

A Study on Adjustment Problem of the Slow Learners in Secondary Schools of Chilika Block in Khordha District

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Abstract: *The present study entitled as "A Study on Adjustment Problem of the Slow Learners in Secondary Schools of Chilika Block in Khordha District" was conducted with the objectives like to identify the slow learners in secondary schools of Chilika Block, to study the problems of slow learners in secondary schools of Chilika Block, to compare the slow learners with the normal learners and to analyze the adjustment problems of slow learners in secondary schools of Chilika Block. 40 samples were taken from two secondary schools i.e. Bhagabati Bidyapitha Sorana and Chilika Uchabidyapitha, Hatabaradi of Chilika Block. It was revealed that there is significant difference between slow learners and normal learners in respect to their emotional adjustment, there is significant difference between slow learners and normal learners in respect to their social adjustment, there is significant difference between slow learner and normal learners in respect to their educational adjustment and there is significant difference between slow learner and normal learners in respect to their total adjustment.*

Keywords: Adjustment, Secondary, Slow Learners, Significant

1. Introduction

Education is the most powerful instrument for bringing civilization in the human society. Education for all is the call of the day and is catching attention of world communities. The importance of Education is being felt not only in developed nations but also in underdeveloped and developing nations. No nation can march forward on the way of progress unless the people are educated and skillful. The educated person is an asset not only for the family but also for the human civilization as a whole. He is guiding person for the family, torch bearer of the society and ideal citizen of the nation. Now-a-days slow learning of the children is a serious and alarming problem for every parents, teachers and also for schools. It is a well known fact that students who are joining a school for the first time or get promotion to higher classes belong to a heterogeneous group as they are from different family back grounds from different socio economic status, from different areas, and from different abilities, interests, aptitudes and skills. Indian research on slow learning is still in its infancy as not much research work has been done on various dimensions of slow learning. Even approximate estimates of the influence of slow learning are lacking indicating the magnitude of negligence to which these children are exposed. So a comprehensive study of development of slow learners along with other normal children is required. The researchers have gone through the studies like **Bala, M.C. (1985)** who has conducted a comparative study of the mental make-up and educational facilities for slow learners and normal children. The major findings of such study shows that deaf, blind and orthopedically handicapped children differed significantly from normal children in personality traits and values. **Lata (1985)** studied the impact of parental attitude on social emotional and educational adjustment of normal and slow learner. She found that the parental attitude did not differ for slow learners and normal children. This shows normal

children differed significantly from slow learners in respect of their educational emotional, social adjustment. There was found that the attitude of parent affected significantly on the adjustment of slow learner girls rather than on the adjustment of slow learner boys. **Mathur and Abha (1985)**, Studied the adjustment level of aspiration, Self-concept and Academic Achievement of crippled and normal children. The study was done on a sample of 50 from each group (crippled and normal) from Allahabad city. The statistical analysis was calculated in terms of using ANOVA. The major findings of such study shows that, significant differences were found between crippled children and normal children in all respect of the adjustment like school adjustment, emotional adjustment and total adjustment, self-esteem. But there was found no significant differences in respect of academic achievement between normal and crippled children. **Sarita (1987)** Studied the adjustment pattern of visually handicapped and sighted students, over 40 visually handicapped and 40 sighted students of age group (14-16) of both sexes reading in a middle school for the visually handicapped (Dehradun) and a local school for sighted students respectively. ANCOVA was employed to find out the significant differences between the mean scores of different dimensions of adjustment of the visually handicapped and sighted students, eliminating the effect of socio economic status on adjustment. The major findings of study show that visually handicapped students are poorly adjusted in all types of adjustment like emotional, social and educational than that of sighted students.

2. Statement of the Problem

The present study has the significant importance, as it provides some knowledge about the adjustment problem of slow learners in secondary schools. Keeping in view above factors some questions rose in the mind of the investigators.

- Is there any difference between normal learners and slow

learners regarding their adjustment in the schools?

- Whether the normal children have more adjustment ability than slow learners?
- Hence the researchers decided to conduct the study entitled as “A Study on Adjustment Problem of the Slow Learners in Secondary Schools of Chilika Block in Khordha District”.

3. Objectives of the Study

The following objectives were formulated for this study.

