

Personality adjustment and academic achievement of rural and urban higher secondary school students: A comparative study

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Abstract

The present study was undertaken to study and compare rural and urban secondary school students on various dimensions of personality adjustment and academic achievement. 120 rural and 120 urban students were selected by stratified random sampling technique for the present study. The investigator used California test of personality developed by Louis P. Thorpe, Wills W. Clark and Earnest W. Ties for the collection of data. The data was analysed by using Mean, SD and t.test. The study indicates that there is significant difference between rural and urban students on various dimensions of personality adjustment and urban students have found higher personality adjustment and academic achievement than rural students.

Keywords: Personality adjustment, academic achievement, rural students and urban students.

Introduction

Man among the living beings has the highest capacities to adapt to new situations. All human behaviour is purposeful and determined. These are directed towards the attainment of some goals or satisfaction of some needs. We human beings are attempting and struggling to adjust the physical needs such as hunger and protection from harm. We also try to satisfy psychological needs which constitute emotional security, acceptance etc. so that to satisfy and live a luxurious life in such a complex environment. In this process we either try or struggle to modify our surroundings in accordance with our respective needs. These adjustments can be believed either harmony or maladjustment between the person and his environment. An individual confronts quite a number of adjustment problems, which have direct impact upon his general efficiency. In the process of development of individual an opportunity should be given to them to overcome from problems and obstacles which they likely to face during their life. Vandana Chauhan (2013) [8]. Studied that there is significant difference in adjustment of higher secondary school students and also female students have good adjustment level when compared to the male students. M.Y. Ganai and Muhammad Ashraf Mir (2013) [2]. Were found no significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement. M.V.R. Raju and T. Khaja Rahamtulla (2007) [4]. 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, the type of management of the school, parental education and occupation of the school children also significantly influenced adjustment. Srivastava (1996) [7]. defined adjustment as 'the harmonious relationship with the

environment in which most of the individual needs are satisfied in socially acceptable ways and resulting in forms of behaviour which may range from passive conformity to vigorous action'. Sinha, K., (1988) [6]. found that adjustment was negatively related to anxiety and neuroticism and positively correlated with extroversion. Extroversion was found to be negatively correlated with anxiety and a positive correlation was found between neuroticism and anxiety. Singh (1978) [5], the investigator found that the superior children did not differ from the average children in case of home, school and emotional adjustment. According to All port (1961) [1]. "Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment". Good (1959) [3]; Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

Need and Importance

Personality adjustment means adaption to physical environment as well as to social demands. No human being can be alive distant from his corporal and pooled atmosphere. Human beings are able to adjust to the physical, social and psychological demands that arise from having inter-dependability with other individuals. Adjustment is a process of altering the behaviour of oneself so as to be in a harmonious relationship with the environment. It is the process by which a living being maintains a balance between his needs and the circumstances that influence the satisfaction of these needs. Adjustment is individual's ability to harmonize his own needs with those of environment. The more an individual actualizes his potentialities the better he is deemed to be adjusted. Adjustment is a process that helps us to lead a happy and well contended life. The problem under study is a humble attempt to assess the personality adjustment of higher secondary school students. The investigator has reviewed the literature and found it feasible to work on the topic.

Objectives of the Study

The following objectives have been formulated for the present study:

1. To study and compare rural and urban higher secondary school students on various dimensions of personality adjustment.
2. To study and compare rural and urban higher secondary school students on academic achievement.
3. To compare male and female higher secondary school students on various dimensions of personality adjustment.
4. To compare male and female higher secondary school students on academic achievement.

Hypotheses

For achieving the above objectives following hypotheses were formulated:

1. There is significant difference between rural and urban higher secondary school students on various dimensions of personality adjustment.
2. There is significant difference between rural and urban higher secondary school students on academic achievement.
3. There is significant difference between male and female higher secondary school students on various dimensions of personality adjustment.

4. There is significant difference between male and female higher secondary school students on academic achievement.

Sample

The Sample for the present study consisted of 240 higher secondary school students (rural 120 and urban = 120) selected by stratified random sampling technique from various higher secondary school students of district Srinagar and Pulwama.

Tools

Following were tool used for the Present study:

1. California test of Personality by Louis P.Thorpe, Wills W. Clark and Earnest W. Tiegs 1953.
2. Academic achievement for the present study means the aggregate marks obtained by the sample students in all the subjects in their previous class.

Statistical Analysis

Every data for research is futile unless and until it is not analyzed and proved statistically. For the purpose of the present research, the investigator used Mean, S.D and t-test.

