Adjustment status of students in relation to intelligence

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ABSTRACT

Adjustment is a process by which an individual varies his behaviours to maintain balance between his needs and environment. Intelligence is one among those factors which influence the adjustment status of an individual. The objective of the study was to know the adjustment status and intelligence level of college students and also to know the relationship between the two variables. The study concluded that most of the students either have average or below average level of adjustment and most of the students are average or above average intelligent. Above average intelligent students have better general, home, health and educational adjustment but in social and emotional areas of adjustment, both the above average and below average intelligent students are equally adjusted. Intelligence has shown a significant relationship with adjustment.

Keywords: Adjustment, college students, intelligence

Man has many needs, derives, motives, goals and desires in his life. Some of them are achieved easily or with small efforts. Some are difficult to be fulfilled and some create conflicting and frustrating situations. In such situations the person tries his best to make adjustments so as to achieve satisfaction and keep his mental balance. Adjustment is a continuous process which describes and explains the ways and means of an individual's adaptation to his self and to his environment. Advanced Learner's English Dictionary (2003) states that an adjustment is a change in a person's behavior or thinking. 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 behaviuor to produce more harmonious relationship between himself and his environment. The areas of adjustment are as many as the areas of life itself. There are so many intervening factors in adjustment situations which either help or restrict a person from making proper adjustments. These factors could be internal or external. Internal factors relate to the person himself whereas the external factors relate

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to the environment of the person. Intelligence is one among the internal factors that may assist a person to any degree in the process of making adjustments in life.

Sternberg (1998) opines that there seem to be almost as many definitions of intelligence as there were experts asked to define it. Anyhow, Encyclopedia Britannica (2006) states intelligence 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. Intelligence is not a single mental process, but rather a combination of many mental processes directed toward effective adaptation to the environment. Wechsler (1958) says that intelligence is a global concept that involves an individual's ability to act purposefully, think rationally, and deal effectively with the environment. According to Gardner, "Intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." Freeman (1993) views intelligence as adjustment or adaptation of the individual to his total environment. It is the capacity of a person to reorganize his behavior patterns so as to act more effectively and more appropriately in novel situations, the ability to learn and the ability to carry on abstract thinking.

Simonton (2003) says that a certain set of cognitive capacities that enable an individual to adapt and thrive in any given environment they find themselves in, and those cognitive capacities include things like memory and retrieval, and problem solving and so forth. There is a cluster of cognitive abilities that lead to successful adaptation to a wide range of environments. Binet (1905) has the opinion that in intelligence there is a fundamental faculty, the alteration or the lack of which, is of the utmost importance for practical life. This faculty is judgment, otherwise called good sense, practical sense, initiative, the faculty of adapting one's self to circumstances. Thus, intelligence is adjustment or adaptation of the individual to his total environment. The present investigation aims to know the adjustment status and intelligence level of college students and also to know whether there is any relationship between these two variables.

Objectives of the Study

1. To study the adjustment status of college students.
2. To study the general intelligence level of students.

4. To study the difference in adjustment of above-average and below –average intelligent students.
5. To study the relationship between adjustment and intelligence of college students.

Sample of the Study

To conduct the study descriptive survey method was applied. The sample of the study consisted of 192 students taken from undergraduate classes of five colleges. These colleges are situated in Firozepur city and Ferozepur Cantt.

Tools used for data collection

1. To get the data relating to adjustment of the college students, Adjustment Inventory for College Students (AICS) developed by Sinha and Singh (1980) was used.
2. To collect the data relating to intelligence, the Group Test of General Mental Ability by Jalota (1986) was used.

Both of the tools used to collect data are very reliable and valid tools.

Statistical techniques used

To analyse the data, percentages were computed and means were calculated to know the differences. S.D., $S.E_D$ and t-values were computed to know the significance of difference between means. To find out the co-efficient of correlation, Karl Pearson's product-moment method was used and the significance level was known. Where ever required tables were prepared to make the findings and results more clear.

Findings of the Study

Keeping in view the objectives of the study, the findings are presented below:

Objective-I

Following the norms given in the manual of the Adjustment Inventory, percentage of students under different levels of adjustment was calculated. The findings are as given below:

Table 1: Percentage of students under different levels of Adjustment (N:192)

Adjustment Level	Norms (Scores)		Students	
	Male	Female	N	Percentage
Excellent	Below 13	Below 13	0	0
Good	13-28	13-27	38	19.79
Average	29-45	28-42	76	39.58
Unsatisfactory	46-61	42-57	67	34-89
Very Unsatisfactory	Above 61	Above 57	11	5.73

The Table 1 indicates that lower adjustment score means higher adjustment level and vice versa. From the table it is evident that 39.58% of the students have average level of adjustment, 19.79% have good/above average level of adjustment and 40.62 % of the students have below average level of adjustment.

Objective-2

To know the percentage of students in each category of intelligence, the interpretation table given the manual of the General Intelligence Test was followed. The calculated values are shown in the following table.

