



Measuring Adjustment of Students Teachers in Relation to Their Academic Achievement

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Abstract

In the present investigation an attempt has been made to measure the Adjustment of student teachers in relation to their Academic Achievement" Bell's Adjustment Inventory was used for the present study. The means and standard deviations were computed from the raw data. To find out the significance difference between the sub-groups t-test was employed and to identify the relationship between Adjustment and Academic Achievement of respective sub-groups Karle person's 'r' was employed. The results show that there is a very good nature of adjustment o student teachers f of Bijapur city of Karnataka state. There is a significant difference between Government and private, male and female and Kannada and English medium sub-groups in their nature of adjustment. There is no relationship between the nature of adjustment and Academic Achievement of all. Student teachers.

Introduction

Life is a continuous process of adjustment. Adjustment is concerned with the individual's ability to cope effectively with his environment. As one grows from child to an adult, one finds it necessary to adjust oneself to different circumstances and so adjective behavior increases in complexity and variety.

Benjamin B.Wolman define adjustment as " a harmonious with the environment involving the ability to satisfy most of one's needs and meet most of the demands both physical and our circumstances necessary to achieve satisfactory relationship with others and our surrounding.

Adjustment and homeostasis: when psychologists approach the study of personality, they often pay particular attention to the ways in which people respond to the stresses and demons of their environment. The word adjustment has been used to describe the individual's efforts to achieve some kind of stable and satisfying relationship with his environment. Adjustment also

refers to the interrelationship within the individual of his various behavioral tendencies; the extent to which his habits conflict with or are consistent with his motives is one aspect of his internal adjustment.

The concept of adjustment is related to a principle stated by Cannon, a leading physiologist of the recent past, that the organism strives to maintain "homeostasis" a kind of steady state, in which all forces operating within or on it are in optimal balance –it is neither hungry nor too full, neither too cold nor too warm, etc.

Homeostasis is basically a physiological concept, designed to call attention to the tendency of the several systems of the body to respond in an interrelated manner, and such a way that the total disruptive effect of stimulation is minimized.

Some argue that personality functions are sufficiently analogous to purely physiological functions to justify applying the concept of homeostasis to human behaviour. They maintain that humans behave in such a manner as to achieve some kind of balance or adjustment between themselves and their environment. Frustration, anxiety, or threat arising from environmental sources or from hidden desires in the individual create an "imbalance" that the individual tries to correct through a variety of techniques which ultimately result in either a reduction of threat or avoidance of it.

Adjustment almost immediately leads to qualitative considerations, such as those involved in the label "good adjustment", well adjusted, or "maladjusted. Ultimately, such qualitative judgments turn out to be made on the basis of the value system of the person making the judgments. Maladjusted behavior does not exist in any particular kind of behavior; what may be maladjusted in which these traits lead to success. But, if he should be promoted to an executive position calling for the ability to make rapid decisions based on minimal information, his trait of how well the person is adjusted to internal and external demands, it would imply that the bookkeeper's personality changed when he was promoted because the quality of his adjustment changed.

It might be argued that the truly adjusted man would be able to adapt to both jobs. Within limits, most personalities are adaptable. Nevertheless, it is impossible for a person to reach adulthood without acquiring leanings toward some activities that would make him less suitable for other activities.

The ideal of good adjustment does not contain any specific limitations on its range of application. If it is good adjustment for a man to adapt to his occupation, it is also good adjustment for him to adapt to his imprisonment for a crime. In different situations an individual responds to the conditions and by the internal psychological processes he brings to the situation. Sometimes his responses will be adaptive to the environment, but sometimes they will not conform to other's judgment about what would be for the situation.

An individual's adjustment is closely related to past experience, environmental influences and personal strength. The extent to which an individual is able to achieve successful life adjustments depends on (1) the environmental stimuli to which he/she is successively exposed during his life span (2) he/she inherited and acquired power to make the changes with

her/himself. Poor environmental condition or deficient personality are more than likely to encourage the development to maladjustment that can be harmful both to the individual and to those other persons whose lives are affected by his/her demonstrated attitudes and behaviour.