Table 1: Showing the mean comparison of rural and urban higher secondary school students on various dimensions of personal adjustment (N=120 in each group)

Dimensions	Group	Mean	S.D.	t-value	Level of Significance
Self-reliance (1-A)	Rural	6.08	1.317	6.09	Significant at 0.01
	Urban	7.08	1.317		
Sense of personal worth (1-B)	Rural	8.95	1.162	3.75	Significant at 0.01
	Urban	9.55	1.436		
Sense of personal freedom (1-C)	Rural	7.23	1.207	0.42	Insignificant
	Urban	7.17	1.232		
Feeling of belongingness (1-D)	Rural	6.53	1.188	1.09	Insignificant
	Urban	6.33	1.584		
Withdrawing tendencies (1-E)	Rural	6.36	1.71	2.28	Significant at 0.05
	Urban	5.88	1.661		
Nervous symptoms (1-F)	Rural	5.76	1.449	2.73	Significant at 0.01
	Urban	5.27	1.510		
Total	Rural	40.89	5.84	0.50	Insignificant
	Urban	41.3	6.78		

The perusal of table shows the mean comparison of rural and urban higher secondary school students on various dimensions of personal adjustment. The analysis shows that there is significant difference between rural and urban higher secondary school students on self-reliance, sense of personal worth and nervous symptoms at 0.01 level, while as both the groups differ significantly at 0.05 level on withdrawing

tendencies. The above table also reveals that there is no significant difference between the two groups on sense of personal freedom and feeling of belongingness. The table also reveals that rural students have higher withdrawing tendencies and nervous symptoms while as urban students have higher self-reliance and sense of personal worth.

Table 2: Showing the mean comparison of rural and urban higher secondary school students on various dimensions of social adjustment (N=120 in each groups)

Dimensions	Group	Mean	S.D.	t-value	Level of Significance
Social standard (2-A)	Rural	8.43	1.565	0.17	Insignificant
	Urban	8.46	1.256		
Social skills (2-B)	Rural	6.47	1.223	5.25	Significant at 0.01
	Urban	7.35	1.406		
Anti-social tendencies (2-C)	Rural	5.73	1.270	2.02	Significant at 0.05
	Urban	5.43	1.090		
Family relations (2-D)	Rural	7.34	1.163	2.60	Significant at 0.01

	Urban	6.86	1.404		
School relations (2-E)	Rural	5.98	1.233	5.44	Significant at 0.01
	Urban	6.88	1.382		
Community relations (2-F)	Rural	6.05	1.215	4.21	Significant at 0.01
	Urban	6.83	1.519		
Total	Rural	39.98	5.21	2.42	Significant at 0.05 Level
	Urban	41.80	6.49		

The perusal of table shows the mean comparison of rural and urban higher secondary school students on various dimensions of social adjustment. The above table indicates that there is significant difference between rural and urban higher secondary school students on social skills, family relations, school relations and community relations at 0.01 level, while as both the groups differ significantly at 0.05 level on anti-social tendencies. The analysis further reveals that there is no significant difference between the two groups on social

standard. However the table also shows that rural students have higher anti-social tendencies and family relations while as urban students have higher social skills, school relations and community relations.

It is evident from the above table that the hypothesis No. I, which reads as, there is significant difference between rural and urban higher secondary school students on personality adjustment is mostly accepted.

Table 3: Showing the mean comparison of rural and urban higher secondary school students on academic achievement (N=120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of Significance
Academic Achievement	Rural	53.24	9.44	2.38	Significant at 0.05 level
	Urban	56.34	10.55		

The above table shows the mean comparison of rural and urban higher secondary school students on academic achievement. The table reveals that there is significant difference between rural and urban higher secondary school students on academic achievement at 0.05 level. The above table also shows mean favours urban students which indicates

urban students have higher academic achievement than rural students. Thus from the confirmation of the above table, the hypothesis No. II which reads as, there is significant difference between rural and urban higher secondary school students on academic achievement stands accepted.

Table 4: Showing the mean comparison of male and female higher secondary school students on various dimensions of personal adjustment (N=120 in each group)

Dimensions	Group	Mean	S.D.	t-value	Level of significance
Self-reliance (1-A)	Male	6.58	1.42	0.04	Insignificant
	Female	6.56	1.39		
Sense of personal worth (1-B)	Male	9.47	1.21	2.52	Significant at 0.05 level
	Female	9.04	1.43		
Sense of personal freedom (1-C)	Male	7.44	1.09	3.26	Significant at 0.01 Level
	Female	6.95	1.28		
Feeling of belongingness (1-D)	Male	6.63	1.23	2.23	Significant at 0.05 Level
	Female	6.25	1.53		
Withdrawing tendencies (1-E)	Male	6.88	1.41	7.44	Significant at 0.01 Level
	Female	5.54	1.54		
Nervous symptoms (1-F)	Male	5.76	1.49	3	Significant at 0.01 Level
	Female	5.25	1.46		
Total	Male	42.55	5.65	3.72	Significant at 0.01 Level
	Female	39.61	6.59		

