

RELATIONSHIP OF ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF D.ED. COLLEGE STUDENTS

Jitender Kumar*

Prity Devi**

*Associate Professor, Department of Education, M.D. University, Rohtak.

**Student, Department of Education, M.D. University, Rohtak.



ABSTRACT

In the present study the investigators attempt to find out the significance of relationship between adjustment and academic achievement of D.Ed college students. A sample size of 100 students from Abhay Singh College of Education, Saharanwas, Rewari district was selected for the study using correlational method. The investigator used a test of adjustment inventory for college students (AICS) by Dr. A.K.P. Sinha and Dr. R.P Singh. From the findings it was concluded that students with better adjustment have better academic achievement. Students with better home, health, social and emotional adjustment have better academic achievement. Also students with high academic achievement are better adjusted as compared to low academic achievement or vice-versa.

INTRODUCTION

Man has the distinctive capacity to be aware of himself and to understand himself. Besides, he has the unique position of living in a formal society. Both these facts raise question of interpersonal relations. These' questions relate to man's psychological adjustment.

The concept of adjustment was originally biological one and was concerned with, adaptation to physical environment for survival. Adaptation to physical environment is of course, a person's important concern, but he has to adjust to social pressures and demands of socialisation as well which are inherent in living inter dependently with other persons. Also, there are demands from a person's internal nature; his physiological needs, like hunger, thirst, sleep, sex, elimination, etc. and psychological needs like need to 'belong, 'to get esteem' to 'self actualise' to get in combination and in interactive fashion, influence the functioning and adjustment of the person. Adjustment is a person's interaction with his environment. Each person constantly strives to meet his needs and reach his goals. At the same time, he is under pressure from the environment to behave in a certain way.

Adjustment involves the reconciliation of personal and environmental demands. Interaction means mutual bearing or influence. Every person is influenced by his surroundings and each has some effect on the particular environmental settings of which he is a part. The relative amount of influence varies from setting to setting and from time to time within a particular setting.

Adjustment as a process involves the complex interaction of an intricate set of behavioural, ideational and emotional systems with each other. Also this dynamic matrix of personality components interacts with the ever changing circumstances of one's life. Satisfactory or ideal adjustment does not correspond to any unique state of the individual or his environment. Neither does it constitute a single process nor even an identifiable set of relationships between the individual and his surroundings along a single dimension. Adjustment is multidimensional and can be described in terms of a number of interacting variables. Students have several problems peculiar to themselves and to the academic situation in which they find

themselves. Many of these problems occur as a result of natural growth process from late boyhood to post- puberty or adolescence into early adulthood, they necessitate adjustment. The students have to adjust themselves to the problems of home, social living, emotional needs, health and educational environment. These are the general problems that confront all youth.

An achievement, according to Webster's New Twentieth century Dictionary, denotes "The performance of an action, an obtaining from an exertion, or an accomplishment of an effort." Achievement is thus an attainment, a proficiency gained, or an ability acquired. In the field of education, an achievement is the amount of knowledge or skills that a child has gained in a particular subject or field. It is an exposition of his present level of performance.

A number of factors are associated with success and failure in college. These factors can be called "Predictors" because their knowledge helps to predict how well students will do in college. There is a good deal that is not known about academic achievement, and its prediction is far from perfect. Some students prove to be over- achievers; they achieve more than predicted on the basis of what is known about them, others are under-achievers; they do poorly than predicted.

Nevertheless, there are some important predictors of college achievement. In studying these correlates of academic success, we may gain new insights into college experience and new ideas about raising to. It will also help in developing better adjustment.

OBJECTIVES OF THE STUDY

1. To find out the correlation between adjustment and academic achievement.
2. To find out the correlation between Home Adjustment and Academic Achievement.
3. To find out the correlation between Health Adjustment and Academic Achievement.
4. To find out the correlation between Social Adjustment and Academic Achievement.
5. To find out the correlation between Emotional Adjustment and Academic Achievement.

6. To find out the correlation between Educational Adjustment and Academic Achievement.
7. To find out the correlation between Adjustment and high Academic Achievement.
8. To find out the correlation between Adjustment and Low Academic Achievement.

