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INFLUENCE OF SOCIAL- ADJUSTMENT IN ACCADAMIC ACHIEVEMENTS OF GIRL'S STUDENT IN DEGREE COLLEGES

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ABSTRACT:

The present study is explaining A Study of Academic Achievement of Girls' Students in Related to their, Social-Adjustment in Degree Colleges. The Independent Variables in this study Self-Concept, Self- Esteem, Social – Adjustment and Dependent Variable Academic Achievements Demographic Variables 1 Course: B.A /B.com 2 Nature of Family: Joint /Nuclear 3Location of College: Rural /Urban 4Category: Minority / Scheduled /General 5Type of College: Govt /Privative / Aided 6 Medium: Kannada /English 7 Socio- Economic Status: Higher /Lowe

KEYWORDS: Course, Nature of Family, Location of College, Type of College, Medium, Socio- Economic Status

INTRODUCTION

Meaning of social adjustment; the term adjustment is often used as a synonym for accommodation and adaption. Strictly speaking the term denotes the results of equilibrium, which may be affecting by either of these processes. It is used to emphasize the individual's struggle to along or survive in his or her Social and physical environment. In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or

her. Whereas, the environment have includes all the social factor

CONCEPT OF SOCIAL - ADJUSTMENT :

The concept of adjustment means adaption to physical environment as well as to social demands. No human being can live apart from his physical environment, there is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this compiled functioning of the person's demands adjustment. The process of adjustment becomes still more complicated when his interaction. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche,

produce uncomfortable physical symptoms or may even lead to abnormal behavior. The process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. In the present study scores obtained by the students in three areas of adjustment i.e. Emotional, Social and Educational through the adjustment inventory prepared by Dr. A.K.P. Sinha and Dr. R.P. Singh were studied.

OBJECTIVES

- 1 Socio- Economic Status: Higher /Lower To Study the difference between B.A and B.Com Degree College Girls' Students with respect to Social – Adjustment.
- 2 To Study the difference between Joint Family and Nuclear Family Degree College Girls' Students with respect to Social – Adjustment
- 3 To Study the difference

between Rural and Urban

- 4 Degree College Girls' Students with respect to Social – Adjustment.
- 5 To Study the difference between Minority and Scheduled Degree College Girls' Students with respect to Social – Adjustment.
- 6 To Study the difference between General-Merits and Scheduled Degree College Girls' Students with respect to Social – Adjustment.
- 7 To Study the difference between Govt and Private Degree College Girls' Students with respect to Social – Adjustment.
- 8 To Study the difference between Private and Aided Degree College Girls' Students with respect to Social – Adjustment.
- 9 To Study the difference between Govt and Aided Degree College Girls' Students with respect to Social – Adjustment.
- 10 To Study the difference between Kannada and English Degree College Girls' Students with respect to Social – Adjustment.
- 11 To Study the difference between Higher and Lower Socio-Economic Statues in Degree College Girls' Students with respect to Social – Adjustment.

RESEARCH METHOD

The present study was survey type investigation .Various procedures that are followed in the construction and standardization of data and effect of different variables that are included in the study and dependent variable.

The sample

Degree College Girls' Students were considered as the sample in the study to investigate the relationship and examine the effects between independent variable.

Tools

The following tools were used for the present investigation;
Social –Adjustment Scale; (SAS- KA) Dr. Ashutosh Kumar Patna National Psychological Corporation
“Academic -Achievement prepared a Student personal Performa”

REVIEW OF RELATED LITERATURE

Education is the most immense. - Gates and Jersild (1948)portant invention of mankind. It is more important than his invention of tools, machines, spacecraft, medicine, weapons, and even language because language too was the product of education. Man without education would still be living just like an animal. It is education , which transformed man from a mere two legged animal into human beings. It helps him to behave like a man and prevents him from behaving like an animal. Rather than achievement influencing attitudes. Hence, it is essential to develop the attitude of the heads towards the profession subjects and various activities which are going on in the school so as to improve the academic achievement of the school. In addition to the attitudes,

