

## ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF STANDARD XI STUDENTS IN DINDIGUL TALUK

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### ABSTRACT

*Best adjustment is the ultimate goal of education. The most significant agency of education in school, where an individual should learn to adjust. Good adjustment makes the students proud and self-satisfaction motivates them for future success, encourages them to be of independent thinking and builds their self-confidence. This study aims to measure the adjustment level of standard XI students in Dindigul Taluk. The findings of the study were i) the students have a high level of adjustment ii) There is no significant difference between boys and girls in their adjustments and iii) Adjustment highly positive correlates with academic achievement.*

**KEYWORDS:** Adjustment and Academic Achievement

### INTRODUCTION

Education is chiefly concerned with developing and modifying patterns of behavior in human beings in the realism of thinking feeling and acting. L.S Shaffer defines adjustment as “Adjustment is the process by which living organism maintains a balance between its need and the circumstances that influence the satisfaction on these needs”. According to Gates, “Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment”. At present, the need for screening of the students at the school a level, having some problems has been intensified because of the complicated socio-cultural set-up and taxing demands of the environment. They may have some problems of adjustment which may interfere with their achievements and healthy living. After an individual entering the school is exposed to greater responsibility and taxations as compared to common people. His responsibilities become two-fold. As a student and as a member of the society, at large. He comes across various problems of adjustment arising from multiple directions. The physical, educational and social forces need a process of continual adjustment. The students may not succeed in making a healthy adjustments towards educational programmers. He / She may not able to uncover his / her potentialities because of behavioral problems.

Some individuals may fail to adjust and consequently need special attention of parents, authorities and especially that of professional psychologists. It is also a fact that the majority of the student’s population adjusts fairly to the problems they face. However, they also realize that they could accomplish still a better adjustment. Hence, the appraisal of student’s adjustment in different spheres of life will naturally help with avoiding a few common short-comings which become a source of unhappiness and dissatisfaction. If the maladjustment is detected at an early stage, it will help the

teacher and the counselor to extend all possible help to an individual in learning a harmonious life and attaining desired goals.

The problem of adjustment is a vital problem in the modern world. Mental illness, alcoholism, juvenile delinquency, drug-addiction, suicides, and crimes have become so common that the prevention of serious maladjustment is essential. Students at the school and college level suffer from irritability, worries, disturbed interpersonal relationship, resentment towards authority, over health which are indicative of poor adjustment. The students need assistance in developing good emotional, social, health, family and other types of adjustment besides intellectual development. By detecting the maladjustment and providing proper counseling and guidance, they can build up new habits and attitudes and develop an adequate behavior pattern. In short, the early detection of problems of maladjustment is being now fully appreciated. This realization has definitely led to the need for the study of various cognitive, non-cognitive factors which may have their influences on adjustment.

Learning is a function of the learning situation. Learning in a classroom depends a great deal on the structure and pattern of interpersonal relationship, existing at a given point of time within the learning group pupils who are highly selected on a sociometric test make more satisfactory adjustments to this social environment contrary to it, these pupils who are isolated or rejected by their peers have been generally characterized as possessing socially undesirable behavior characteristics as exhibiting adjustment difficulties in the social sphere.

### **Need for the Study**

The ultimate aim of education is to train the youth to make proper adjustments to difficult types of environment in which they have to live. Psychologists and psychiatrists have brought to light on the basis of their researches that making proper adjustments is the most important prerequisite condition for a happy and successful life. An individual is not born adjusted or maladjusted. It is as his physical, mental and emotional potentialities are influenced and directed by the factors of the environment in which they find themselves adjusted or maladjusted. Academic achievement of a student is greatly influenced by several factors such as attitude, teacher effectiveness, adjusting ability, socioeconomic status, home and school environment. Adolescence is the crucial stage where adjustment changes rapidly fluctuate and the above-said factors. Have a bearing on academic achievement. Hence a need is felt to study the nature of adjustment among students at the higher secondary level.

### **Objectives of the Study**

- To find out the level of adjustments of students of XI standard.
- To find out the significant difference with respect to gender, locality, types of school management, types of family, socio-economic status of the students of XI standard in their adjustment.
- To find out the relationship between adjustment and academic achievement of students of XI standard.

