

ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENT

¹ TAVIYAD MANSINGBHAI S., ² PROF. YASVANTBHAI H. PATEL

¹ Assistant Professor, Department of psychology, S.P.T. Arts and Science College
Godhra, Gujarat

² Associate Professor, Department of Psychology, Vidyanagari Arts College,
Himmatnagar, Gujarat

ABSTRACT : *The main aim of the present research was to study and compare certain areas of adjustment and academic achievement of higher secondary school students. Present study was conducted on random sample of 100 (50 male And 50 Female Students) of higher secondary school student of Himmatnagar City adjustment inventory for adolescent students by R. K. Ojha was used for data collection and Average marks of last three years annual results was considered as academic achievement to analyze the data T test was used results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement.*

INTRODUCTION:

M.V.R. Raju and T. Khaja Rahamtulla (2007) to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables.

The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Manju Gehlawat (2011) to studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

Dr. M.Y. Ganai and Muhammad Ashraf Mir (2013) were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two

groups also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement.

Yellaiah (2012) found that adjustment and academic achievement cause significant difference between male and female student. Government and private schools students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement.

Sanandraj & Thomas (1984) investigated sex differences in masculinity, femininity and its relationship to self-esteem, personal adjustment and social adjustment. They found that there was a significant sex difference in masculine-feminine orientation of the sample.

Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interactions effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

S. A. Annie Isabella (2010) this study intended to explore if there was any significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teachers of Lady willing don Institute of Advanced Study in Education, were selected randomly 158 student teachers. The study was used tool the modified kuppusswamy's Socioeconomic Status Scale (1999) and found that there was no significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teacher.

OBJECTIVES:

1. To study and compare various component of adjustment such as family adjustment, health adjustment, social adjustment, emotional adjustment and over all adjustment of higher secondary school students with regards to gender.

2. To study and compare academic achievement of higher secondary school students with regards to gender.

HYPOTHESES:

1. There will be no significant difference between various components of adjustment such as family adjustment, health adjustment, social adjustment, emotional adjustment and over all adjustment of higher secondary school students with regards to gender.

2. There will be no significant difference between academic achievement of higher secondary school students with regards to gender.

SAMPLE:

In present research 50 male and 50 female students of higher secondary school were randomly selected from Himmatnagar city.

VARIABLE:

In present research gender (male and female) is considered as independent variable. Scores of various components of adjustment such as family adjustment, health adjustment, social adjustment, emotional adjustment and over all adjustment and academic achievement were considered as dependent variables.

TOOLS:

In present research following tools were used for data collecton,

1. Adjustment inventory by R.K. Ojha use for data collection.

2. Average marks of last three years annual results was considered as academic achievement Adjustment inventory by R.K. Ojha was used for data collection,

ADJUSTMENT INVENTORY BY R.K. OJHA :

In order to measure the adjustment of higher secondary school students, the Adjustment Inventory by R.K. Oza was used. It measures (i) Family (ii) Health (iii) Social (iv) Emotional and (v) Overall adjustment.

Reliability and Validity :

Reliability of this test has been measured by split half and test-retest method by using spearman and brown formula split half reliability index of family adg. is 0.84, health 0.81, social 0.89 and Emotional adj. is 0.92.

To measure validity the results were correlated with Kumar Adjustment inventory. Validity index of 0.72, health : 0.79, social 0.82 and emotional : 0.81 (all high) were found.

Method of scoring:

The present inventory is a negative measure. When the respondent says 'Yes', it indicates his adjustment problem, and when say 'No', it indicates absence of adjustment problem, 'Yes' response is scored as 1.

No or '?' responses do not get any score. Thus, high total score indicates maladjustment.

PROCEDURE:

Adjustment inventory was administered in small manageable group of participant, after establishing the rapport with students. After completion the data collection responses of each participants of inventory was scored by the scoring key of inventory.

STATISTICAL ANALYSIS:

To analyze the data t-test was used.

RESULT AND DISCUSSION:

Table – 1

Mean, SD and t value of various component of adjustment of male and female adolescent

Adjustment		N	M	SD	t	Level of sig.
Family Adjustment	Male	50	23.24	5.99	0.85	Ns
	Female	50	22.28	5.31		
Health Adjustment	Male	50	25.28	3.99	2.70	.01
	Female	50	22.74	5.33		
Social Adjustment	Male	50	22.58	5.48	2.20	.05
	Female	50	20.44	4.15		
Emotional Adjustment	Male	50	24.60	4.63	2.47	.05
	Female	50	22.02	5.77		
Academic Achievement	Male	50	20.70	3.03	2.41	.05
	Female	50	25.88	14.90		

Table No. 1 attempt is made to find out the difference between male and female adolescent on family adjustment with the t test. The 't' ratio of male and female adolescent on family adjustment is 0.85. Which is not significant. It means male adolescent do not differ significantly as compared to female adolescents. It can be seen in mean score also. The mean score of male adolescent is 23.24 (SD=5.99) and mean score of female adolescents is 22.28 (SD=5.31).

The 't' ratio of male and female adolescent on health adjustment is 2.70. Which is significant at .01 level. It means male adolescent differ significantly as compared to female adolescents. It can be seen in mean score also. The mean score of male adolescent is 25.28 (SD=3.99) and mean score of female adolescents is 22.74 (SD=5.33).

The 't' ratio of male and female adolescent on social adjustment is 2.20. Which is significant at .05 level. It means male adolescent differ significantly as compared to female adolescents. It can be seen in mean score also. The mean score of male adolescent

is 22.58 (SD=5.48) and mean score of female adolescents is 20.44 (SD=4.15).

The 't' ratio of male and female adolescent on emotional adjustment is 2.47. Which is significant at .05 level. It means male adolescent differ significantly as compared to female adolescents. It can be seen in mean score also. The mean score of male adolescent is 24.60 (SD=4.63) and mean score of female adolescents is 22.02 (SD=5.77).

Table – 2
Mean, SD and t value of Academic Achievement of male and female adolescent

Adjustment		N	M	SD	t	Level of sig.
Academic Achievement	Male	50	20.70	3.03	2.41	.05
	Female	50	25.88	14.90		

Table No. 2 attempt is made to find out the difference between male and female adolescent on academic achievement with the t test. The 't' ratio of male and female adolescent on academic achievement is 2.41. Which is significant at .05 level. It means male adolescent differ significantly as compared to female adolescents. It can be seen in mean score also. The mean score of male adolescent is 20.70 (SD=3.03) and mean score of female adolescents is 25.88 (SD=5.77).

CONCLUSION:

1. Male adolescent differ significantly on health adjustment as compare to female adolescents.
2. Male adolescent differ significantly on social adjustment as compare to female adolescents.
3. Male adolescent differ significantly on emotional adjustment as compare to female adolescents.
4. Significant difference is existed between male and female adolescent on academic achievement.

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