



EXPLORING THE LINK BETWEEN PERSONAL VALUES AND ADJUSTMENT PATTERN

Chiranjibi Behera¹ and Dr. Rebati Mani Samal²

¹Student, M.A., Department of Education, Kalyani University, Nadia, West Bengal.

²Assistant Professor, Department of Education, Barrackpore Rastraguru Surendranath College, North 24 Pgs., West Bengal.

ABSTRACT

The present study was undertaken with objective to explore the effect of personal values on adjustment pattern of Higher Secondary Students. It was conducted to examine the Personal Values, Locality and Gender as factors in adjustment pattern of Higher Secondary school Students. Keeping this in view, researchers selected a problem to study titled as "Exploring the Link between Personal Values and Adjustment Pattern". A Normative Survey Method was used in the present study with a sample of 200 (N=200) Higher Secondary school Students. Personal Value Questionnaire (PVQ) developed by Sherry, G. P. and Verma, R. P. and Adjustment Inventory for School Students [AISS] by Dr. Sinha and Singh (1993) were used to measure the Personal Values and the level of adjustment respectively. Statistical methods like Mean, SD, Karl Pearson Coefficient of Correlation and t- test were applied for the analysis of data keeping in view of objectives and for testing hypotheses of the study. The findings of the study revealed that Personal Values, Locality and Gender were as factors in adjustment pattern of Higher Secondary school students.



KEYWORDS: Personal Value, Gender, Localities, Adjustment.

I. INTRODUCTION

The most important problem in present educational scenario is not the problem of management, it is not the problem of curriculum, not the problem of teaching methods and evaluation, but it is the problem of adjustment and degradation of values among students which creates various crisis in educational sector in an alarming rate. Students particularly at adolescence period studying in higher secondary level face so many adjustment problems which cause many behavioural disorders, delinquencies, learning disabilities and so on. The adjustment capacities and the pattern of adjustment of adolescent students depend on various factors like the medium of instruction, gender, family and school climate, parents education and occupation, locations, the type of management of the school and so on. The researchers had reviewed some reports to identify the factors of adjustment and found that, the adjustment was related with various factors viz., *Family Structure* (Gupta,1981; Fox,1990), *Socio Economic Status* (Matto,1980; Tripathi,1981; Saraswat,1982), *Family Climate* (Kasinath, 2000), *School Topology* (Kukreti,1997; Sharma and Gakhar,1999), *Academic Streams* (Agarwal and Sonawat,1991), *Self Concept* (Goswami,1980; Saraswat,1982; Gupta,1984), *School Achievement* (George and Abraham,1967; Rajanankkam and Vasanthal,1993) and *Gender* (Sharma,1979; Matto,1980; Tripathi,1981; Swain and Panda,1982; Chauhan and Murty,1994). No such study was found by the investigators conducted for seeking the link between personal values and adjustment pattern of higher secondary students. keeping this in view to find the link between these two variables, the present

researchers considered to study Personal values and adjustment. Thus, the study was titled as “Exploring the Link between Personal Values and Adjustment Pattern”.

II. OBJECTIVES OF THE STUDY

1. To find out the Personal Values as a factor in Adjustment of Higher Secondary School Students
2. To find out the Gender as a factor in Adjustment of Higher Secondary School Students
3. To find out the Localities as a Factor in Adjustment of Higher Secondary School Students
4. To develop and/or adopt, and standardize tools for measuring Personal Values and adjustment
5. To suggest for developing the level of adjustment on the basis of findings of the study.

III. SIGNIFICANCE OF THE STUDY

The present study would be significant as the findings from the study may be helpful for the Government, Authorities of the educational institutions, policy makers, parents and others to minimize wastage on human resources, to check the properties in the institutions, to prevent the students' delinquencies and behavioural disorders, to minimize the indiscipline and student unrest in educational atmosphere, to inculcate the basic human values, to prepare the ideal guidelines and regulations; and so on. The students would also be benefitted either directly or indirectly by the present study. They would be convinced about their value crisis and adjustment problems. This may create self awareness among students and be helpful to them to do well in academics being and well adjusted citizens.

IV. HYPOTHESES FORMULATED FOR THE STUDY

H₀₁: There exists no significant relationship between Personal Values and Adjustment of Higher Secondary School students

H₀₂: There exists no significant difference between male and female Higher Secondary School students in respect to their Adjustment .

