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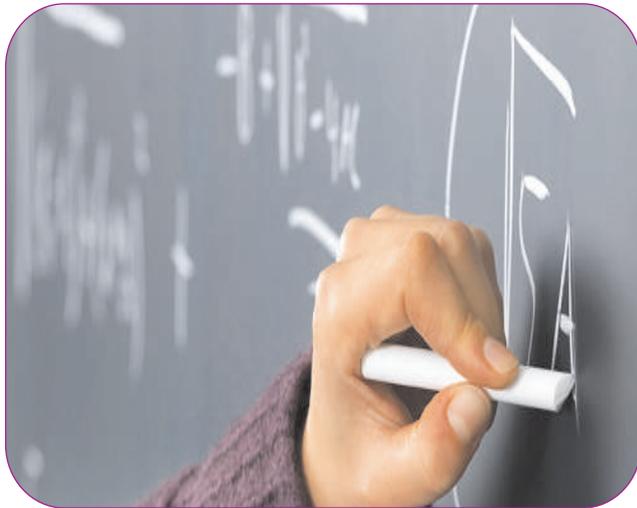
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INTERACTION EFFECT OF SELF CONCEPT, EDUCATIONAL ASPIRATION, SCHOOL ADJUSTMENT ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS



ABSTRACT:-

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function.

KEYWORDS: Ethics, Professional Ethics, Professional Ethics Level.

INTRODUCTION :

Education begins at birth and continues throughout life. It is constant and on going. Schooling generally begins some where between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important.

CONCEPT OF VARIABLES SELECTED FOR THE STUDY:

Self-Concept:

The self concept is undergoing something of a renaissance in contemporary social psychology. It has, of course, been a central concept within symbolic interactionism since the seminal writings of Mead (1934), Cooley (1902), and James (1890). The concept

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of self, its development and related terms such as ego and character, from perhaps the most controversial area of current psychological theory and research.

DEFINITION:

Self concept is the nature and organization of beliefs about one's self. Self-concept is the theorized to be multi-dimensional. For example, people have different beliefs about physical, emotional, social and many other aspects of themselves.

CONCEPT OF SCHOOL ADJUSTMENT:

The concept of adjustment originated in Biology. In Biology the term is usually employed as "Adaption" a concept which was a corner stone in Darwins Theory of Evolution where it was maintained that, those species most fitted to adapt to the hazards of the physical world, survived.

The Biological concept was borrowed by the psychologists and renamed 'Adjustment', which refers to the individual's behaviors dealing with or mastering demands that are made upon him by his environment.

According to Boring et al., adjustment is a process by which living organism maintains balance between its needs and the circumstances that influence the satisfaction of these needs. And for Munn, adjustment is a continuous process of satisfying one's needs rather than something fixed and statistic and it involves virtually all aspects of human behaviour.

Boring et al., Munn are similar in their approach in defining adjustment as a process of satisfying one's needs. Munn for instance, emphasize the continuous process of satisfying one's needs as adjustment, which implies virtually all aspects of human behaviour.

CONCEPT OF ACADEMIC ACHIEVEMENT

Achievement refers to the scholastic or Academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, the Socio-economic status, the organizational climate of the school, curriculum planning etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors which influence on Academic achievement of students are many that is students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, Socio-economic status etc., are some of the factors which affect the Academic achievement of students. In the present study Interest in science, Study habits and School adjustment of students are the factors, which are conceived to influence on Academic achievement. The Academic achievement in science, which is considered as dependent variable that is the performance of the IX standard students in science subject.

OBJECTIVES OF THE STUDY:

1. To study the interaction effect of educational aspiration (low and high) and self concept (low and high) on academic achievement of students of secondary schools
2. To study the significant interaction of effect of educational aspiration (low and high) and school adjustment (low and high) on academic achievement of students of secondary school.
3. To study the significant interaction effect of self concept (low and high) and school adjustment (low and high) on academic achievement of students of secondary school.