Adjustment is an active process that occurs as the individual lives in his/her family situation, advances educationally, pursues vocational outlets and engages in social relationships. The various areas of adjustment are home, health, social, emotional and occupation. Home adjustment is concerned with the individual’s relationships with the parents, siblings and relatives. Health adjustment refers to the individual’s coping with health problems like incidence and prevalence of diseases and other ailments. Social adjustment deals with the interpersonal relationship, the extent of one’s popularity, sociability, participation in social gathering etc. Emotional adjustment is concerned with whether the person is able to express the emotional in an acceptable way or not. It is also concerned with whether one is emotionally stable or not. Occupational adjustment deals with whether the individual is able to get along with one’s superior, colleagues and subordinates. It also deals with whether the person is satisfied in his/her occupation.

2. Statement of The Problem

“A Study of Adjustment of in relation to their *student teachers* cademic Achievement”

3. Objectives of The Study

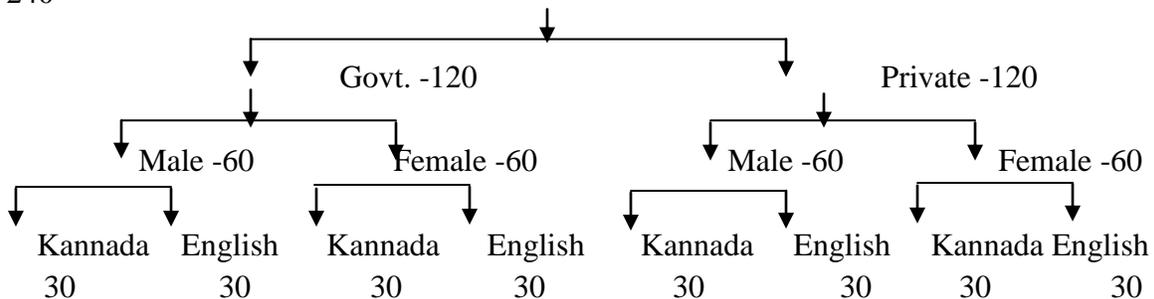
- 1) To identify the Nature of Adjustment of *student teachers*.
- 2) To identify the correlation between Adjustment and Academic Achievement of *student teachers*

4. Research Methodology

a) Sample:

The study was conducted on a sample of 240 *student teachers* of Bijapur city in the of Karnataka state. The stratified random sampling was adapted for the present study. The sample design is as follows;

n- 240



b) Tools of the Study:

Bell’s Adjustment Inventory was used for the present study.

c) Procedure of data Collection:

The students were seated comfortably. The answer sheet was given to the students and was asked to fill in the personal details. Then the inventory was handed over and the following instruction were given, “Read each question carefully and answer them honestly and thoughtfully. Your answers to the questions will be treated in the strictest confidence. There are no rights or wrong answers. Indicate your answer to each question by drawing a circle around the “Yes”, the “No”, or the “?”. Use the question mark only when you are certain that you cannot answer “Yes” or “No”. There is no time limit but work rapidly. Most people take 30 minutes to complete this inventory.

5. Results and Discussion

The means and standard deviations were computed for the sub-groups. To find out significance difference between the sub-groups t-test was employed and to identify the relationship between family environment and academic achievement of respective sub-groups Karle Pearson’s ‘r’ was employed.

Null hypothesis 1:

There is a well adjustment among *student teachers* of Bijapur city in Karnataka state.

Table – 1: Mean Score of Adjustment of High Students.

Group	n	Mean	SD
High school students	240	107.75	21.89

The table – 1 reveals that the computed mean score is 138.45. This score indicates that all the families of *student teachers* of Bijapur city in Karnataka state fall under category, very good adjustment nature. The adjustment was dispersed widely in families of secondary school students as per the standard deviation value cited in table – 1. Therefore the framed null hypothesis was rejected in favor of alternative hypothesis. Hence, it was conducted that there is a very good adjustment nature of *student teachers* of Bijapur city of the Karnataka state.

Null Hypothesis 2: There is no significant difference between the sub –groups i.e. Govt. and private, male and female, and Kannada and English in their adjustment.

Table 2: Difference between the different sub-groups in their adjustment.