H₀₃: There exists no significant difference between rural and Urban Higher Secondary School students in respect to their Adjustment .

V. METHODOLOGY AND DESIGN OF THE STUDY

A. Methods Employed: The major objective of this study was to assess the effect of personal values on adjustment pattern of higher secondary school students. Descriptive research methodology has been employed for the present study. As such the method of the investigation was confined to a descriptive and analytical approach, the methodology of the study involves collection, tabulation and meaningful analysis of the data; and drawing out the relevant inferences. Hence, description of the investigation is obviously combined with analysis, comparison, contrast, interpretation and evaluation.

B. Variables Studied:

(a) One Independent Variable i.e. Personal Values.

(a) One dependent Variable i.e. Adjustment.

(b) Two Attribute variables i.e. Localities (*Rural and Urban*) and Gender (*Male and Female*)

C. Population and Sample: The population of the study was higher secondary school going students of Odisha. The sample comprised of 200 (N = 200) students studying in Class XI and XII of three institutions situated in Balasore District of Odisha .The method of purposive sampling has been followed in selecting the sampling units.

D. Tools Used: For the present study the researchers have selected “Personal Values” and “Adjustment” as two major variables for the study. They critically reviewed various Personal Values as well as Adjustment

Inventories developed in India and abroad. Finally the researchers have selected 'Personal Values Questionnaire' and 'Adjustment Inventory' both of which have been described in the following:

Personal Value Questionnaire (PVQ): For measuring the personal values of higher secondary students, the researchers have selected Personal Values Questionnaire (PVQ) developed by Sherry, G. P. and Verma, R. P. for the present study. The PVQ selected for the present study has been verified as more justifiable from all points of the research. The PVQ was found more reliable and valid test in case of assessing the personal values of higher secondary students. A dimension-cum-item chart of the PVQ (table-1) was prepared by the researchers which contained ten dimensions. In original test as developed by test constructor was under 40 items (each stem consisting of three items), there were $(40 \times 3 = 120)$ 120 items. But for the present study, the researchers had chosen only 34 items out of 40 which consisted of $(34 \times 3 = 102)$ 102 items. The number of items for each dimension was not same.

Table-1: Presentation of the Dimension-cum-items of the PVQ

Personal Values Questionnaire (PVQ)	Sl. No.	Dimensions	Items
	D ₁	Religious Value	11
	D ₂	Social Value	10
	D ₃	Democratic Value	10
	D ₄	Aesthetic Value	10
	D ₅	Economic Value	10
	D ₆	Knowledge Value	11
	D ₇	Hedonistic Value	10
	D ₈	Power Value	10
	D ₉	Family Prestige Value	11
	D ₁₀	Health Value	10
Total	10		102

Adjustment Inventory: For measuring the level of adjustment of school going students, the present researchers have selected "Adjustment Inventory" developed and standardized by Sinha and Singh in 1993 which contained all the dimensions as considered to study by the researchers for the present study. This Inventory has been designed to measure the adjustment pattern in the three areas of adjustment i.e. (a) Emotional, (b) Social and (c) Educational within the age group of 14 to 18 years. This inventory consists of 60 items in total and 20 items in each area of adjustment.

Table-2: Presentation of the Dimension-cum-items of the Adjustment Inventory

Adjustment Inventory		
Sl. No.	Dimensions	Items
D ₁	Emotional Adjustment	20
D ₂	Social Adjustment	20
D ₃	Educational Adjustment	20
Total = 3		Total = 60

E. Statistics Used: The collected data from students were subjected to different statistical techniques as followings:

- Descriptive Statistics: In order to find out the nature of sampling distribution, descriptive statistics were carried out for the variable. For this purpose, the statistics such as Mean and S.D. calculated.

- Inferential Statistics: The ‘r’ values by Product Moment to find out the reliability between variables and ‘t’-test were adopted to find out whether there was any significant mean differences among students belonging to various gender and localities within the variables under consideration.

VI. ANALYSIS AND DISCUSSION OF THE STUDY

A. Analysis of Personal Values as a Factor in Adjustment of Higher Secondary Students:

Analysis of the relationship between Personal Values and Adjustment of Higher Secondary Students pertaining to Null-Hypothesis No-1 (Ho₁)

Table-3: Showing ‘r’-value of Personal Values and Adjustment of Higher Secondary Students.