The perusal of table shows the mean comparison of male and female higher secondary school students on various dimensions of personal adjustment. The above table reveals that there is significant difference between male and female higher secondary school students on sense of personal freedom, withdrawing tendencies and nervous symptoms at 0.01 level, while as both the groups differ significantly on

sense of personal worth and feeling of belongingness at 0.05 level. The table further reveals that there is no significant difference between the two groups on self-reliance. However the table also reveals that male students have higher sense of personal worth, sense of personal freedom, feeling of belongingness, withdrawal tendencies and nervous symptoms than female students.

Table 5: Showing the mean comparison of male and female higher secondary school students on various dimensions of social adjustment (N=120 in each group)

Dimensions	Group	Mean	S.D.	t-value	Level of significance
Social standard (2-A)	Male	8.41	1.42	0.29	Insignificant
	Female	8.46	1.40		
Social skills (2-B)	Male	7.1	1.49	2.29	Significant at 0.05 Level

	Female	6.71	1.25		
Anti-social tendencies (2-C)	Male	5.94	1.15	5.41	Significant at 0.01 Level
	Female	5.21	1.11		
Family relations (2-D)	Male	7.13	1.42	0.37	Insignificant
	Female	7.06	1.18		
School relations (2-E)	Male	6.71	1.25	2.85	Significant at 0.01 level
	Female	6.30	1.07		
Community relations (2-F)	Male	6.44	1.69	0.05	Insignificant
	Female	6.45	1.10		
Total	Male	41.73	6.09	2.09	Significant at 0.05 level
	Female	40.22	5.03		

The above table shows the mean comparison of male and female higher secondary school students on various dimensions of social adjustment. The table reveals that there is significant difference between male and female higher secondary school students on social skills at 0.05 level, while as both the groups differ significantly at 0.01 on anti-social tendencies and school relations. The table also reveals that there is no significant difference between the two groups on social standard, family relations and community relations. The table further shows male students have higher social skills, anti-social tendencies and school relations than female students.

It is evident from above table that the hypothesis No. III, which reads as; there is significant difference between male and female higher secondary school students on personality adjustment stands accepted.

Table 4: Showing the mean comparison of male and female higher secondary school students on academic achievement (N=120 in each group)

Variable	Group	Mean	S.D.	t-value	Level of significance
Academic Achievement	Male	55.54	11.10	1.15	Insignificant
	Female	54.04	8.99		

The above table depicts the mean comparison of male and female higher secondary school students on academic achievement. The table clarifies that there is no significant difference between male and female students on academic achievement. Therefore, the hypothesis No. IV, which reads as, there is significant difference between male and female higher secondary school students on academic achievement” stands rejected.

Conclusion

1. On various dimensions of personal adjustment, it was found that rural and urban higher secondary school students differ significantly on self-reliance, sense of personal worth, withdrawing tendencies and nervous symptoms. Rural students have higher withdrawing tendencies and nervous symptoms. While as, urban students have higher self-reliance and sense of personal worth. It was also found that there is no significant difference between the two groups on sense of personal freedom and feeling of belongingness.
2. On various dimensions of social adjustment, it was found that rural and urban higher secondary school students differ significantly on social skills, anti-social tendencies, family relations, school relations and community relations. It was also found that rural students have higher

anti-social tendencies and family relations. While as, urban students have higher social skills, school relations and community relations. However, there is no significant difference between the two groups on social standard.

3. It was found that rural and urban students differ significantly on academic achievement. Urban students have found higher academic achievement than rural students.
4. On various dimensions of personal adjustment, it was found that male and female higher secondary school students differ significantly on sense of personal worth, sense of personal freedom, feeling of belongingness, withdrawing tendencies and nervous symptoms. Male students have higher sense of personal worth, sense of personal freedom, feeling of belongingness, withdrawing tendencies and nervous symptoms than female students. Further, it was found that there is no significant difference between the two groups on self-reliance.
5. On various dimensions of social adjustment, it was found that male and female higher secondary school students differ significantly on social skills, anti-social tendencies and school relations. It was revealed that male students have higher social skills, anti-social tendencies and school relations than female students. Further, it was found that there is no significant difference between the two groups on social standard, family relations and community relations.
6. It was also found that there is no significant difference between male and female students on academic achievement.

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