HYPOTHESES OF THE STUDY

In pursuance of the objectives stated above, the following null hypothesis have been formulated to be tested:

1. There is no significant correlation between Adjustment and Academic Achievement.
2. There is no significant correlation between Home Adjustment and Academic Achievement.
3. There is no significant correlation between Health Adjustment and Academic Achievement.
4. There is no significant correlation between Social Adjustment and Academic Achievement.
5. There is no significant correlation between Emotional Adjustment and Academic Achievement.
6. There is no significant correlation between Educational Adjustment and Academic Achievement.
7. There is no significant correlation between Adjustment and high academic achievement.
8. There is no significant correlation between Adjustment and low academic achievement.

DELIMITATIONS

Due to paucity of time and resources and to make it more meaningful, the study has been delimited in the following areas -

1. The researcher has included only 100 D.Ed.college students.
2. The study has been confined to the following variables:

- i) Achievement
 - ii) Adjustment
3. The study has been delimited to adjustment of students in five areas only:
 - i) Home adjustment.
 - ii) Health adjustment
 - iii) Social adjustment
 - iv) Emotional adjustment
 - v) Educational adjustment
 4. To analyse and interpret the data only mean and coefficient of correlation have been calculated.
 5. The study has been limited to examination results of graduation for analysis of data pertaining to academic achievement.

METHODOLOGY

As per requirement of the study and to fulfill the objectives of the study, correlation method was applied.

SAMPLE

The investigator collected data by visiting Rao Abhay Singh College of Education, Saharanwas, Rewari district. 100 students were chosen by simple random sampling.

TOOL USED

To measure adjustment investigator used Hindi version of Adjustment Inventory for College Students (AICS) by Dr. A.K.P. Sinha and Dr. R.P. Singh and the achievement of students at graduation level were taken from office records.

PROCEDURE OF THE STUDY

The present study was conducted after visiting Rao Abhay Singh College of Education, Saharanwas, Rewari, Haryana. The students were made to sit separately and Adjustment Inventory by Dr. A.K.P. Sinha and Dr. R.P. Singh and answer sheets were distributed to them. Students were allowed to answer the questionnaire on their own and no time limit was there to complete it. After completion, answer sheets were collected from the students.

Finally scoring of the answer sheets was done using transparent scoring keys. All the 100 answer sheets were scored by using five keys, for five different areas and the response of each respondent in all areas of the study were studied and tabulated.

STATISTICAL TECHNIQUES USED

Since it was correlation at study, mean and coefficient of correlation were calculated. Coefficient of correlation was calculated by Pearson's product Moment technique.

MAJOR FINDINGS

Correlation between adjustment and academic achievement :

Table -1

Sr. No.	Variable	N	Mean	r
1.	Adjustment	100	28.58	-0.05
2.	Academic achievement	100	38.94	

The Table 1 shows that the value of coefficient of correlation is -0.05 . It represents a low negative relationship between two variables which is an indicative of positive correlation between two variables. Hence there is a low positive correlation between adjustment and academic achievement. The null hypothesis, thus, stands rejected.

Correlation between Home Adjustment and Academic Achievement :

Table -2

Sr. No.	Variable	N	Mean	r
1.	Home Adjustment	100	4.44	-0.125
2.	Academic achievement	100	38.94	

The Table 2 shows that the value of coefficient of correlation between Home Adjustment and academic achievement is -0.125 . It represents a low negative relationship between two variables which is an indicative of positive correlation between the above two variables Hence, there is a low positive correlation between home adjustment and academic achievement, The null hypothesis, thus,

stands rejected.

Correlation between Health adjustment and Academic achievement :

Table - 3

Sr. No.	Variable	N	Mean	r
1.	Health Adjustment	100	3.22	-0.133
2.	Academic achievement	100	38.94	

It may be perceived from the table 3 that the value of coefficient of correlation between health adjustment and academic achievement is -0.133 which is an indicative of low positive correlation between the above two variables. The null hypothesis, thus, stands rejected.