Variable	Relationship between	N	‘r’ Values
Personal Values (Dimension wise) & Adjustment	Religious Value and Adjustment	200	0.653*
	Social Value and Adjustment	200	0.861*
	Democratic Value and Adjustment	200	0.738*
	Aesthetic Value and Adjustment	200	0.589*
	Economic Value and Adjustment	200	0.231*
	Knowledge Value and Adjustment	200	0.586*
	Hedonistic Value and Adjustment	200	- 0.113**
	Power Value and Adjustment	200	- 0.152**
	Family Prestige Value and Adjustment	200	0.169*
Personal Values and Adjustment (Dimension wise)	Personal Values and Emotional Adjustment	200	0.351*
	Personal Values and Social Adjustment	200	0.617*
	Personal Values and Educational Adjustment	200	0.459*
Personal Values & Adjustment	Personal Values and Adjustment	200	0.413*

* Significant at 0.01 level ** Insignificant at 0.01 level

The table- showing the co-efficient of correlation having total and dimension wise scores for Adjustment Inventory revealed that, there was a significant relationship between personal values and adjustment of higher secondary school students. From the examination of the table-3 , it was also found that, the co-efficient of correlation between hedonistic value and adjustment was very low and negative (r = - 0.113). It may be said that, the students having more hedonistic value were poor adoptable persons. It was same in case of power value as the co-efficient of correlation between power value and adjustment was very low and negative (- 0.152). Among all the basic human values, social values was found highly and positively (0.861) correlated with the adjustment.

B. Analysis of Adjustment Scores of Higher Secondary School Students:

Table-4: Showing Descriptive statistics of Adjustment Scores in Strata cum Dimension wise

Variable (Dimension)	Statistics ↓	Gender		Localities		All Category (N = 200)
		Male	Female	Rural	Urban	
	N	120	80	115	85	200
D1. Emotional Adjustment	M	7.88	5.23	6.30	4.23	6.21
	SD	6.31	6.21	6.57	7.23	5.01
D2. Social Adjustment	M	7.24	7.16	7.32	6.21	6.62
	SD	6.13	5.15	5.04	5.63	6.12
D3. Educational Adjustment	M	7.53	6.56	5.65	5.86	6.05

	SD	6.69	6.24	6.61	6.47	6.42
Adjustment (Full test)	M	21.16	19.59	23.86	18.24	19.31
	SD	6.11	7.26	6.32	6.87	6.38

The examination of table-4 revealed that, the male Students were more adoptable than female students in emotional, social adjustment and educational adjustment. In case of locality, the students belonging to rural area showed more mature in their adjustment capacity than urban area students.

Graphical Presentation of the Scores of Adjustment

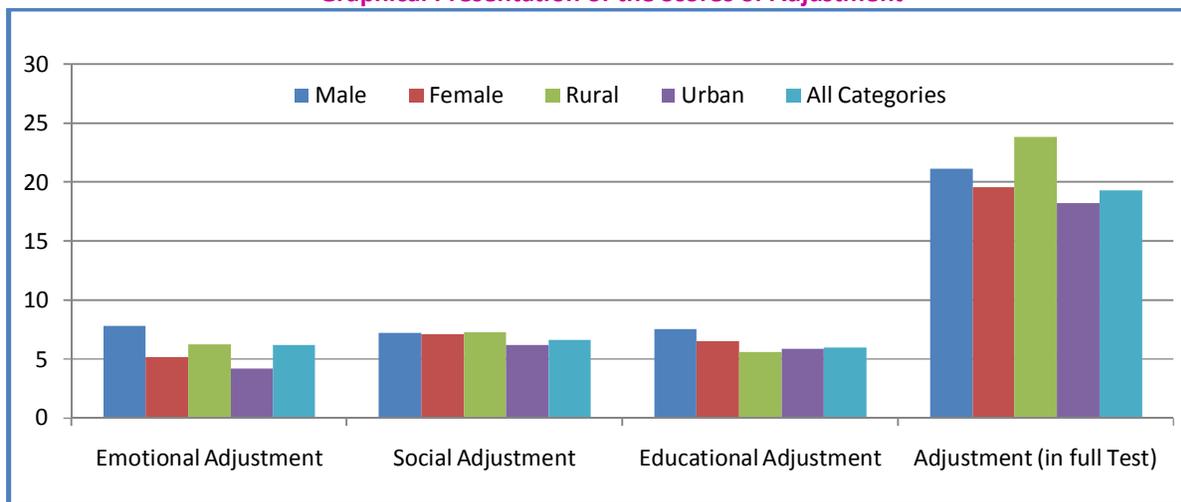


Fig-1: showing the Mean Values of the Adjustment Scores of Higher Secondary School Students