HYPOTHESIS OF THE STUDY:

1. There is no significant interaction effect of educational aspiration (low and high) and self concept (low and high) on academic achievement of students of secondary schools.
2. There is no significant interaction effect of educational aspiration (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools.
3. There is no significant interaction effect of self concept (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools

VARIABLES OF THE STUDY:

Independent variable of the study

- 1) Self concept (SC)
- 2) Educational aspiration (EA)
- 3) School adjustment (SA)

DEPENDENT VARIABLE OF THE STUDY:

Academic Achievement

Review of related literature:

Studies related to Adjustment and Academic achievement:

Chen et al., (1997) investigated that children's social adjustment contributed to academic achievement.

Tamlinson (1998) investigated that academic adjustment and race made independent contributions to academic achievement.

Rajamanikam and Vasanthal (1993) found that there was a significant positive correlation between adjustment and achievement.

CONCLUSION:

It was found that investigation conducted in abroad indicated a positive and significant relationship between adjustment and academic achievement. In other words, those students who are well adjusted with their home, school, society and their emotions achieved better academically and at a higher level than those who were illustrated in those areas of adjustment thus, it was found in majority of studies that adjustment among all the variables would influence on academic achievement very significantly.

Studies related to self concept and academic achievement

Mishra, D.P. and Mishra, S.(1993) conducted a correlational study of the self-concept and academic achievement of hearing impaired children and found that self-concept had a strong effect on academic achievement of hearing impaired children and the variables are related to each other. The students who had good self-concept also do excel in their academic achievement. The findings showed that there existed a significant relationship between self-concept and academic achievement of college students.

Helmke, et al., (1995) reported that in elementary school, prior self – concept does not significantly contribute to the prediction of subsequent achievement.

Minnalkodi (1997) found that there was a significant positive relationship among achievement scores and self-concept of students.

The studies indicated that self-concept and academic achievement were positively related to each other. But the research investigations conducted by Jeon(1993); Helmke et al., (1995); Maikhuni and Pande (1997) arrived at altogether contradictory results. Hence, there was a need for the present study to probe into further details about the nature of relationship of self concept with academic achievement.

Educational aspiration and academic achievement.

Bakar, A.R. and Muhammad, S.(2004) conducted a study to assess the academic performance, educational and vocational aspirations of students from technical secondary schools. Two hundred fifty-three students were involved in the study. The findings of the study showed that technical secondary school students have high educational aspirations. The majority of them plan to study for at least a Bachelor Degree. About 76% of them plan to enroll in technical courses especially in engineering. About 60% of the students have an average general academic ability. About 50% have an average academic ability in mathematics and sciences. No significant correlations were observed between academic achievement and educational aspirations and occupational aspirations. The majority of the students were confident in obtaining a place for further education, the area of studies and the occupation they aspired for. Students were moderately knowledgeable about the field of studies and the occupation they aspired for.

Klineberg, E., Cattell, V., and Stansfield, S. (2011) examined the factors that are associated with high educational aspirations. It also looks at the relationship between aspirations and achievement at the General certificate of secondary education in a deprived area of London. The result showed that educational aspirations are associated with individual characteristics. Girls were more likely than boys to express a wish to remain in education beyond the age of sixteen. For the most academic route post-sixteen, there were substantial ethnic differences, with minority ethnic groups generally being more likely to state a desire to follow this path. Students who were eligible for free school meals tended to have lower aspirations. Socio-psychological variables were also shown to be of importance, particularly self-esteem and psychological distress. Importantly, educational aspirations had a strong association with actual achievement at age sixteen, remaining associated even after controlling for a number of other variables, including prior achievement.

Design of the study:

Study by in terms of descriptive statistics including summary statistics, differential analysis including unpaired t-test, one-way and two way ANOVA followed by Tukeys multiple post-hoc procedures for comparisons of different factors . Totally six hundred secondary school students were selected for the study from vijayapura district both from Urban and rural. To analyse the academic achievement of the students previous years

academic scores were considered for the study and standardized tools were used for assessing the students self concept, school adjustment, educational aspiration.

It is also the intention of the investigator to find the out whether differences in the independent variables namely, gender (Boys and Girls), location (Rural and Urban) and types of management (government, aided and unaided) with respect to academic achievement, educational aspiration, self concept and school adjustment scores of students of secondary schools and consequently others.

