

Construction and standardization of adjustment inventory for M.Ed students

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Abstract

The adjustment process becomes more complicated when his/her interaction with a particular situation comes into conflict with the requirements of the other situation. A particular situation may give rise to happiness while the other may give rise to pain. The resulting tension may cause disturbance in his/her psyche, produce uncomfortable physical symptoms or may even lead to abnormal behaviour. This paper deals with the development and standardization of Adjustment Inventory for M.Ed students. At the initial stage, the inventory consisted of 80 items. Then the number of items was reduced to 58 after extensive scrutiny by the subject experts. Subsequently item analysis was carried out with help of the appropriate statistics. The chi-square test used to standardize and finally 38 items were retained in the final tool. The reliability was computed by split-half method to be 0.814. The content validity of the inventory was assured by evaluation from subject experts. This tool will be very useful for the investigator/research student to measure the extent of Adjustment among M.Ed/PG Students in respect to their Research activity during the course or completion of the dissertation work.

Keywords: adjustment, standardization

Introduction

Education is the most vital input for the growth and prosperity of a nation. It provides strength and resilience to enable people to respond to the changing needs of the hour. Education is the backbone of all national endeavours. It has the power to transform human beings into human resources. We cannot build a sustainable and prosperous nation without the health and vitality of higher education. Apart from the primary and secondary education, higher education is the main instrument for development and transformation. "Higher education has special value in the contemporary knowledge society which contributes both directly and indirectly to the wealth of a nation" (MHRD Report, 2010-11). Knowledge society is mainly depends upon the research work. Research work is also depend upon the adjustment of the researcher in the course.

Adjustment

The term adjustment is frequently used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual's struggle to along or survive in his or her social and physical environment.

In adjustment, the two crucial factors are the individual and the environmental. In individual the considerations are the heredity and biological factors. The psychological factors, and the excellence of socialization given to him/her. Whereas the environmental factors includes all the social factors.

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Definitions of Adjustment

- **According to Shaffer & suffer (1961)** "Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs.
- **According to Gates, Jerslid and others (1970)** "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and environment".

Criteria for good adjustment

No common criteria can be set for all times to come because criteria involve values judgment which is differ from culture to culture and from one generation to another generation within the same culture. Four criteria have been evolved by psychologists to judge the adequacy of adjustment. They are as follows:

1. Physical health. The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite. These symptoms in the individual have sometimes psychological origin and may impair his physical efficiency.
2. Psychological comfort. One of the most important facts of adjustment is that individual have no psychological diseases as obsession, compulsion, anxiety and depression etc.
3. Work efficiency. The person, who makes full use of his occupational or social capacities, may be termed as will adjust in his social set up.
4. Social acceptance. Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted. But we see that societies differ in deciding the universally acceptable criteria of good behavior, for

example, in our country smoking and drinking are supposed to be antisocial but there are societies where these activities are quite normal for social adjustment.

Expert Opinion

Scholars in the field of Education validated the items. They were requested to judge the suitability of the items. Out of 80 items, 22 items were rejected by most of the judges. There were at least eighteen items in each dimension which were identified by the experts as the relevant and the suitable items to measure the adjustment of students. Now the Inventory of Adjustment consists of 58 items.

Pilot Study

In order to make the inventory efficient and useful, the relevance of a particular item was determined in terms of its relationship with various dimensions of Adjustment. The items were thoroughly screened and edited. The items which were overlapping were carefully examined.

Now the inventory with 58 statements measuring Adjustment was ready for administration. For the pilot study, this inventory was administered on the sample of 50 students studying in different colleges. The items were to be responded in 'Yes' or 'No' form or choosing the correct response from the given alternatives. Scoring key was made and scrutinized. The answers of those items (in each part) which tallied the answers given in the scoring key was given a score of 2 (two). If they didn't tally, they were given a score of 1(one).

Analysis and Selection of the Item

Pre-tryout was attempted on 50 students. The administration of the inventory was done with the view to know the deficiencies and difficulties of the students in answering the items. The language of the sentences was also improved with reference to sentence structure and vocabulary. After making these changes, 38 items were shortlisted from 58 items.

The responses of the subjects were scored as per allotted weightage. The weighted score for each item and for each subject were summated. On the basis of total scores, 27% subjects with high scores i.e. high group and 27% with low scores i.e. low group were identified (Kelly 1939). Their scored responses in terms of weighted scores for each item were worked out. Item analysis was carried out by employing the chi-square test for 58 items for group with high and low scores. The chi-square was computed for the higher and lower score groups to find discriminating power of each item. Thus, the significance of difference between the means of scores of high and low groups was worked out to find out the discriminating power of each item i.e. how well each statement could be distinguished on the basis of the value of chi-square, between students with high and low scores on adjustment inventory. Items with positive and significant chi-square value at 0.05 level of confidence were selected for the inventory. The chi-square of 38 items was found to be significant at the 0.05 level of significance.

Table 1: Chi-Square (X2) Value for the Item selection

Item No.	Chi-Square Value	Item No.	Chi-Square Value
Item 1	14.286*	Item 30	1.286
Item 2	11.571*	Item 31	3.571
Item 3	5.143*	Item 32	.143
Item 4	5.143*	Item 33	2.286
Item 5	1.286	Item 34	5.143*
Item 6	1.286*	Item 35	1.286
Item 7	14.286*	Item 36	9.143*
Item 8	9.143*	Item 37	2.286
Item 9	24.143*	Item 38	9.143*
Item 10	11.571*	Item 39	14.286*
Item 11	1.286	Item 40	20.571*
Item 12	9.143*	Item 41	24.143*
Item 13	14.286*	Item 42	11.571*
Item 14	17.286*	Item 43	14.286*
Item 15	3.571	Item 44	9.143*
Item 16	14.286*	Item 45	2.286
Item 17	11.571*	Item 46	7.000*
Item 18	.143	Item 47	14.286*
Item 19	11.571*	Item 48	.143
Item 20	7.000*	Item 49	24.143*
Item 21	3.571	Item 50	17.286*
Item 22	.143	Item 51	.143
Item 23	.000	Item 52	1.286
Item 24	14.286*	Item 53	20.571*
Item 25	7.000*	Item 54	.143
Item 26	.143	Item 55	9.143*
Item 27	1.286	Item 56	7.000*
Item 28	11.571*	Item 57	20.571*
Item 29	7.000*	Item 58	14.286*

Significant at .05 level of significance so these items were selected for Final tool

Reliability Analysis of Adjustment Inventory

Reliability refers to the accuracy of the score in the sense of their stability or precision. The reliability of the inventory was established by the split-half method. Which is computed by the Spearman-Brown Prophecy Formula. The reliability of the test was 0.814. According to Nunnally (1978) minimum standards of reliability is 0.80 to 0.90 for basic and applied research.

Validity Analysis of Adjustment Inventory

The validity of a test, or of any measuring instrument, depends on the fidelity with which it measures what it purports to measure (Garrett, 2011).

The content validity of a inventory involves the systematic evaluation of the test. It covers all content which is necessary for the particular test. The inventory has content validity, as it was developed with the assistance of subject experts in the field of education. Besides these items of the inventory were selected after carefully analyzing the definitions of Adjustment Inventory, hence inventory has fair degree of content validity.

Conclusion

The investigator is hopeful that this inventory would be helpful to measure the level of Adjustment of M.Ed student. Hence this tool will be very useful for the investigator/research student to measure the extent of Adjustment among M.Ed/PG Students in respect to their Research activity during the course or completion of the dissertation work.

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