THE ACADEMIC ACHIEVEMENT IS ALSO INFLUENCED BY FACTORS LIKE:

1. Intellectual status of the student.
2. Abilities of their students.
3. Methods of study
4. Medium of instruction
5. System of examinations
6. Motivation in the classroom situations.
7. Personality factors of the students
8. Socio-Economic status
9. Self-concept

10. Leadership style
11. Organizational climates
12. Attitude of heads and teachers towards education and school etc.

FACTORS AFFECTING ACHIEVEMENT : The Child's Personality : individual from the time he or she steps out of the family and goes to school makes to a long series of adjustment between the whole unique personality and the environment. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise and increased participation in social groups, such characteristics enhance one's personality. Even parents, teachers and significant members of the society to which person belong will encourage this desire. From the above results we can conclude that adjustment and Academic Achievement cause significant difference between male and female students between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement. 10. Educational Implications The following suggestions are given to the future research. A student enters school as a unique individual, moulded by genes, as he/she winds his/her way through the curriculum, frequently a desire to fit in to be like everyone else grows, diluting the spark that makes him unique only when our curriculum is attractive, dynamic and can nurture and nourish their hidden talent and abilities there by we can definitely improve the adjustment in turn their academic achievement automatically triggers in the desire directions

1. In a classroom atmosphere the teacher can encourage the students.
2. It will increase the adjustment in turn it improves the Academic Achievement level of the students.
3. Yoga and meditation can be a part of our day to day activities to be included in the school curriculum which can improve the adjustment of the students.
4. A technique of group discussion and other curricular activities
5. can be organized in the classroom activities. It will increase the adjustment of the students.
6. The good relationship between the teacher and the student will enhance the adjustment of the students.
7. Various programmes like National Cadet Corps, National Service Scheme and some other cultural activities will help the students to improve their adjustment level
8. Field trips and educational tours can be arranged by the teachers once in month or whenever time permits. This experience will correlate with the lessons. Hence the students can get a direct and purposeful experience and it will increase the adjustment level of the students.

DISSECTION AND RESULT There is no significant difference between Girls' students of degree colleges with low and high socio economic status with respect to self concept, self esteem and social adjustment scores

To achieve this hypothesis, the independent t test was applied and the results presented in the following table

Table: Results of t test between Girls' students of degree colleges with low and high socio economic status with respect to self concept, self esteem and social adjustment scores

Variable	SES	Mean	SD	SE	t-value	P-value	Sign.
Self Concept	Low SES	448.23	70.99	6.20	-2.8556	0.0046	<0.05, S
	High SES	470.03	61.07	4.70			
Self Esteem	Low SES	94.32	9.73	0.85	-2.6174	0.0093	<0.05, S
	High SES	97.17	9.02	0.69			
Social adjustment	Low SES	58.88	12.83	1.12	-2.2891	0.0228	<0.05, S
	High SES	61.93	10.30	0.79			

From the results of the above table, it clearly showed that,

The Girls' students of degree colleges with low and high socio economic status differ significantly with respect to self concept scores ($t=-2.8556$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Girls' students of degree colleges with high socio economic status have significant higher self concept scores as compared to Girls' students of degree colleges with low socio economic status.

The Girls' students of degree colleges with low and high socio economic status differ significantly with respect to self esteem scores ($t=-2.6174$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Girls' students of degree colleges with high socio economic status have significant higher self esteem scores as compared to Girls' The Girls' students of degree colleges with low and high socio economic status differ significantly with respect to social adjustment scores ($t=-2.2891$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the Girls' students of degree colleges with high socio economic status have significant higher social adjustment scores as compared to Girls' students of degree colleges with low socio economic status

CONCLUSION:

The adjustment and Academic Achievement cause significant difference between male and female students between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement.

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