}$$

‘t’ test

Analysis and interpretation of Data

Table 1

Category	Mean	S.D	“t”
Low Intelligent Girls	21.8	4.5	8.9
High Intelligent Girls	15.12	3.2	

Interpretation

Table depicts the means, S.D. and ‘t’ of total adjustment of adolescent girls with low and high intelligence . The mean and S.D. of total adjustment of adolescent girls with low intelligence is 21.8 and 4.5. the mean and S.D. of total adjustment of adolescent girls with high intelligence is 15.12 and 3.2. The computed value of ‘t’ is 8.9 which is significant at 0.01 level of significance. This proves that there is significant difference in total adjustment of adolescent girls with low and high intelligence when compared. So the null hypothesis is rejected.

Table 2

Category	Mean	S.D	“t”
Low Intelligent Girls	7.78	0.9	7.8
High Intelligent Girls	5.44	2.2	

Interpretation

Table depicts the means S.D and ‘t’ Emotional adjustment of adolescent girls with low and high intelligence. The mean and S.D. of total adjustment of adolescent girls with low intelligence is 7.78 and 0.9. The mean and S.D of total adjustment of adolescent girls with high intelligence is 5.44 and 2.2. the computed value of ‘t’ is 7.8 which is significant at 0.01 or 0.05 both level of significance. This proves that there is significant difference in emotional adjustment of adolescent girls with low and high intelligence when compared.

Table 3

Category	Mean	S.D	“t”
Low Intelligent Girls	6.88	3.6	3.8
High Intelligent Girls	4.94	0.7	

Interpretation

Table depicts the means, S.D. and ‘t’ social adjustment of adolescent girls with low and high intelligence. The mean and S.D of total adjustment of adolescent girls with low intelligence is 6.88 and 3.6. The mean and S.D. of total adjustment of adolescent girls with

high intelligence is 4.94 and 0.7 the computed value of 't' is 3.8 which is significant at 0.01 level of significance. This proves that there is significant difference in social adjustment of adolescent girls with low and high intelligence

when compared. So the null hypothesis is rejected.

Table 4

Category	Mean	S.D	“t”
Low Intelligent Girls	6.72	2.9	4.9
High Intelligent Girls	4.74	1.8	

Interpretation

Table depicts the means, S.D. and 't' of educational adjustment of adolescent girls with low and high intelligence. The mean and S.D. of total adjustment of adolescent girls with low intelligence is 6.72 and 2.9. the mean and S.D. of total adjustment of adolescent girls with high intelligence is 4.74 and 1.8. The computed value of 't' is 1.8 which is significant at 0.01 level of significance. This proves that there is significant difference in emotional adjustment of adolescent girls with low and high intelligence when compared. So the null hypothesis is rejected.

Table 5

Category	Mean	S.D	“t”
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Low Intelligent Girls	84.25	7.8	4
High Intelligent Girls	153	4.9	

Interpretation

Table depicts the mean, S.D and 't' of total self-concept of adolescent girls with low and high intelligence. The mean and S.D of total self-concept of adolescent girls with low intelligence is 84.25 and 7.8. The mean and S.D of total self-concept of adolescent girls with high intelligence is 153 and 4.9. The computed value of 't' is 4 which is significant at 0.05 level of significance. This proves that there is significant difference in self concept of adolescent girls with low and high intelligence when compared. So the null hypothesis is rejected.

FINDINGS

- There is significant difference in total adjustment of adolescent girls with low and high intelligence, when compared value 't' value is greater than the critical value of 't' therefore the null hypothesis is rejected.
- There is significant different in emotional adjustment of adolescent girls with low and high intelligence, when compared. The calculated value 't' value is greater than the critical value 't' therefore the null hypothesis is rejected.
- There is significant difference in social adjustment of adolescent girls with low and high intelligence, when compared. The calculated value 't' value is greater than the critical value of 't' therefore the null hypothesis is rejected.
- There is significant difference in educational adjustment of adolescent girls with low and high intelligence, when compared. The calculated value 't' value is greater than the critical value of 't' therefore the null hypothesis is rejected.

- There is significant difference in total self-concept of adolescent girls with low and high intelligence, when compared. The calculated value 't' value is greater than the critical value of 't' therefore the null hypothesis is rejected.
- **Conclusion-**The adolescent girls with high intelligence are better adjusted as compared to adolescent girls with low intelligence on emotional, educational and social adjustment. And also The adolescent girls with high intelligence are better adjusted as compared to adolescent girls with low intelligence on total self-concept.

Educational Implications

Adjustment is a commonly used word in our everyday life. It is equally popular in the disciplines of psychology, sociology and education. Life is continues series of changes and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy, used by the individual to manage this, is called adjustment. Sometimes, the effort of the individual are successful and satisfying, and then it is a case of good adjustment. But if a person meets frustration in his effort continually, fail to adjust to the needs of self and demands of the environment, the personality adjustment may not be proper, then it might be case of maladjustment.

Therefore, study of this problem can throw a light on how and why intelligent persons are better adjustment. If intelligence is positively affecting adjustment then early affecting adjustment then early measurement of this variable can lead to greater chances of adjusted in future. As adolescent girl are in a critical period of their life, this variable will surely make educationists, teachers and parents aware of their problems. Maladjusted girls (due to low intelligence) should be given positive social climate, recreational activities to ease tensions, pent-up feelings. Their needs, interest, abilities be identified and loving, integrated classes can work wonder for this disadvantaged group. Sympathetic behavior of the teacher towards these girls will minimize their adjustment problem to a great extent.

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