C. Analysis of Gender as a Factor in Adjustment of Higher Secondary School Students

(a) Analysis of the Differences between Male Higher Secondary and Female Higher Secondary Students in Adjustment pertaining to Null-Hypothesis No-2 (Ho₂)

Table-5: Showing 't'-value of Adjustment of Male Higher Secondary and Female Higher Secondary Students

Variable	Difference Between	N	M	SD	SED	t-value	df
Adjustment	Male	120	21.16	6.11	0.104	15.096*	198
	Female	80	19.59	7.26			

* Significant at 0.01 level

With regard to the Table-5, it was considered that, the Male Higher Secondary students would differ significantly from the Female Higher Secondary Students in their Adjustment, because the "t" value for the Adjustment of these above strata was significant at 0.01 levels. Hence, the Ho₂ was not accepted and it proved that, the difference between male Higher Secondary and female Higher Secondary Students in their adjustment existed.

D. Analysis of Localities as a Factor in Adjustment of Higher Secondary School Students

(b) Analysis of the Differences between Rural Higher Secondary and Urban Higher Secondary Students in Adjustment pertaining to Null-Hypothesis No-3 (Ho₃)

Table-6: Showing 't'-value of Adjustment of Male Higher Secondary and Female Higher Secondary Students

Variable	Difference Between	N	M	SD	SED	t-value	df
Adjustment	Rural	115	18.24	6.32	0.098	57.347*	198
	Urban	85	23.86	6.87			

* Significant at 0.01 level

The table-6 showed that "t" value of the Adjustment of Male Higher Secondary and Female Higher Secondary Students was insignificant at both 0.05 and 0.01 levels. It might be said on the basis of the table-6 that, there exists a significant difference between the rural and urban secondary students in adjustment. In view of the above result, the H_0 was rejected and concluded that the male students studying in higher secondary level were differed significantly to their counterparts in relations to their level of adjustment.

VII. FINDING OF THE STUDY

The analysis and interpretation of the data of personal values, gender, localities and adjustment scores of higher secondary students revealed the following major results:

1. Personal value is a major factor of adjustment. Religious value, social value, democratic Value, aesthetic value, economic value, knowledge value, family prestige and health value are positively correlated with adjustment of higher secondary school students. But hedonistic and power values are negatively related with adjustment of persons. Among all the basic human values, social values was found highly and positively correlated with the adjustment.
2. Gender is a greater factor in adjustment of higher secondary school students. Male higher secondary students are more adoptable than female students.
3. Locality of the students was found as a factor in adjustment of higher secondary school students. The students belonging to rural areas were more adoptable than urban students.

VIII. NIMPLICATIONS OF THE STUDY

On the basis of the results found for the present study, it may be suggested as followings for the implications:

1. The result of the study revealed that, those personal values found highly and positively correlated with persons' adjustment such values may be inculcated among persons. For this, value oriented programmes may be organised and value oriented curriculum may be framed at school level.
2. The findings of the study referred as the students in urban area was less adjustable in education. So the special educational programmes as well as counseling by the teachers might be undertaken for the said group of students.
3. Proper guidance would be needed for the female students to develop their level of adjustment. For this purpose various social and community based programmes would be organized in educational premises and students of such groups would be inspired to participate in such programmes.
4. The necessary reformation in present educational system may be brought. Particularly the management, curriculum, methods of teaching and examination system might be reformed that might be fitted with the needs and desires of such groups.

IX. CONCLUSION

At the time of making educational plans and policies, framing the curriculum and bringing reformation in evaluation as well management system in the field of education, two important issues i.e. students' adjustment and its factors must be strongly highlighted. Among the factors of adjustment, the personal values, gender and localities should be got highly importance. The attitudes, judgments and values

of adolescents may be given greater importance as the individuals' mode of adjustment depends on these human characteristics. If the student will be highly adjusted with his/her educational settings, learning subjects, teaching methods, institutional disciplines then optimum utilization of resources, effective realization of educational objectives, minimization of wastage and stagnation will be possible.