1. Descriptive statistics
2. Differential statistics

Hypothesis -1 : There is no significant interaction effect of Educational aspiration (low and high) and Self concept (low and high) on academic achievement of students of secondary schools

To achieve this hypothesis, the two way ANOVA with interaction design was performed and the results are presented in the following table.

Table : Results of two way ANOVA with interaction between Educational aspiration (low and high) and Self concept (low and high) on academic achievement of students of secondary schools

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main Effects					
EA	1	5958.01	5958.01	292.2341	0.0001*
SC	1	852.01	852.01	41.7903	0.0001*
2-way Interaction Effects					
EA x SC	1	130.29	130.29	6.3904	0.0154*
Error	600	12232.68	20.39		
Total	603	19172.98			

*p<0.05

The result of the above table, it clearly shows that,

- The main effect of educational aspiration (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=292.2341, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high educational aspiration have different academic achievement scores. It means that the students of secondary schools with low low educational aspiration and have low academic achievement while students of secondary school of high educational aspiration and have high academic achievement.
- The main effect of self concept (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=41.7903, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high self concept have different academic achievement scores
- The interaction effect of educational aspiration (Low and high) and self concept (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=6.3904, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected or accepted. It means that, the students of secondary schools with low and high educational aspiration and low and high self concept have different academic achievement scores.

If F is significant, to know the pair wise comparisons of interaction effect of educational aspiration (Low and high) and self concept (Low and high) on academic achievement scores of students of secondary schools by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

Table: Pair wise comparisons of interaction effect of Educational aspiration (low and high) and self concept (low and high) with respect to academic achievement of students of secondary schools by Tukeys multiple posthoc procedures

Interactions	Low EA with low SC	Low EA with high SC	High EA with low SC	High EA with high SC
Mean	66.30	71.89	78.49	80.94
SD	3.29	2.35	5.98	5.33
Low EA with low SC	-			
Low EA with high SC	P=0.0001*	-		
High EA with low SC	P=0.0001*	P=0.0001*	-	
High EA with high SC	P=0.0001*	P=0.0001*	P=0.0765	-

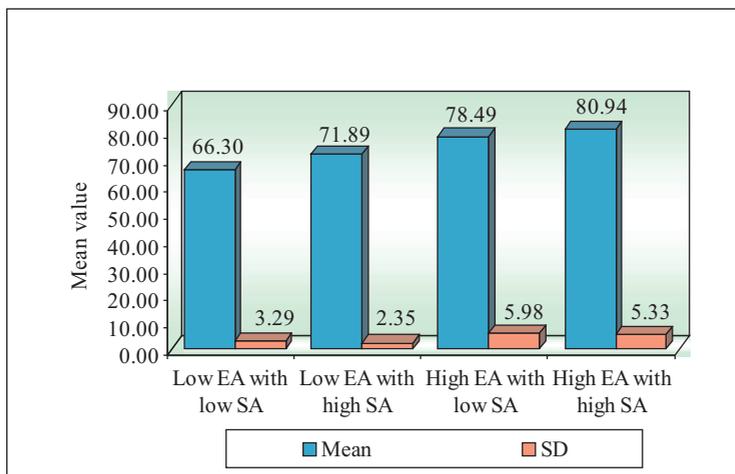
*p<0.05

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

The result of the above table shows that,

- Students of secondary schools with low educational aspiration & low self concept significantly differ with students of secondary schools with low educational aspiration & high self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with low educational aspiration & high self concept have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & low self concept.
- Students of secondary schools with low educational aspiration & low self concept significantly differ with students of secondary schools with high educational aspiration & low self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & low self concept have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & low self concept.
- Students of secondary schools with low educational aspiration & low self concept significantly differ with students of secondary schools with high educational aspiration & high self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high self concept have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & low self concept.
- Students of secondary schools with low educational aspiration & high self concept significantly differ with students of secondary schools with high educational aspiration & low self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & low self concept have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & high self concept.
- Students of secondary schools with low educational aspiration & high self concept significantly differ with students of secondary schools with high educational aspiration & high self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high self concept have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & high self concept.
- Students of secondary schools with high educational aspiration & low self concept significantly do not differ with students of secondary schools with high educational aspiration & high self concept with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high self concept have similar academic achievement scores as students of secondary schools with high educational aspiration & low self concept. The mean scores are presented in the following figure

Figure: Comparison of interaction effect of Educational aspiration and school adjustment with respect to academic achievement of students of secondary schools.



