

A STUDY OF EMOTIONAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT AMONG SELECTED HIGH SCHOOL STUDENTS IN COIMBATORE DISTRICT

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Abstract

Emotional adjustment also referred to as personal adjustment or psychological adjustment, is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously. Human being is considered as a rational being. Emotions may hamper the studies of students and occupations of people. In some people emotions may lead to crimes, because people lose reasoning power and their ability to control behaviour is hampered. Hence, emotional control and management is very essential for an adjusted life. This paper pictures in detail the emotional adjustment and academic achievement of high school students and its relationship. The investigator has adopted survey method using standardized tool. The results of data analysis are tabulated and analysed using appropriate statistical techniques. The findings were made as a result of careful interpretations.

Introduction

Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of every day.

Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. Adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his way of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment. Emotional development is one of the major aspects of human development. Mans emotional make-up has always been linked with his physical, mental , intellectual, social, moral and aesthetic development, ever since the development of psychology as a

behavioral science. The adjustment process is affected and modified by the individual's experiences and thus learning plays a significant part in the aiding adjustment.

Review of Related Literature

Devi and Mayuri (2003) reported that a study of family and school factors that affect the academic achievement of residential school children studying in IX and X classes. The result indicated that girls were superior to boys. Family factors like parental aspiration and socio economic status significantly contributed to academic achievement. Kimberly A.Arbeau and et.al (2010) made a study on shyness, teacher-child relationships and socio-emotional adjustment in grade I. The goal of the study was to explore the moderating role to teacher-child relationships in the relation between shyness and socio-emotional difficulties, whereas close teacher -child relationships were associated with indices of positive adjustment.

M.V.R. Raju and T. KhajaRahamtulla (2007) made a study on adjustment problems among school students. Researcher examined the influence of demographic variables and influence on the student's adjustment problems in school. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying the medium of instruction present in the school and the type of management of the school. Parental education and occupation of the school children also significantly d influenced adjustment.

Marie-Helene Veronneau and Thomas J. Dishion (2010) made a study on middle school friendship and academic achievement n early adolescence. This study investigated the influence of friend's characteristics on change in academic achievement from Grade 6-8 and the role of students own characteristics as moderators of this relationship. The sample included 11278 participants (698 girls). When considering the significance negative influence of friends problem behavior, the role of friend's school engagement become non-significant.

Sirohi (2004) conducted a study of under achievement in relational to study habits and attitudes. A sample of 1000 elementary grade students were taken from X composite school of south district, Delhi. The results found that guidance program shall lead to better results, improving the achievement of the students and thus their potentialities be maximally utilized.

Objectives of the Study

1. To study the relationship between emotional adjustment and academic achievement of high school students.
2. To study the emotional adjustment of high school students with respect to gender, locality, medium of education, type of management, qualification of parents and subject opted in XI standard.

Hypotheses

The objectives of the present study were tested with the help of null hypotheses. The null hypotheses formulated by the investigator are as follows.

1. There is no significant difference between the high school students in the emotional adjustment with respect to gender.
2. There is no significant difference between the high school students in the emotional adjustment with respect to type of management.
3. There is no significant difference between the high school students in the emotional adjustment with respect to medium of instruction.
4. There is no significant difference between the high school students in the emotional adjustment based on the locality.
5. There is no significant difference between the high school students in the emotional adjustment based on the qualification of parents.
6. There is no significant difference between the high school students in the emotional adjustment based on the group opted in XI standard.
7. There is no significant relationship between the high school students in the emotional adjustment and academic achievement.

Methodology

In the present study normative survey method is employed. It is useful when a researcher wants to collect data on phenomena that cannot be directly observed, the present study focuses on the study, intended together information on a population at a single point of time. About 60 samples were selected randomly selected from the Government and private school of Coimbatore district as a sample for this present study.

Tool Used

The investigator used standardized tool on Emotional adjustment prepared by Hoge. M. Bell. This tool has been designed to assess the emotional adjustment of the students and it consisted of 36 statements. The reliability of the tool depends upon his consistency with which it gauges the particular traits which applied at different parts of time, it is one of the characteristics requirements for a research tool. It is a standardized tool and its co-efficient of correlation was found to be 0.865, was found to be significant beyond 0.01 level. Hence the questionnaire was highly reliable. *Validity* is the extent to which a concept, conclusion or measurement is well founded and corresponds accurately to the real world. Subject experts and experienced teachers were requested to analyze the tool. Their opinions indicated that the tool had content validity.

Statistical Techniques

Survey method is used to collect the data. Descriptive measures such as mean, median is calculated and the inferential measures such as Standard deviation are calculated to the subgroups of the sample. The hypotheses corresponding to the study is verified using the correlation scores. The significance level was calculated for the different variables using 't' test.

Table 1: Showing the Mean, Standard Deviation and t- Value of Different Groups

	Groups	Number	Mean	S.D	't' Value
Gender	Boys	24	58.31	6.10	2.19*
	Girls	36	54.83	5.95	
Type of School	Government	28	74.53	6.51	0.44
	Private	32	75.07	6.82	
Medium of Instruction	English	34	56.16	6.61	1.55
	Tamil	26	57.27	5.78	
Locality	Urban	32	53.26	5.07	4.13*
	Rural	28	59.15	5.88	
Qualification of parent	Below XII	24	73.93	6.46	3.23*
	Above degree	36	76.53	6.78	
Group opted in XI Standard	Arts	26	75.10	6.51	0.49
	Science	34	74.50	6.81	

* Significant at 0.05 level.

From the above table 1, it is inferred that emotional adjustment differs significantly between the students on the basis of gender, locality of the students, and qualification of the parents. There is no significant difference exist among the students based on the type of school, medium of instruction and group opted in the XI standard students.

Table 2: Showing Coefficient Correlation Value

Variable	'r' value
Emotional Adjustment	0.53
Academic Achievement	

From the above table 2, the correlation value 0.53 shows that there is positive associations exist among the emotional adjustment and academic achievement. Hence, it could be concluded that there is significant association exist among the emotional adjustment and academic achievement of the students.

Findings

After careful interpretation of data analysis the investigator has observed and listed the following findings.

1. There is significant difference between the high school students in the emotional adjustment with respect to gender.
2. There is no significant difference between the high school students in the emotional adjustment with respect to type of management.
3. There is no significant difference between the high school students in the emotional adjustment with respect to medium of instruction.
4. There is significant relationship between the high school students in the emotional adjustment with respect to the locality.
5. There is no significant difference between the high school students in the emotional adjustment based on the qualification of parents.
6. There is significant difference between the high school students in the emotional adjustment based on the group opted in XI standard
7. There is significant relationship between the high school students in the emotional adjustment and academic achievement.

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