Table 2: Percentage of students under different levels of intelligence (N: 192)

Intelligence Level	Norms Scores	Students	Percentage
Very Superior	Above 84	0	0
Superior	73-84	11	5.73
Bright Average	62-72	32	16.67
Average	40-61	112	58.33
Dull Average	29-39	34	17.71
Border Line	18-28	3	1.56
Mental defect	0-17	0	0

Table-2 reveals that 58.33% of the students have average level of intelligence. 16.67% of the students are bright and 5.73% are superior and hence, 22.40% of the students have above average level of intelligence. On the other side, 19.27% of the students have below average level of intelligence. No student is found either very superior or mentally defected.

Objective-3

To know the difference in general adjustment and also in the different five areas of adjustment of above-average (N:43) and below- average intelligent (N:37) students, the required statistics were applied and the findings are given below in Table 3.

Table 3: t-values for the difference in adjustment of above-average and below-average intelligent students

Adjustment	Intelligence Level	Mean	S.D.	$S.E_D$	t-value
General	Above Average	33.80	12.09	2.71	3.85[xx]
	Below Average	44.23	12.40		
Home	Above Average	3.00	3.56	0.53	4.88[xx]
	Below Average	5.80	2.92		
Health	Above Average	3.20	1.65	0.47	5.52[xx]
	Below Average	5.80	2.55		
Social	Above Average	7.62	3.29	0.66	1.89[ns]
	Below Average	8.88	2.58		
Emotional	Above Average	13.40	5.35	1.12	1.44[ns]
	Below Average	15.00	4.57		
Educational	Above Average	6.00	2.99	0.67	3.11[xx]
	Below Average	8.10	3.04		

xx: Significant at 0.01 level of significance, ns: not significant

Table 3 shows that the mean score for general adjustment of the above-average intelligent students is 33.80 and of the below-average intelligent students, it is 44.23. The t-value for the difference between the two means is 3.85 which is significant at 0.01 level of significance. It indicates that the difference between the two means is significant.

Table 3 also indicates that the home- adjustment mean scores of above-average and below- average intelligent students are 3 and 5.8, respectively. The calculated t- value for the difference between the two means is 4.88 which is significant at 0.01 level of significance. It indicates that the two means differ significantly from each other.

Table 3 further shows that the mean scores for health-adjustment of above-average and below-average intelligent students are 3.20 and 5.8, respectively. The t-value 5.2, is significant at 0.01 level of significance and

conveys that both the mean scores differ significantly from each other.

Table 3 also shows that social- adjustment mean scores of above-average and below- average intelligent students are 7.62 and 8.88, respectively. The t-value for the difference between these two means is 1.89 which is not significant. It conveys that there is not a significant difference between the two means.

Table 3 reveals that emotional adjustment mean scores of above-average and below average intelligent students are 13.4 and 15, respectively. The t –value is 1.44 which is not significant and indicates that both the mean scores do not differ significantly from each other.

Table 3 also shows that educational- adjustment mean score of above-average intelligent students is 6.00 and for the below-average intelligent students, it is 8.10. The t- value 3.11 is significant at 0.01 level of significance. So, it conveys that there is a significant difference between the two means.

Objective-4

To know the relationship between adjustment and intelligence of students, the co-coefficient of correlation was computed and its significance level was found. The findings are as shown in Table 4.

Table 4: r-value for adjustment and intelligence of students

Variables	Students	r-value	Inferences
Adjustment	192	- .269	Significant at 0.01 level of significance
Intelligence	192		

Table 4 reveals that the co-efficient of correlation for adjustment and intelligence scores of the college students is – .269 which is significant at 0.01 level of significance. As stated earlier the low adjustment score indicates the higher level of adjustment, so the negative r-value conveys that there is a positive and significant relationship between intelligence and adjustment of the college students.

Conclusions of the Study

Following conclusions have been drawn on the basis of the above findings:

1. Nearly 40 % of the college students have average level of adjustment, about 40% have unsatisfactory and only 20% have good adjustments. So, it is concluded that most of the students have either average or below- average adjustment relating to home, health, social, emotional and educational aspects of life.

2. Most of the students are average intelligent. more than one- fifth of the students are bright and superior but nearly one- fifth of the students also are found below average intelligent.

3. The significant difference in the general, home, health and educational adjustment of above-average and below-average intelligent students indicates that adjustment of above- average intelligent students , in all these areas, is better than the below- average intelligent students. But in case of social and emotional aspects, adjustment of both the above- average and below-average intelligent students is similar.

4. It can be concluded from the positive and significant relationship between intelligence and adjustment of the college students that higher level of intelligence helps in making better adjustments in life.

Educational Implications

The study reveals that intelligence helps in making adjustments in life. Intelligence is an inherited gift but environment also contribute towards its development. Modern researches assert that 'catch the child young' for its proper future mental development. In our country, from the very beginning of child's life, more stress is laid on the physical development when equally important is the mental development. So, in infancy parents should take their responsibility and when the child joins school it becomes the responsibility of school also to develop the child by providing intellectual environment.so curriculum should be framed in such a way as may promote intelligence of the children. Syllabi should not be fixed, rigid, cramming based and examination oriented. Teaching styles of teachers should be effective and helpful in developing child from all angles. The study finds that most of the students have average/

unsatisfactory adjustments. So, it is also suggested that every school should have a counsellor to guide and help the children in making all kinds of adjustments so that they may learn how to make proper adjustments in their lives.

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