A Comparative Study of the Adjustment Level of the Students Studying and not Studying Children’s Literature at Secondary Level

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ABSTRACT

The children are the most precious wealth, it is our vital duty that children taking birth in the country are provided opportunities to grow up in the better way. So that after completing their study, they could contribute in the progress of the nation as well as for the betterment. Psychologically, It has been proved that children’s literature influences the pathway of children’s thinking, imagination, reasoning power that helps them to develop the quality of co-operation, love, tolerance and intellectual among children. The present study was conducted to find out that the children’s literature affects the adjustment level of the students studying at the secondary level in positive way or not. The finding shows adjustment level of students studying at secondary level has positive impact of children’s literature and there is no effect of sex on it.

INTRODUCTION

Children are the hopes for the future of a country. Children consist of powerful and resourceful class of our society burning with the flames of ambition to touch the heights of the Sky. If right direction is given to their energy; it will create such mobility that our nation will be riding on the vehicle of very rapid progress. Regarding the children as focal point of the process of our planning and progress, this is imperative duty of us that this large and precious resource requires our utmost care. The children are the most precious wealth, it is our vital duty that children taking birth in the country are provided opportunities to grow up with the better all round development way. Good literature, whether for the old or young readers, bears the mark of truth and integrity; it carries the reader along into genuine, if vicarious, experience; it stirs his emotions, arouses his curiosity, stimulates his mind, and gives him a measuring stick for living (Adams, 19537). Quality children's literature has the potential to change attitudes, values, ethical consciousness and provide personal enrichment. Children's literature which portrays positive social behavior can be an excellent guide for children. Egoff (1973) investigated the differences in quality of children's literature and how it affected children's positive social behavior. Her study indicated that the influence of a good book uplifts and increases awareness while an average book has no influence on children. On the same lines, Eeds and Hudelson (1995) contended that literature should be the main focus for children both in public education as well as their personal lives. Quality literature that is reinforced daily gives students the opportunity to assess similar situations critically as well as anticipate opportunities for the future. Quality children's literature has been found to play a major role in multi-cultural education. Cowin (1988) showed that when elementary students were exposed to children's quality literature, were able to perceive other students from other cultures more favorably. Though quality literature is in abundance, Martin (1995) observed that very few schools have used it to influence positive social behaviors. It has been proved psychologically that children are born with tendency and interest of reading various types of children’s literature. Rominger & Kariuki, Patrick (1997) observed that when students were exposed to quality children's literature, they exhibited more positive social behaviors than when they are not. Children’s literature influences the multi-dimensional personality of the children. Such study opens the pathway of children’s thinking, imagination, reasoning power that helps them to develop the quality of co-operation, love, tolerance and intellectual among children. This Study focuses to analyze this fact that children’s literature affect adjustment level of children studying at secondary level in positive way or not.

STATEMENT OF THE PROBLEM

A Comparative Study Of The Adjustment Level Of The Students Studying And Not Studying Children’s Literature At Secondary Level.

DELIMITATION OF PROBLEM

1. Only secondary level Schools of Pauri (Garhwal) District, Uttarakhand have been taken for the present study.
2. The present study has been conducted only on class 9th and 10th level students.
3. The present study is delimited to the children’s literature published in Hindi.

OBJECTIVES OF THE STUDY

The following OBJECTIVES has been pursued in this study
1- A comparative study of the adjustment level of the students studying and not studying children’s literature at secondary level.
2- A comparative study of the adjustment level of the boys and girls studying children’s literature at secondary level.
HYPOTHESIS-

The following HYPOTHESIS has been pursued in this study
1- There is no significant difference in the adjustment level of the students studying and not studying children’s literature at secondary level.
2- There is no significant difference in the adjustment level of the boys and girls studying children’s literature at secondary Level.

METHODOLOGY

In this study Survey method has been adopted in this study because we can find the exact information about the present circumstances of the an area.

SAMPLE

Researcher has selected 11 secondary level schools including 4 boys, 4 girls and 4 co-education schools with the help of stratified random sampling technique for the present study. Approximately 10% such boys/girls have been selected randomly from every selected school who regularly study children’s literature. In the same manner Researcher also selected 10% (approx.) such boys/girls randomly who do not study children’s literature. In this way researcher selected 240 students (boys) including 120 boys who study children’s literature and 120 boys who do not. In the same way researcher selected 240 students (girls) including 120 girls who study children’s literature and 120 girls who do not. Total sample structure has been shown in the following table 01:-

<table>
<thead>
<tr>
<th>Students Studying at Secondary Level</th>
<th>No. of Students Studying Children’s literature</th>
<th>No. of Students not Studying Children’s literature</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>120</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td>Girls</td>
<td>120</td>
<td>120</td>
<td>240</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>240</strong></td>
<td><strong>240</strong></td>
<td><strong>480</strong></td>
</tr>
</tbody>
</table>

TOOLS USED AND SCORING

Researcher used the Adjustment Inventory tool made by Dr. D.N. Shrivastav and Dr. Govind Tiwari. This tool has been published by the Agra Psychological Research Cell, Tiwari Kothi, Belagnaj Agra for measuring the adjustment level of the Students. Researcher can find the Home, Social, Educational and Emotional adjustment level of the students falling under the age group of between 14 to 18 years. There are 80 questions in this adjustment Inventory. There is no time limit to do this test. Scoring is done in this way that One cross is given for an answer indicating unsatisfactory or unsuccessful adjustment of the student meanwhile no cross is given for an answer indicating satisfactory or successful adjustment of the student.

