

The Effect of Adjustment on The Academic Achievement of Adolescence

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ABSTRACT - Education is the process of development which consist of the passage of the human being from infancy to maturity and the process whereby he adapts himself gradually in various ways to this physical, social and spiritual environment.

Adjustment is the process is of major interest to psychologists who want to understand a person his behaviour. Recognizing the growing independence of young people during three years, parent and teacher approach in there matter should be indirect but definite if problem of youthful resentment of dictation from his elders are to be avoided.

According to my research work, I concluded that adjustment level in girl's in comparison to boy's is more & hence it effects in their academic achievements.

Keywords – Academic Achievement, Education, psychologists.

I. INTRODUCTION

It is widely accepted that education, adequate in quality and scale is the most powerful instrument and also for establishing social cohesion. Education by its very nature influenced by the total development process. However, the content and process of education needs to be continuously renewed in order to keep them in tune with the changing needs, aspirations and demands of the society.

Education is the process of development which consist of the passage of the human being from infancy to maturity and the process whereby he adapts himself gradually in various ways to this physical, social and spiritual environment. But even in the social process, the child's need support and freedom from an economic presser and that is why education requires long period of social as well as biological infancy when the young would live off the labour of other and be released from self support.

Froebel defines Education as "Education is a process by which child makes his internal external".

Raymond defines Educations as "Education is that process of development which consists in the passage of human being from inflancy to maturity, whereby adapts himself gradually in various ways to his physical, social and spiritual environment".

II. ADJUSTMENT

One of the main functions of education is to train children to solve their personal, social and economics problem. The process of adjustment starts rights from the day of birth of the child and continues till his death.

From among the living being man has the highest capacities to adapt the new situations. These capacities needs to developed to their full and eduacation is to play on important role in it. Man as a social animal, not only adapts to physical demands but he also adjusts to social pressures in society.

Adjustment means reaction to the demands and pressure of social environment imposed upon the individual. There may be called external demands. The personality development of the individual is the continuous process of interaction with his family environment.

Ruth Strong (1949) defines Adjustment as "Adjustment is a process and not a state"

James Drever (1952) said that "Adjustment means the modification to compensate for special condition"

Adjustment is the process is of major interest to psychologists who want to understand a person his behavior. The ways on adjusts himself and to his external environment at any point of time depends upon the interaction between the biological factors in growth and his social experiences.

Adjustment as achievement means how efficiency an individual can perform his duties in diffrent circumstances. Business, military, administration and other social activities need efficient and well adjusted of nation building activities.

ADJUSTMENT DURING ADOLESCENTS PERIOD:-

The adolescent tends to be both careless and careful about his physical health and appearance. Teen-agers are tempted

to take chances that later may result and chances that later may result in a weakened physical constitution. At the same time they become increasingly conscious of their physical appearances and they may go to extreme in order to gain attention. At no other time in his life does an individual need so much to be taught the value of moderation as during this period. Recognizing the growing independence of young people during these years, parent and teacher approach in this matter should be indirect but definite if problem of youthful resentment of dictation from his elders are to be avoided and if the young person is to enter adulthood with physical health and good habits of personal living.

III. ACADEMIC ACHIEVEMENT

Achievement: Achievement means to what a person has acquired or achieved after the specific training or instruction has been impacted.

Achievement means a great or heroic deed; something accomplished by valor, boldness or praiseworthy exertion.

“The act of achieving or performing and obtaining by exertion; successful performance accomplishment as the achievement of his object”.

NEED AND IMPORTANCE OF THE STUDY:-

Though the study is confined to class XI th students, it will help to identify the major adjustment problem related to them. It will also help to throw a light on the behind it.

The adjustment problem of low academic achiever and high academic achiever of class XI th student all have been studied.

Formation of objective of the Present Study.

Hypotheses of the present study:-

The present study has following delimitations:-

- This study was conducted only on class XI th students.
- The sample was drawn from the class XI th students of Durg district.
- The study was limited only to the adjustment experienced during evaluation.
- The study was limited to Private Schools and government School only.

IV. REVIEW OF THE RELATED STUDY

BAJPAI (2001) conducted study at three districts of Madhya Pradesh. They administered Sharma's adoption of Bell's Adjustment Inventory. They indicated that scheduled tribe girls were found to be significantly least adjusted group in health, home, social and overall adjustment. Backward girls were lesser adjusted in the above areas, except in social and overall adjustment than general caste girls were found to be significantly better adjusted than general caste girls in social adjustments.

BOOPALARAYAM AND ANNARAJ (2003):-studied adjustment of the children working in safety match industries and concluded that there was no significant difference between the boys and girls in the dimensions of emotional, industrial and home adjustment but not in social adjustment. It is also concluded from the study that the boys were better in social adjustment than the girls because boys are having more chances than the girls.

RANI MOHANRAJ AND LATHA (2005) perceived family environment in relation to adjustment and academic achievement. The study aimed to investigate the relationship between family environment, the home adjustment and academic achievement in adolescents. The adolescents (106 Boys and 86 girls) were assessed using the Moos and Moos family Environment Scale and Bell's adjustment inventory. Academic scores were taken from the school records.