### **Hypothesis**

- The level of adjustment of students of XI standard is high.
- There is a significant difference in the mean scores of adjustment between

- Boys and girls.
- Students of urban and rural schools.
- Students of government and aided schools.
- Tamil and English medium.
- Parent's Educational Qualification -Illiterate and Literate.
- Joint family and Nuclear family.
- Family income above 1 lakh and below 1 lakh.
- To find out the relationship between adjustment and academic achievement of students with respect to
  - Gender.
  - Locality.
  - Students of government, aided and self-financing schools.

### Sample of the Study

The investigator has chosen 300 students of standard XI by state board government, aided and self-financing schools based on stratified random sampling technique in Dindigul taluk, Dindigul district.

### Tools

The investigator constructed adjustment scale and it was used for measuring the adjustment of the students studying in XI standard. The tool consists of 40 items with two choices i.e. yes or no. The reliability of the tool was measured by applying test-retest technique and  $r$  is 0.83.

### Statistical Data Used

The descriptive analysis of the sample is carried out statistical procedures. The Mean, standard deviation, t-test and  $r$  - correlation techniques were used for analysis of data.

### Data Analysis

#### Level of Adjustment of the Standard XI Students

Table 1

Group	Number	Mean	SD	Level of Adjustment
Boys	100	29.94	3.42	Moderate
Girls	100	30.14	3.86	Moderate
Rural	100	31.30	3.57	Moderate
Urban	100	29.82	2.92	Moderate
Govt	100	31.02	2.65	Moderate
Aided	100	29.44	2.27	Moderate

The above table reveals that all the sub-groups like government, aided, rural, urban, boys and girls have a moderate level of adjustment.

Table 2

Group	Variables	N	"r"	Description
Boys	Adjustment and Academic Achievement	100	+0.661	High
Girls	Adjustment and Academic Achievement	100	+0.673	High
Rural	Adjustment and Academic Achievement	100	+0.683	High
Urban	Adjustment and Academic Achievement	100	+0.627	High
Govt.	Adjustment and Academic Achievement	100	+0.691	High
Aided	Adjustment and Academic Achievement	100	+0.615	High
Whole Sample	Adjustment and Academic Achievement	200	+0.648	High

Academic achievement has a high positive relationship with adjustment of the standard XI students.

### Differential Study

The following table furnishes the mean, standard deviation and 't' value of the boys and girls students of the sample.

Table 3

Group	N	Mean	SD	' T 'Value	Level of Significant
Boys	100	29.94	3.42	0.96	NS
Girls	100	30.14	3.86		
Rural	100	31.30	3.57	3.20	0.01
Urban	100	29.82	2.92		
Govt	100	31.02	2.65	4.52	0.01
Aided	100	29.44	2.27		
Tamil	122	31.36	3.85	6.68	0.01
English	78	28.00	3.20		
Science	120	31.16	2.77	8.05	0.01
Non-Science	80	28.32	2.22		
Joint Family	65	33.66	3.12	10.19	0.01
Nuclear Family	135	28.84	3.16		
Literate	143	31.06	2.90	6.66	0.01
Illiterate	57	28.34	2.48		
SC/ST	108	30.73	2.61	2.86	0.01
Non-SC/ST	92	29.61	2.87		
Above 1 lakh	62	30.18	3.85	0.29	NS
Below 1 lakh	138	30.02	2.95		

### FINDINGS

- The level of adjustment of students of XI standard is moderate.
- There is no significant difference between boys and girls in their mean scores of adjustment..
- There is a significant difference between rural and urban school student in their mean scores of adjustment.
- There is a significant difference between government and aided school student in their mean scores of adjustment.
- There is a significant difference between Tamil and English medium school student in their mean scores of adjustment.

- There is a significant difference between science and non-science group student in their mean scores of adjustment.
- There is a significant difference between joint and nuclear family student in their mean scores of adjustment.
- There is a significant difference between students of literate and illiterate parents in their mean scores of adjustment.
- There is a significant difference between SC and Non-SC community student in their mean scores of adjustment.
- There is no significant difference between the students of family income of above 1 lakh and below 1 lakh in their mean scores of adjustment.
- The high positive relationship between adjustment and academic achievement of students with respect to boys, girls, rural, urban, government and aided school students.
- This study concludes that the gender and family income of the students do not influence their adjustment. Locality, type of school management, medium of the course, type of family, group of the course, parents' education level and community of the students were influenced by their adjustment.

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