- 1) To identify the slow learners in secondary schools of Chilika Block.
- 2) To study the problems of slow learners in secondary schools of Chilika Block.
- 3) To compare the slow learners with the normal learners.
- 4) To analyze the adjustment problems of slow learners in secondary schools of Chilika Block.

4. Operational Definition of the terms used:

- a) **Adjustment Problem:** Balancing or adapting problems of slow learners with normal learners during teaching learning process.
- b) **Slow Learners:** The learners whose IQ is very less and their rate of learning is slow in comparison to normal learners.
- c) **Secondary Schools:** Schools having classes from IX to X / VIII to X / VI to X and running under the Directorate of Secondary Education, Odisha, Bhubaneswar.

5. Delimitation of the Study

Due to limited time, resources and other constraints, the study was undertaken with the following limitations. The study was limited to class IX students of Secondary Schools in Chilika Block.

6. Methodology of the Study

The study comes under analytic research following descriptive survey method. The present study is a descriptive survey type to obtain pertinent and precise information.

- a) **Sample:** 40 samples were taken from two secondary schools i.e. Bhagabati Bidyapitha Sorana and Chilika Uchabidyapitha, Hatabaradi of Chilika Block to conduct this study.
- b) **Tools were used:** The researcher used the following tools for data collection.
 - School Records of Achievement.
 - Questions relating to general awareness to identify the slow learners.
 - Interview schedule and check List
 - Adjustment inventory for school students (AISS)
- c) **Procedure of data collection:** The investigator contacted the Headmasters of two schools and explained them the objectives and scope of the study. They were informed about the time and facilities required for testing and asking for collection of suitable data. The data was collected in two phases.

7. Procedure of data Analysis

After data collection, the researcher used different statistical techniques for quantitative analysis of the responses of the sample and accordingly interpretation was made to find out the result. Mainly Arithmetic Mean, Standard Deviation and “t” test were used for analysis of data.

8. Analysis and Interpretation of Result

- (i) Test of significance of difference between means of slow learners and normal learners with respect to their Emotional Adjustment:

Table 1

Group	N	Mean	SD2	“t” value	Significance
Slow learner	20	8.71	3.459	8.841	Significant
Normal learner	20	4.1	2.073		

(Here the degree of freedom is=DF=38)

- (ii) Test of significance of difference between means of slow learners and normal learner with respect to their Social Adjustment:

Table 2

Group	N	Mean	SD2	“t” value	Significance
Slow learner	20	8.6	3.139	8.32	Significant
Normal learner	20	3.85	3.377		

(Here the degree of freedom is=df=38)

- (iii) Test of significance of difference between means of slow learners and normal learner with respect to their Educational Adjustment:

Table 4.7

Group	N	Mean	SD2	“t” value	Significance
Slow learner	20	9.1	5.953	7.70	Significant
Normal learner	20	3.5	4.622		

(Here the degree of freedom is=df=38)

- (iv) Test of significance of difference between means of slow learners and normal learner with respect to their Total Adjustment:

Table 4.8

Group	N	Mean	SD2	“t” value	Significance
Slow learner	20	26.45	32.638	9.266	Significant
Normal learner	20	11.25	21.178		

(Here the degree of freedom is=DF=38)

9. Findings of the Study

After analysis and interpretation of the data, the following major findings were found out:

- 1) There is significant difference between slow learners and normal learners in respect to their emotional adjustment.
- 2) There is significant difference between slow learners and normal learners in respect to their social adjustment.
- 3) There is significant difference between slow learner and normal learners in respect to their educational adjustment.

- 4) There is significant difference between slow learner and normal learners in respect to their total adjustment.

10. Implications of the findings

The study implicated some suggestions or tips to improve the conditions of slow learners

- 1) Teachers should provide individualized introduction in the special classes.
- 2) School should provide adequate learning environments for slow learner.
- 3) School should have adequate teaching materials so that slow learners may get the facilities to improve their learning.
- 4) A proper diagnosis for slow learner should be arranged by the teachers.
- 5) Keeping in mind the needs and slowness of the students in the particular area, teacher should give extra time and try to provide remedial instruction for those slow learner.
- 6) Rewards should be given to such slow learner to encourage their study habit.
- 7) Whether or not s/he is eligible, evaluation results can be used to plan his/her educational programme, help him and her to understand slowness, and find way to be successful.

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