SUNITHA N.H. (2005) studied on Academic Learning Environment of Students from Aided and Unaided Coeducational High Schools. The present study on “Academic learning environment of students from aided and unaided coeducational high schools” was conducted in 2004-05 in Dharwad, Karnataka. The sample consisted of 240 high school children from 8th to 10th class with an age range of 12-16 years from aided and unaided coeducational high school of Dharwad. Data was collected through school learning environment home learning environment schedules. The socioeconomic status schedule developed by Venkataramaiah (1983) and Aaron et al. (1969) and Hauser (1994) was used. The results revealed that students of unaided schools (boys and girls combined) had significantly better school learning environment.

HUPADHAYA AND RANI VAIDHYA (2007) investigated about the comparative study of adjustment and academic achievement of higher secondary school students of private and government schools and selected 180 students through lottery system in which boys are 88 and girls are 92 having three dimensions i.e. emotional, social and educational.

Result:- The study shows the result the three exists no significant difference on the adjustment of private and government school students. But on the other hand, academic achievement of private school students is much better than government school students.

AKBAR HUSSAIN, ASHUTOSH KUMAR AND ABID HUSSAIN (2008) examine the level of academic stress and over all adjustment among Public and Government high school students and also to see relationship between the two variables (academic stress and adjustment). For that purpose 100 students of class IX were selected randomly from two different schools out of which 50 were taken from public and the remaining 50 were taken from Government school Sinha and Sinha scale for measuring academic stress was used to see the magnitude of stress and

Sinha and Singh Adjustment Inventory for school students was used to examine level of adjustment among the students.

SONIA STHAPAK (2009) studied on the effect of emotional intelligence on the scholastic achievement of the graduates and proves that more is the emotional intelligence more is the scholastic achievement of the students and that the students should work on their emotional competencies to be successful, especially in this competitive scenario. Mangal's emotional inventory was used in this study.

V. RESEARCH METHODOLOGY

Research methods may be understood to all those methods or techniques that are used for conduction of research. In order words, all those methods which are used by the researcher during the course of his studying his research problem are termed as Research Methods.

Table - Population Size

S.No	Name of Schools	Boys	Girls	Total
1.	Krishna Public School	60	50	110
2.	Shakuntala Vidyalaya	50	50	100
3.	N.C.E.R.T.Sector-6	55	60	115
4.	B.S.P. H.S.S. Sector-7	60	60	120
5.	B.S.P. H.S.S. Sector-4	60	50	110

3.2 SAMPLE

The primary purpose is to discover the principles that have universal application. But to study a whole population and to arrive at generalisation would be impractical and not possible also. Some population is so large that their characteristics cannot be measured.

Fortunately, the process of sampling makes it possible to draw valid inferences or generalization on the basis of careful observation of variables within a relatively small proportion of the population.

TABLE

S.NO	Name of Schools	Boys	Girls	Total
1.	Krishna Public School	10	10	20
2.	Shakuntala Vidyalaya	10	10	20
3.	N.C.E.R.T. Sector-6	10	10	20
4.	B.S.P. H.S.S. Sector-7	10	10	20
5.	B.S.P. H.S.S. Sector-4	10	10	20

TOOLS:- In the present study the investigator has adopted, English version of "BELL'S ADJUSTMENT INVENTORY (BAI-O)" by Dr. R.K. Ojha to measure the adjustment difficulty of adolescents of class XI student.

SCORING:-

The inventory can be scored accurately by hand and no scoring key or stencil is providing so far. Scoring of the

inventory is most easy. For any response indicated as 'YES' the tester should be awarded the score of one, and zero for 'NO'. The total number of 'YES' scores thus make total score of the individual in the part.

YES	1
NO	0

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis (H1):- There exists no significant effect of adjustment on the academic achievement of adolescents.

S. No.	Category	No.of students	Mean	SD	T
1.	Boys	50	48	10.40	1.42
2.	Girls	50	51	10.49	

D. f. = 98

Result: Not significant

Table

In the above table, the Mean of boys is 48 and the mean of girls is 51. SD of boys is 10.4 and SD of girls is 10.49, t-value is 1.42. Here calculated value of t is less than the table value at 0.01 level of significance. Hence, hypothesis H1 is accepted and therefore, there exist no significant effect of adjustment on the academic achievement of adolescents.

Hypothesis (H2):- There exists no significant effect of adjustment on the boys of high academic achievements and girls of high academic achievement.

S. No	Category	No.of students	Mean	SD	T
1.	Boys High Achievers	18	45	10.23	0.791
2.	Girls High Achievers	21	48	12.51	

d.f. = 37

Result:-Not Significant

It is evident from the above table that means of boys having high academic achievement is 45 and mean of girls having high academic achievement is 48, SD of boys is 10.23 and SD of girls is 12.51, t-value is 0.791. Here the calculated value of t is less than the table value at 0.01 level of significance. Hence, hypothesis H2 is accepted and therefore, there exist no significant effect of adjustment on boy's high academic achievement and girls of high academic achievement.

Hypothesis (H3): There exist no significant effect of adjustment on the boys of low academic achievement and girls of low academic achievement.

