

## EDUCATIONAL ADJUSTMENT OF DEFENCE PERSONNEL WARDS

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### ABSTRACT

*Stating that adjustment is adaptation to physical environment as well as to social demands, the author avers that there is no much relationship between adjustment and education with well adjusted individuals prospering in their educational endeavor. This descriptive study has been designed in order to compare between wards of Defence Personnel in terms of their educational adjustment. The sample of 150 wards of Defence Personnel of officer and non-officer ranks were selected from Army Senior Secondary Schools of Ambala Cantt. Comparison between wards of Defence Personnel of officer and non-officer ranks in terms of educational adjustment showed that there is no meaningful difference in the level of significance at 0.01.*

### INTRODUCTION

Though the word 'adjustment' is not new, it has been a source of great confusion as it has many meanings packed into it. Herbert Spencer introduced the term into scientific parlance in his book 'Principles of Biology' in 1864. 'Life', he defined, 'is the continuous adjustment of the individual to the external relations'. This lends itself to the suggestions that life always is modified to fit external circumstances and ignores the essence of civilization which is the modification of external world to suit man's internal needs and desires.

Adjustment as a process is of major interest to psychologist who wants to understand a person and his behavior. The way one adjusts himself to the external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences.

Man is a social animal. He has a unique sense of belongingness to a social environment. While living as a member of a social group, he has to come into contact with people and situations to which he has sometimes to subdue and on which he has sometimes full control. His smooth living depends upon how well he can attain a degree of inner harmony in his intrapersonal and interpersonal relationships.

The concept of adjustment means adaptations to physical environment as well as to social demands. No human can live apart from his physical environment. There is an

action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. All these complex functions of the person demands adjustments.

Symonds (1933) defined Adjustment as a 'satisfactory relation of an organism to its environment'.

### EDUCATIONAL ADJUSTMENT

Educational Adjustment involves student's healthy adjustment to school or college environment and work. A student is said to be well adjusted if he/she possesses the following characteristics:

1. Has a high degree of intrinsic interest in the subjects s/he is studying.
2. Has a positive attitude towards the requirement of his/her course.
3. Has a realistic evaluation of his/her abilities and capabilities.
4. Has the ability to concentrate for a reasonable length of time on the performance of his/her academic work.
5. Exhibits stability in his/her goals and in his/her emotional life.
6. Able to enjoy life in many areas.

### AREAS OF EDUCATIONAL ADJUSTMENT

Educational adjustment comprises of:

1. Curricular adjustment.

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2. Steadiness and clarity of goals levels of aspirations.
3. Personal efficiency in planning and use of time.
4. Study skills and practices.
5. Personal relations with teacher and class fellows.

Recently Joshi & Pandey (1964) in their research study covering schools and college students have given areas of dimensions of an individual's educational adjustment as follows:

1. Curriculum and teaching.
2. School and college work
3. Future- vocational and educational.
4. Home and family.
5. Social and recreational activities.
6. Personal and social psychological relations.

In this way educational adjustment of a person is based on the harmony between his personal characteristics and the demands of the environment of which he is a part.

### OBJECTIVES

1. To study the educational adjustment of wards of Defence Personnel of Officers and Non-officer ranks.
2. To compare the educational adjustment of wards of Defence Personnel of Officers and Non-officers ranks.

### HYPOTHESIS

There will be no significant difference in educational adjustment of wards of Defence Personnel of Officers and Non-officers ranks.

### METHODOLOGY

Survey method was used in the study. For the purpose of the study, the sample constituted of 150 Senior Secondary Army School Students of Ambala Cantt. The data was collected from the sample by using the Educational Adjustment Inventory by Seema Rani and Basant Bahadur Singh. The statistical techniques like Mean, SD, t test were used.

### RESULTS AND DISCUSSION

As per the nature and objectives of the study are concerned, results of data on the comparison between the wards of Defence personnel of Officers and Non-officer ranks on educational adjustments are as under.

**In this study the focus was on the objective:-**

To study the educational adjustment of wards of Defence Personnel of Officers and Non-officer ranks.

**TABLE-1**

**'t' value of the Educational Adjustment of wards of Defence Personnel of Officers and Non-officers ranks.**

Scores	Groups	N	Mean	S.D.	t-value	Level of significance
Educational Adjustment	Officer Rank	65	51.68	5.771	0.183	0.01 level of significance
	Non-officer rank	85	50.50	4.338		

Table 1 shows that the mean scores of wards of Defence Personnel of Officer Ranks and Non-Officer Ranks are 51.68 and 50.50 respectively. And S.D's of wards of Defence Personnel of Officer Ranks and Non-Officer Ranks are 5.771 and 4.338 respectively. The 't'-value came out from above two groups is 0.183 that is not significant at the 0.01 level of significance. Thus the 't'-value shows that there is no significant difference in the Educational Adjustment of the wards of Defence Personnel of Officer and Non-Officer Ranks.

Thus the hypothesis-1 "There will be no significant difference in educational adjustment of wards of Defence Personnel of officers and non-officers ranks" is Accepted. The present study on "Educational adjustment of the wards of Defence Personnel of officer and non-officer ranks" indicates that wards of Defence Personnel of officer and non-officer ranks have no significant difference towards educational adjustment and this study is supported by "Khodabakhsh Ahmadi and Ali Fathi's study "Educational adjustment and educational motivation in Military and Non-Military students".

### CONCLUSION

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. School adjustment has been construed historically in terms of children's academic progress or achievement (Birch & Ladd, 1996). This outcome is important, but being very limited it narrows the search for precursors and events in children's environments that may affect adjustment. On a broader level, we might think of adjustment as involving not only children's progress and achievement but also their attitudes toward school, anxieties, loneliness, social support, and academic motivation.

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