

ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The aim of the present research is to study Adjustment and Academic Achievement among Higher Secondary School Students. The sample consisted of 120 Higher Secondary School Students (60 male and 60 female students). Adjustment Inventory by R.K Oza was used for data collection. 't' test was used for data analyses. Results indicate that significant difference was found between male and female Higher Secondary School Students with regards to certain area of adjustment such as home, health, social and Emotional adjustment. Significant difference was also found between male and female Higher Secondary School Students with regards to Academic Achievement.

Introduction:

The concept of adjustment is as old as human race on search. It is a household word we speak of people as being well-adjusted or poorly adjusted. Well-adjusted people are regarded as successful in the art of living. The process of adjustment starts right from birth of the child and continues till his death.

Adjustment is a process, which is expected to lead to a happy and contented life of a person. It creates a balance between needs and the capacity to meet these needs, persuades persons involved to change ways of life according to the demands of the situation, and gives strength and ability to bring desirable changes in the conditions of the environment. Working women have to adjust themselves at home as well as at work place. For them, adjustment is "smooth switch over from one status to other status, perceiving roles as perceived by others, and performing multiple roles with efficiency and satisfaction".

Systematic emergence of the concept of "Adjustment" started with Darwin's theory of evolution (1859). In those days the concept was purely biological. In biology the term usually employed was adaptation. Man among the living beings has the highest capacities to adapt to new situation. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures. Biologists used the term adaptation strictly for physical demand of the environment but psychologists use the term adjustment for varying conditions of social or interpersonal relations in the society. So adjustment means reaction to the demands and pressures of social environment imposed upon the individual.

Development of the personality of the child and individual teacher to a great extents demands adjustment with the environment. It is a process of maintaining a balance between the needs-physical, psychological and social and the circumstances that influence the satisfaction of these needs. It is a continuous process a more harmonious relationship between person and his environment. Adjustment is a process of directing one's efforts towards modification of directing one's efforts towards modification of behaviour and attitudes.

School Adjustment: - A student is having the quality of school adjustment when he is well adjusted in the school environment including his friend circle, his teachers, administration and overall school environment. School adjustment is a measure of the students' ability to get adjusted in every circumstances and situations of the school.

Review of Literature:

Taviyad Mansingbhai S., Yasvantbhai H. Patel (2013). 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.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant

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determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores

Objectives:

To study and compare certain area of adjustment such as home, health, social and emotional adjustment between male and female Higher Secondary School Students.

Hypothesis:

1. There will be no significant difference between male and female Higher Secondary School Students with regard to certain area of adjustment such as home, health, social and emotional adjustment.

Sample:

For the present study random sampling technique was used for the selection of the participants. The sample consisted of 120 students (60 Male and 60 female Higher Secondary School Students). Sample was taken from different areas of Ahmadabad District.

Variables:

In present research gender was considered as Independent Variable and Scores of certain area of adjustment was considered as Dependent Variable.

Tool:

• Adjustment Inventory (1968) by Dr. R. K. Ojha

adjustment inventory (student form) by Dr. R. K. Ojha was prepared in 1968 when one of the Ph.D. students was conducting his research work under the guidance of the author. This inventory includes four parts-Home, Health, Social and Emotional each part has 35 questions, which are answered on a three point scale.

The adjustment inventory has four parts. Each part has 35 questions. In the left side of each question "Yes", "No" and "?" have been given. If you agree with the statement or to the facts mentioned in the question, encircle "yes". If you answer is negative i.e., you are not agreeing to the facts mentioned in the question, encircle "No". If you can neither answer the question in "Yes" and "No" then encircle question mark "?". There is no time limit, but should answer all the items quickly.

• Reliability:

The adjustment inventory possesses high reliability. The reliability coefficients were determined by split-half and test-retest method. For split-half, the correlation between odd and even items was calculated and corrected by the Spearman-Brown formula. Similarly, in case of test-retest method, the inventory was again administered on a sample of 200 students after a period of two months. The reliability coefficients are shown in Table

Method	Home	Health	Social	Emotional
Split-Half	0.84	0.81	0.87	0.89
Test-Retest	0.91	0.9	0.89	0.92

• Validity:

The adjustment inventory was validated against K. Kumar's Adjustment inventory. The two inventory scores yielded a positive correlation. This study was conducted on a sample of 400 cases of four educational groups.

Statistical Analysis:

To analyzed the data 't' test was used.

Results and Discussion:

Table.1

Mean, SD and t value of various Area of Adjustment of male and Female Higher Secondary School Students

No	Variable	Group	Sample Size	Mean	SD	t value	Level of significant
1.	Home	Male	30	18.70	9.84	3.20	0.01

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		Female	30	25.10	4.80		
2.	Health	Male	30	13.47	7.60	7.11	0.01
		Female	30	25.27	4.99		
3.	Social	Male	30	15.50	8.46	4.99	0.01
		Female	30	25.10	6.27		
4.	Emotional	Male	30	19.37	8.84	2.52	0.01
		Female	30	24.23	5.83		
5.	Overall Adjustment	Male	30	67.03	16.03	9.04	0.01
		Female	30	99.70	11.62		

The mean scores of Home adjustment of male and female Higher Secondary School Students were 18.70 and 25.10 with SD 9.84 and 4.80. The obtained 't' value is 3.20 which is significant at 0.01 level. It means male and female Higher Secondary School Students have significant difference on Home adjustment. Female Higher Secondary School Students have better Home adjustment than male Higher Secondary School Students.

The mean scores of Health adjustment of male and female Higher Secondary School Students were 13.47 and 25.27 with SD 7.60, and 4.99. The obtained 't' value is 7.11 which is significant at 0.01 level. It means male and female Higher Secondary School Students have significant difference on Health adjustment. Female Higher Secondary School Students have better Health adjustment than male Higher Secondary School Students.

The mean scores of social adjustment of intact and Broken Home children were 15.50 and 25.10 with SD 8.46, and 6.27. The obtained 't' value is 4.99 which is significant at 0.01 level. It means male and Female Higher Secondary School Students have significant difference on social adjustment. Female Higher Secondary School Students have better social adjustment than male Higher Secondary School Students.

The mean scores of emotional adjustment of intact and Broken Home children were 19.37 and 24.23 with SD 8.84, and 5.83. The obtained 't' value is 2.52 which is significant at 0.01 level. It means male and female Higher Secondary School Students have significant difference on emotional adjustment. Female Higher Secondary School Students have better emotional adjustment than male Higher Secondary School Students.

The mean scores of overall adjustment of intact and Broken Home children were 67.03 and 99.70 with SD 16.03, and 11.62. The obtained 't' value is 9.04 which is significant at 0.01 level. It means male and female Higher Secondary School Students have significant difference on overall adjustment. Female Higher Secondary School Students have better overall adjustment than male Higher Secondary School Students.

Conclusion:

1. Female Higher Secondary School Students have better Home adjustment than male Higher Secondary School Students.
2. Female Higher Secondary School Students have better Health adjustment than male Higher Secondary School Students.
3. Female Higher Secondary School Students have better social adjustment than male Higher Secondary School Students.
4. Female Higher Secondary School Students have better emotional adjustment than male Higher Secondary School Students.
5. Female Higher Secondary School Students have better overall adjustment than male Higher Secondary School Students.
6. Female Higher secondary school students have better overall adjustment.

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