Correlation between social adjustment and academic achievement :

Table -4

Sr. No.	Variable	N	Mean	r
1.	Social Adjustment	100	7.00	-0.039
2.	Academic achievement	100	28.94	

The Table 4 shows that the value of coefficient of correlation between social adjustment and academic achievement is -0.039 . It represents a very low negative relationship between the above two variables which is an indicative of positive correlation between two variables. Hence, there is a low positive correlation between social adjustment and academic achievement. The null hypothesis, thus, stands rejected.

Correlation between Emotional Adjustment and Academic Achievement :

Table -5

Sr. No.	Variable	N	Mean	r
1.	Emotional Adjustment	100	19.07	-0.109
2.	Academic achievement	100	38.94	

It may be perceived from the table 5 that the value of coefficient of correlation between Emotional adjustment and Academic achievement is -0.109 . It shows a low negative relationship between the above two variable which is an indicative of positive correlation between the two variables. Hence, there exists a low positive correlation between Emotional adjustment and Academic achievement of the students. The null hypothesis, thus, stands rejected.

Correlation between Educational Adjustment and Academic achievement :

Table- 6

Sr. No.	Variable	N	Mean	r
1.	Social Adjustment	100	4.84	-0.123
2.	Academic achievement	100	38.94	

The Table 6 shows that the value of coefficient of correlation between educational adjustment and academic achievement is -0.123 . It shows a negative relationship which is an indicative of significant positive correlation between educational adjustment and academic achievement. Hence, there exists a positive correlation between educational adjustment and academic achievement. The null hypothesis, thus, stands rejected.

Correlation between Adjustment and High Academic Achievement :

Table- 7

Sr. No.	Variable	N	Mean	r
1.	Adjustment	50	27.4	-0.093
2.	High Academic achievement	50	68.36	

It may be perceived from the table 7 that the value of coefficient of correlation between Adjustment and High Academic Achievement is -0.093 . this represents a low negative relationship which is an indicative of positive correlation between the above two variables. Hence, a low positive relationship exists between high achievement and adjustment. The null hypothesis, thus, stands rejected.

Correlation Adjustment and Low Academic achievement :

Table- 8

Sr. No.	Variable	N	Mean	r
1.	Adjustment	50	30.48	+0.084
2.	Academic achievement	50	48.38	

Table 8 value shows that the value of coefficient of correlation between adjustment and low academic between achievement is $+0.084$. It represents a very low positive relationship which is an indicative of negative correlation between the above two variables. The null hypothesis, thus, stands rejected.

CONCLUSION

The study throws an adequate light in the various areas of adjustment in relation to achievement. The study has revealed that the students with better home, health, social, emotional and educational adjustment have better academic achievement which leads to the conclusion that better adjusted people have better achievement.

Although, there are other factors which influence achievement yet adjustment is an important factor which influences achievement to a great extent.

The two highly maladjusted areas were social and emotional aspects of adjustment. So greater emphasis has to be laid on their improvement. Teachers as well as parents can do a great work towards solving problems related to social and emotional aspects of adjustment. Parents have to stop themselves from expecting too much from their wards. Teachers may give opportunity to the students to express themselves This will certainly help in their socialization and development of an attitude where they can see objects from other's point of view

REFERENCES

- Aggarwal, J.C. Educational Research, Arya Books.
- Bansal, V.B. Organising Guidance Services in schools Indian Press (Pb.) Pvt. Ltd. Allahabad.
- Behavioural Scientist Journal Jan. 2004 Vol.5

- Best, J.W. Research in Education, Prentice Hall of India Pvt. Ltd.
- Bhatnagar, S. Educational Psychology Loyal Books, Meerut
- Dutta, N.K. Psychological foundations of Education Doaba House, Delhi
- Garrett, H.E. Psychology and Education, Vakils Feller and Simons Pvt. Ltd. Bombay
- Guilford, J.P. Fundamental Statistics in Psychology and Education, Mc.Graw Hiss Book New York
- Koul, L. Methodology of Educational Research, New Delhi: Vikas Pub., House Pvt. Ltd.
- Pandey, K.P.- Fundamentals of Educational Research, Ghaziabad.
- Psychological Bulletin. Journal March 2004. Survey of Educational Research by NCERT Fifth, Volume-I