Variable	Sub-group	n	Mean	SD	Obtained ‘t’-value	Level of significance
Institution	Government	120	108.4	7.36	11.75	Significant at 0.05 level
	Private	120	40.90	7.68		
Gender	Male	60	108.33	3.09	68.68	Significant at 0.05 level
	Female	60	106.33	3.26		
Medium	Kannada	30	109.5	3.03	13.62	Significant at 0.05 level
	English	30	106.16	3.30		

The tables – 2 reveals that the obtained t – values of the respective sub – groups are greater than the t – take at 0.05 level of significance. Hence, the framed null hypothesis is rejected in favor of alternative hypothesis. Therefore, it was concluded that there, is a significant difference between respective sub – groups in quality of family environment.

Null Hypothesis 3:

There is no relationship between the adjustment and academic achievement of respective sub – groups.

Table 3: Correlation between adjustment and Academic Achievement.

Group	n	Variable	Total score	r –value 0.05	Obtained r-value	Level of significance
High School students	240	adjustment	25916		0.110	Significant at 0.05 level
		Academic Achievement	16989			
Govt.	60	adjustment	13147		0.174	Significant at 0.05 level
		Academic Achievement	8274			
Private	60	adjustment	12769		0.086	Not Significant at 0.05 level
		Academic Achievement	8715			
Govt male Students	60	adjustment	6551		0.214	Significant at 0.05 level
		Academic Achievement	4199			
Private male Students	60	adjustment	6551		0.214	Significant at 0.05 level
		Academic Achievement	4199			
Govt Female Students	60	adjustment	6590		0.049	Not Significant at 0.05 level
		Academic Achievement	4075			
Private Students	60	adjustment	6457		0.172	Not Significant at 0.05 level
		Academic Achievement	4437			
Kannada Medium male Students	30	adjustment	3335		0.021	Not Significant at 0.05 level
		Academic Achievement	2074			
Kannada Medium male Students	30	adjustment	3069		0.026	Not Significant at.05 level
		Academic Achievement	2298			
Govt English Medium male Students	30	adjustment	3216		0.440	Significant at 0.05 level
		Academic Achievement	2125			
Private mncl asEnglish Medium male Students	30	adjustment	3243		0.287	Significant at 0.05 level
		Academic Achievement	1980			
Govt Kannada Medium Female Students	30	adjustment	3262		0.169	Not Significant at 0.05 level
		Academic	1980			

		Achievement				
Private Kannada Medium Female Students	30	adjustment	3208		0.014	Not Significant at 0.05 level
		Academic Achievement	2240			
Govt English Medium male Students	30	adjustment	3334		0.051	Not Significant at 0.05 level
		Academic Achievement	2095			
Private English Medium male Students	30	adjustment	3249		0.359	Significant at 0.05 level
		Academic Achievement	2197			

The table - 3 reverts that the obtained r - values such as 0.086, 0.021, 0.026, 0.049, 0.172, 0.026., 0.169, 0.014, and 0.051 are less than the table r - value at 0.05 level of significance. Therefore, the framed null hypothesis was accepted for the respective groups. Hence, it was concluded that there is no relationship between the adjustment and Academic Achievement of respective groups.

The table – 3 also reveals that the obtained r – value such as 0.110, 0.174, 0.214, 0.214, 0.440, 0.287, and 0.359 are more than the table r – value at 0.05 level of significance. Therefore, the framed null hypothesis was rejected in favor for the of alternative hypothesis. Hence, it was concluded that there is no relationship between the adjustment and Academic Achievement of respective groups.

6) Findings and Conclusions

- 1) There is a very good adjustment nature in the *student teachers* of Bijapur city of the Karnataka state.
- 2) There is a significant difference between *student teachers* studying in Government and Private schools in their nature of adjustment.
- 3) There is a significant difference between male and female *student teachers* in their nature of adjustment.
- 4) There is a significant difference between Kannada and English Medium *student teachers* in their nature of adjustment.
- 5) There is no relationship between the nature of adjustment and academic achievement of students as a whole, Govt. high school students, private *student teachers*, Private male students, and Private High School Kannada Medium male Students, Govt Kannada Medium Female Students, Govt High School English Medium male Students, Private High School English Medium male Students, Govt Kannada Medium female Students, Private Kannada Medium female Students, and Govt English Medium female Students, Private English Medium female Students.
- 6) There is no relationship between the quality of family environment and academic achievements of male and female students, Private high school female students, Govt. Kannada medium male students, and private, English medium female students.

References

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