STATISTICAL TECHNIQUES

The tabularized data were subjected to statistical treatment by using Mean S.D. and ‘t’-Test. These statistical techniques are used in reference of testing the framed hypothesis. The significance of ‘t’ ratio was found with the help of table of ‘t’ values which indicates the critical values of ‘t’ ratio necessary to reject the null hypothesis at selected level of significance of 5% and 1% with a ‘degree of freedom’ of Sample.

ANALYSIS AND INTERPRETATION OF DATA

T-tests were carried out to find the significance of difference in adjustment level of students studying and not studying children’s literature at secondary Level. In the present study, data analysis and discussion of the result is as follows:

**Testing Of Hypothesis No 1:** There is no significant difference in adjustment level of students studying and not studying Children’s literature at secondary level.

**Significance of difference in the Adjustment Level of Students Studying and not Studying Childrens’ literature at Secondary Level**

<table>
<thead>
<tr>
<th>Group of Students</th>
<th>No. of Students</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ Value</th>
<th>Significant / Non-Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying Children’s Literature</td>
<td>240</td>
<td>55</td>
<td>10.37</td>
<td>6.75</td>
<td>Found Significant at 1% Level.</td>
</tr>
<tr>
<td>Not Studying Children’s Literature</td>
<td>240</td>
<td>48.25</td>
<td>11.49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is clear from Table (02) that the value of ‘t’ is 6.75. Since the ‘t’ value is 2.58 at the 1% level with 478 degree of freedom. But the value obtained in this study is greater than the table value. This means that there is meaningful difference in adjustment level of students studying and not studying children’s literature at secondary level.

Hence the null hypothesis that there is no significant difference in adjustment level of students studying and not studying children’s literature at secondary level is rejected at 1% level of significance with 478 degree of freedom.

Since whatever knowledge students get from children’s literature, helps them to setup a balance between their requirements and circumstances. Therefore We can say that students who study children’s literature regularly can adjust themselves in better way than those students who do not study children’s literature in different types of condition.

**Testing of hypothesis no 2:** There is no significant difference adjustment level of boys and girls studying and not studying children’s literature at secondary level.

**Significance of difference in the Adjustment Level of Boys and Girls Studying and not Studying Childrens’ literature at Secondary Level**

<table>
<thead>
<tr>
<th>Group (Studying children's literature)</th>
<th>No. of Student s</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>‘t’ Value</th>
<th>Significant / Non-Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>120</td>
<td>54</td>
<td>10.79</td>
<td>1.49</td>
<td>Non-Significant</td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
It is clear from Table (02) that the value of ‘t’ is 1.49. Since the ‘t’ value is 1.96 at the 5% level with 478 degrees of freedom. But the value obtained in this study is lesser than the table value. This means that there is no meaningful difference in Adjustment Level of Boys and Girls studying Children’s literature at Secondary Level. Hence the null hypothesis that there is no significant difference in adjustment level of boys and girls studying children’s literature at secondary level is approved at 5% level of significance with 478 degrees of freedom. Therefore We can say that there is no effect of sex on the adjustment level of boys and girls studying children’s literature.

CONCLUSIONS

A comparative study of adjustment level of students studying and not studying children’s literature at secondary level was the first objective of this research. The researcher assumed the first hypothesis before testing that there is no significant difference in the adjustment level of students studying and not studying children’s literature at secondary level meanwhile this fact was come out from after the statistical analysis of data taken that there is significant difference. If we talk about the children’s literature concerning adjustment then we see that after crossing the infanthood, children’s knowledge organs become effective day by day. Children attempt to fulfill their mental and social requirements. Children’s solve the problems as given in the children’s literature using their mental ability and slowly-slowly he tries to solve their real life’s problem. In this way children try to setup a balance between his need and circumstances and become adjusted. Therefore We can conclude that there is definite development of adjustment quality of children by studying children’s literature and there is no effect of sex on it.

References

1. Archyul, S.T.V.G. (1978), *A study of the relationship among creative thinking, intelligence and school adjustment*, Ph.D. (Psychology), Utkal University, Bhuveneshwar, Orissa In M.B. Butch(Edu.) third survey of educational research (Pp, 657), New Delhi; NCERT.