A COMPARATIVE STUDY OF ADJUSTMENT AND ACHIEVEMENT IN SCIENCE AMONG VIII GRADE STUDENTS

Prof. Dr. Usha Mishra¹
Professor,
Department of Education,
University of Allahabad, Allahabad, Uttar Pradesh 211002.

Suman Pandey²*
D.Phil. Scholar,
Department of Education,
University of Allahabad, Allahabad, Uttar Pradesh 211002

ABSTRACT

The main purpose of this research was A Study of Adjustment and Achievement in Science among VIII grade students. A sample of 120 (60 boys and 60 girls) students studying in class VIII standard of parishadeeya vidhayalya were taken from Allahabad district. For this purpose of investigation “Adjustment inventory ”by A.K.P Singh and Sinha was used and for measuring achievement in science achievement test prepared by the investigator has been used to measure achievement in science. The collected data was analyzed with the help of ‘t’ test. The study indicates that there was significant difference between girls and boys students on their achievement as well as significant difference exist in the adjustment of students having high and low achievement.

Keywords: adjustment, achievement, high and low achievement.
Introduction:
Academic achievement of the children is given much importance in today’s modern complex societies. The world is becoming more and more competitive. Especially, in the occupational and educational fields, the decisions are mostly depend on the academic achievement of the individual. Merriam Webster defines achievement as “the quality and quantity of a student’s work.” Trow (1956) defined academic achievement as “Knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in grade or units based on pupils’ performance”. Good (1959) refers to academic achievement as, “The knowledge obtained or skills developed in the school subjects usually designed by test score or marks assigned by the teacher.” Good academic achievement at the secondary level helps the individual in pursuing higher education, which in turn, helps the individual in securing good jobs. Parents desire that their children climb the ladder of performance to as high level as possible. But academic achievement of children is affected by many factors. Adjustment is an important factor which affects the achievement of the students.

It is the first and foremost duty of education to provide the child with the knowledge of his personal, social and financial problems and train him how to solve them. Most of the activities of and individual are adjustment to his vocational, social and financial problems. To adjust with different situations is the very nature of man. As man wants to lead a problem free, satisfied and happy life, he tries to adjust with his environment all the time.

Physiologists describe adjustment as an interaction between the environment and organic factors. But in physiology it is used in a broad sense. Due to stress and pressure of society upon an individual he shows his own reactions to the environment. Those reactions may be physical or mental but keeps balance between individual and his surroundings. This is what we call adjustment in psychology. The environment and social pressure may be external or may come from within a man. For example in the family a child is allowed to some work and prohibited to do some other work. He has a stick to certain principles. As interaction taken place between his personal nature and demands of surrounding, from which his personality flourishes. On the other hand there are internal impulses such as hunger, thirst, sleep, breathing which control our personality to great event. When the internal forces and external forces work in opposite direction, adjustment process becomes complicated. While satisfying our urge, the other unsatisfied impulses create reaction. In such a case mental and physical balance is missed and the individual suffers from frustration.

That can only be called good adjustment which constructive and coping with the environment. According to coleman, by adjustment man makes himself free from mental tension and fulfills his requirements. Again he is capable to establish positive relation with his environment. Good (1961) states that adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Psychologists have interrelated adjustment from two important point of views. One, adjustment as an achievement and another, adjustment as a process. The first point of view emphasizes the quality or efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Adjustment plays a pivotal role in the
development of an individual. It is adjustment which is responsible for the organization of behavior to life situations in every sphere.

OBJECTIVES OF THE STUDY

- To compare the achievement in science of girls and boys student.
- To compare the adjustment of students having high and low achievement in science.

HYPOTHESES

- There is no significant difference in the achievement in science of girls and boys student.
- There is no significant difference in the adjustment of students having high and low achievement in science.

SAMPLE

For the present study a sample of 120 (60 boys and 60 girls) students of VIII class studying in parishadeeya vidhayalya of Allahabad district has been taken up by adopting cluster sampling technique.

TOOLS EMPLOYED

ADJUSTMENT

Adjustment inventory developed and standardized by A.K.P. Sinha and R.P. Singh (1971). The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High score indicates unstable emotion. Students with low scores tend to be emotionally stable. Social adjustment: Individuals scoring high are submissive and reterring. Low scores indicate aggressive behaviour Educational Adjustment: Individual scoring high is poorly adjusted their curricular and co-curricular programmes.

ACHIEVEMENT

Achievement test prepared by the investigator has been used to measure achievement in science. The achievement test contains 40 objective types questions.

STATISTICAL TECHNIQUES USED

In the present study, the statistical techniques used were as under:-

- Mean
- Standard deviation
- Significance of difference between means (t-test)
INTERPRETATION AND RESULT

Table 1: Significance of Difference between Means of Achievement in Science among VIII grade Boys and Girls

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>σD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>60</td>
<td>16.71</td>
<td>8.48</td>
<td>2.27</td>
<td>21.14</td>
<td>0.01</td>
</tr>
<tr>
<td>Boys</td>
<td>60</td>
<td>17.51</td>
<td>8.06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the observation of table: it is evident that the mean score (17.51) of boys in achievement in science is higher than the mean score (16.71) of girls in achievement in science. The obtained ‘t’- ratio (21.14) is significant at 0.01, level indicating that both groups differ significantly in achievement in science.

Thus, the hypothesis stating that “there is no significant difference in the achievement in science of girls and boys students”, is rejected.

Table 2: Difference in Adjustment of Students having high and low Achievement

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>S.D</th>
<th>σD</th>
<th>‘t’ value</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>High achiever</td>
<td>60</td>
<td>46.73</td>
<td>5.63</td>
<td>5.58</td>
<td>2.99</td>
<td>0.01</td>
</tr>
<tr>
<td>Low achiever</td>
<td>60</td>
<td>30.00</td>
<td>7.05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the observation of table: 2 it is evident that the mean of adjustment scores of high achiever (46.73) is higher than the mean score (30.00) of low achiever. The obtained ‘t’- ratio (2.99) is significant at 0.01 level, indicating that both groups differ significantly in terms of their adjustment. So, it can be concluded that there is significant difference in the adjustment of boys and girls. The mean score of high achiever 46.73 is higher than the mean score 30.00 of low achiever. High score means low adjustment. It is therefore concluded that low achiever are more adjusted than high achiever.

Thus, the hypothesis stating that “there is no significant difference in the adjustment of students having high and low achievement in science”, is rejected.

CONCLUSION FROM THE STUDY

There is a significant gender difference in achievement in science of VIII grade school students. Boys have more achievement in science than girls.

There is a significant difference in the adjustment of high and low achiever students. Low achievers are found more adjusted than low achiever.
REFERENCES

- Abdullah Maria Chong (2008), Contribution of Emotional intelligence, coping and social support towards Adjustment and Academic Achievement amongst Fresh Students in the University, Ph.D. thesis, University Putra Malaysia.
- Spencer A. rathus, Jaffrey S. Nevid, Adjustment and growth the challenges of life, USA Hoet, Rinehort & winston.