REFERENCES

- Agarwal, R. and Sonawat, R. (1991). Discipline-wise comparison of adjustment of college students, Trends in Education, XXII.
- Chouhan, V. and Murty, S. (1994). Effect of Achievement on adjustment of deprived adolescents. *Psycho-Lingua*, 24 (1), 49-53.
- Fox, L. S. (1990). The effect of relocation and family structure upon academic achievement and behavioural adjustment of fourteenth grade students. *Dissertation Abstract International*, 50 (9), 2834-A.
- George E.J. and Abraham P.A. (1967) Sex difference among secondary school pupils in Kerala", *Asian Social Science Bibliography and Abstracts*. Dehli: Bikash Publishing House Pvt., 1967, 156.
- George E. J. (1966) A Comparative Study of Adjustment of Ten year and Eleven Year Schooling In Kerala State in Buch M B (Ed.) *Second Survey of Research In Education*, Baroda, CASE.
- Gupta, A.K. (1981). A Study of Parental Preferences in Relation to Adolescents' Personality Adjustment and Achievement. Model Institute of Education and Research, Jammu, (NCERT Financed).
- Goswami, P.K. (1980). A Study of Self Concept of Adolescents and its relationship to Scholastic Achievement and Adjustment. *Indian Educational Review*, XV (1), 95-98.
- Kasinath, H. M. (2000). A Study of Students' Adjustment and its relation to Organisational Climate in Jawahar Navodoya Vidyalayas. *Quest in Education*, XXIV (3), 30-38.
- Kumara, S. (1982). A Study of Intelligence, Achievement, Adjustment and Socio-economic patterns of different Socio-metric groups of adolescents. Ph.d. Edu. Univ.
- Kukreti, B. N. (1994). Adjustment of Preadolescent Students of Saraswati Vidya Mandir, Convent School and Government Junior High school : A Comparative Study. *Bharatiya Siskhya Shodh Patrika*, 13 (2), 5-14.
- Mattoo, B. K. (1980). Social and Emotional Adjustment patterns of Adolescent boys and girls at various levels Socio-economic Status and General Intelligence. *Indian educational Review*, XV (I), 110-114.
- Rajjammkam, M and Vasanthal, R. (1993). Adjustment Problems of Adolescent Students in relation to their Achievements. *Journal of Community Guidance and Research*. 10 (2), 153-183
- Razvi, R.A. (1989). A Study of the Adjustment Problems of International Students in Northern Virginia Community College, Prince George's Community College and Montgomery College, *Dissertation Abstract International*, 50 (5), 1256-A.
- Saraswat, Raj Kumar (1982) 'A Study of Self-concept in -relation to Adjustment, Values, Academic Achievement, Socio-economic Status and Sex of high school students of Delhi' Doctoral Degree, Indian Institute of Technology, Delhi.
- Sharma, G.R. (1986). Adjustment Problems of Professional and Non-professional College Students. A comparative study, *Indian Educational review*, 21 (1), 25-34.
- Sharma, N. and Gakhar, S. C. (1999). Adjustment of Students of denominational Schools : A Comparative study. *The Educational Review*. 105 (5), 16-18.
- Singh, B.P. and Singh, G. (1987). Adjustment Behaviour of Adolescents in relation to Caste and Surroundings. *Experiments in Education*, XV (9), 176-180.
- Sinha, B.P. and Singh, A.K. (1995). Adjustment as the factor of Parents' Aggression and Strictness, Perspectives in Psychological researches, 17 and 18 (1 and 3), 93-98.
- Surekha, (2008). "Relationship between students' adjustment and academic achievement". *EduTrack*, Vol. 7, No. 7, pp. 26-31
- Swain, S. K. and Panda, S. K. (1982). Adjustment differences among adolescent boys and girls at different level of academic achievement. *Journal of Educational Research and Extension*, 19 (1), 21-29.

Tripathi, S. L. (1981). Adjustment Problems of Under Graduate students of Varanasi Division. Ph.D. Edu. Gor. Uni.



Chiranjibi Behera

Student, M.A., Department of Education, Kalyani University, Nadia, West Bengal.



Dr. Rebati Mani Samal²

²Assistant Professor, Department of Education, Barrackpore Rastraguru Surendranath College, North 24 Pgs., West Bengal.