



Adjustment and Achievement in History of Xi Standard Students

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ABSTRACT

The study was undertaken with the objective of identifying the relationship between Adjustment and Achievement of Class XI students in Sivaganga District. A sample of 331 students was selected from eight schools in Sivaganga District. An adjustment Inventory for school students was used to collect the data. It was found that there is no significant relationship between Adjustment and Achievement of Class XI students in Sivaganga District.

KEYWORDS

Types of Adjustment, Achievement and History.

INTRODUCTION

The complex structure and functioning of society proved to be too taxing for individuals adjusting capacities. Adjustment problems are increasing day by day and have challenged the parents, teachers as well as public. There are five types of adjustments viz. emotional adjustment, social adjustment, educational adjustment, home adjustment and psychological adjustment. An individual is not born adjusted or maladjusted. So education helps people to adjust and to adopt himself to his own needs and demands of the society.

If an individual could not adjust, he will have adverse effects on the learning and behaviour, this not only hinders him from doing whatever he is supposed to do at a particular moment but also sometimes leads to indiscipline and in some cases even to antisocial manifestation. Poor adjustment at home and school lead a student to prevention and juvenile delinquency. The higher secondary students face different problems at home, school and society at large. Hence the investigator decided to study the problem.

- OBJECTIVES**
1. To find out the relationship between Adjustment and achievement in history of Class XI students in Sivaganga District.
 2. To find out the significant differences, if any in the level of adjustment and in achievement in history of Class XI students in terms of their sex and type of school.

METHODOLOGY

A normative survey was undertaken. The population of the study comprised Class XI students from eight schools of Sivaganga District.

A sample of 331 students was selected from eight schools in Sivaganga District by stratified random sampling technique. Out of this, 207 were males and the rest were females, 148 were from government schools and 183 from private schools.

The data were collected by using the adjustment Inventory for school students developed and standardized by A.K.P. sinha and R.P.singh. The inventory consists of 60 items under three dimensions viz. emotional, social and educational. Each dimension has 20 items.

ANALYSIS AND INTERPRETATION

The summary of the result of the relationship between Adjustment and achievement in history of class XI students is given in Table 1.

Table 1
Correlation between Adjustment and Achievement in History

Variables	N	Correlation Coefficient (r)	Significance (0.05 level)
Adjustment	331	-0.07502	NS*
Achievement	331		

* NS: Not Significant

The correlation coefficient is calculated to be 0.07502, which is less than that of the table value. Hence, the Class XI students of Sivaganga District do not differ significantly in their Adjustment and achievement in history.

Table 2
Mean and Standard Deviation of the Adjustment and Achievement Scores Category-Wise

Variables	Category	Sub-group	N	Mean	S.D	t'	Significance
Adjustment	Sex	Male	207	20.48	6.741	2.92	S
		Female	124	18.43	5.847		
	Type of School	State Board	271	20.20	6.229	2.67	S
		Matriculation	60	17.52	17.21		
Achievement	Sex	Male	207	103.52	36.36	5.42	S
		Female	124	84.71	26.52		
	Type of school	State Board	271	91.51	32.74	5.97	S
		Matriculation	60	118.86	31.94		

From table 2 it is observed that the male and female, and state board and matriculation school differ in their adjustment and achievement. The mean differences between the above mentioned groups are significant at 0.05 levels.

- SUGGESTIONS**
- ❖ Teachers must help the students understand the importance of making adjustment in life.
 - ❖ Teacher parent Associations must be maintained to share their ideas to understand the family background and plan together for betterment of children.
 - ❖ Various types of co-curricular activities should be organized frequently to promote qualities such as co-operation, tolerance, open mindedness and sharing of responsibilities to enhance their adjustment.
 - ❖ Remedial programmes for the low achievers should be provided to the students.
 - ❖ Motivational factors influencing achievement must be introduced by the schools.

CONCLUSION

The level of Adjustment of Class XI students is low. The class XI students of Sivaganga District do not differ significantly in their adjustment and achievement in history. The level of Adjustment of male students is higher than that of the female students. It is also found that there is a positive relationship between type of school chosen by the students and level of Adjustment.

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