S. No	Category	No. of students	Mean	SD	t
1.	Boys Low Achiever	32	50	10.14	1.252
2.	Girls Low Achiever	29	54	7.74	

D.f. = 59

Result: Not significant

It is evident from the above table that mean of boys having low academic achievement is 50 and mean of girls having low academic achievement is 54, SD of boys is 10.14 and SD of girls is 7.74, t-value is 1.252. Here the calculated value of t is less than the table value at 0.01 level of significance. Hence, hypothesis H3 is accepted and therefore, there exists no significant effect of adjustment on boys of low academic achievement and girls of low academic achievement.

Hypothesis (H4): There exists no significant effect of adjustment on the boys of high academic achievement and boys of low academic achievement.

S.No	Category	No. Of students	Mean	SD	T
1.	Boys high academic achievers	18	45	10.23	4.572
2.	Boys low academic achievers	32	50	10.14	
d.f.=48		P<.01		Significant	

It is evident from the above table that the mean and SD of boys having high academic achievement is 45 and 10.23 and mean and SD of boys having low academic achievement is 50 and 10.14, t-value is 4.572. Here the calculated value of t is more than the table value at 0.01 level of significant i.e. $p < 0.01$. Hence, hypothesis H4 is rejected and therefore, there exist significant effect of adjustment on boys of high academic achievement and boys of low academic achievement.

Hypothesis (H5): There exists no significant effect of adjustment on the girls of high academic achievement and girls of low academic achievement.

S. No	Category	No. Of Students	Mean	SD	T
1.	Girls high academic achievers	21	48	12.51	2.73
2.	Girls low academic achievers	29	54	7.74	
d.f. = 48		P>.01		Significant	

It is evident from the above table that the mean and SD of girls having high academic achievement is 48 and 12.51 and mean and SD of girls having low academic achievement is 54 and 7.74, t-value is 2.73. Here the calculated value of t is more than the table value at 0.01 level of significant i.e. $p < 0.01$. Hence, hypothesis H5 is rejected and therefore, there exists significant effect of adjustment on girls of high academic achievement and girls of low academic achievement.

VI. ANALYSIS OF THE RESULTS

From interpretation of hypotheses the research analyze that:

Hypothesis (H1): The effect of adjustment on the academic achievement of adolescents is more in boys than in girls. Girls have better adjustment than boys. But as the calculated value of t is less than the table value at 0.01 levels, this shows the gender is not a factor for affecting the effect of adjustment on the academic achievement. Both boys and girls are almost equal and they are studying together in the same teaching learning process. Today boys and girls have the facilities of educated and knowledgeable teaching staff. Their parents are mainly concerned with their children's health and also encourage them to involve in social work.

Hypothesis (H2): The effect of adjustment on the boys of high academic achievement and girls of high academic achievement is comparatively equal or high. The main reason for no significant effect of adjustment on the boys and the girls of the high academic achievement in that today both boys and girls got equal educational opportunities and facilities and parents to care equal. It is concluded that gender is not the factor of affecting the adjustment of boys and girls acquiring high academic achievement. They get equal facilities at home such as internet, support of parents, care of their health. Today boys and girls are equally involve in the work of society, they take interest in social work also.

Hypothesis (H3): The effect of adjustment on the boys and girls of low academic achievement does not differ significantly at 0.01 levels. The main reason for non-significantly effect of adjustment may be as both boys and girls acquiring low academic achievement do not take interest in social work which increases their participating and competitive skill and they may not be getting better health facilities and also they do not get proper response or encouragement from their parents or from teaching staff side.

Hypothesis (H4): The adjustment on the boys of high academic achievement and boys of low academic achievement effects significantly as a whole against the hypothesis (H4) at 0.01 levels. Therefore, it is conducted that the boys having high academic achievements have

better adjustment than boys having low academic achievement.

The main reason for such differences is that boys with high academic achievement gets good family environment or may have good study habits. They got good learning facilities at home as well as in school which increase their knowledge.

Whereas, boys having low academic achievement do not have such facilities. They may not be getting proper home, health, social facilities and learning environment as a result of which they acquires low academic performance and least adjusted as compared to boys having high academic achievement.

Hypothesis H5: The adjustment on the girl of high academic achievement and girls of low academic achievement effects significantly as a whole against the hypothesis (H5) at 0.01 levels. Therefore, it is conducted that the girls having high academic achievement have better adjustment than girls having low academic achievement.

The main reason for such differences is that girls with high academic achievement gets good family environment or may have good study habits, family support, interest in social work etc. They were getting good learning facilities at home as well as in schools which increase their knowledge.

Whereas, girls having low academic achievement do not have such facilities. They may not be getting proper home, health, social facilities and learning environment as a result of which they acquires low academic performance and least adjusted as compared to girls having high academic achievement.

VII. CONCLUSION

On the basis of above findings the following suggestion are made:

- The school have to redesign their teaching programmed so as to make them flexible or effective and relevant to new global dimensions
- Finer and latest techniques should be used to teach the students.
- Students should not be harshly scolded for every minor mistakes.
- Teachers should encourages their students to participants in social activities.

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