Hypothesis – 2 : There is no significant interaction effect of Educational aspiration (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools

To achieve this hypothesis, the two way ANOVA with interaction design was performed and the results are presented in the following table.

Table: Results of two way ANOVA with interaction between Educational aspiration (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
EA	1	9192.53	9192.53	515.2314	0.0001*
SA	1	959.12	959.12	53.7579	0.0001*
2-way interaction effects					
EA x SA	1	1244.16	1244.16	69.7337	0.0001*
Error	600	10704.93	17.84		
Total	603	22100.74			

The result of the above table, it clearly shows that,

- The main effect of educational aspiration (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=515.2314, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high educational aspiration have different academic achievement scores
- The main effect of school adjustment (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=53.7579, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high school adjustment have different academic achievement scores
- The interaction effect of educational aspiration (Low and high) and school adjustment (Low and high) on

academic achievement scores of students of secondary schools is found to be significant ($F=69.7337, p<0.05$) at 5% level of significance. Hence the null hypothesis is rejected or accepted. It means that, the students of secondary schools with low and high educational aspiration and low and high school adjustment have different academic achievement scores.

If F is significant, to know the pair wise comparisons of interaction effect of educational aspiration (Low and high) and school adjustment (Low and high) on academic achievement scores of students of secondary schools by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

Table: Pair wise comparisons of interaction effect of Educational aspiration (low and high) and school adjustment (low and high) with respect to academic achievement of students of secondary schools by Tukeys multiple posthoc procedures.

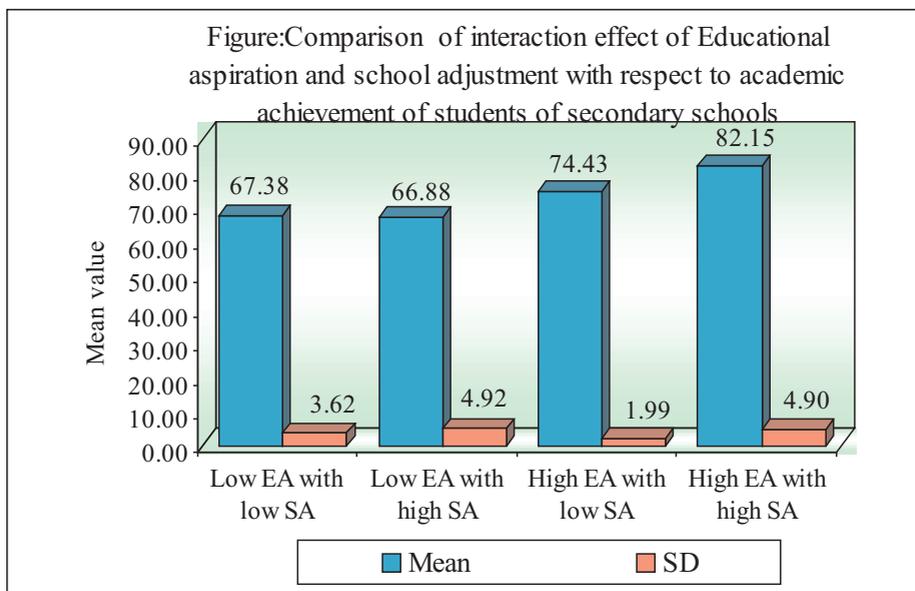
Interactions	Low EA with low SA	Low EA with high SA	High EA with low SA	High EA with high SA
Mean	67.38	66.88	74.43	82.15
SD	3.62	4.92	1.99	4.90
Low EA with low SA	-			
Low EA with high SA	P=0.9168	-		
High EA with low SA	P=0.0001*	P=0.0001*	-	
High EA with high SA	P=0.0001*	P=0.0001*	P=0.0001*	-

* $p<0.05$

The result of the above table shows that,

- Students of secondary schools with low educational aspiration have high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with low educational aspiration & high school adjustment have lower academic achievement scores as compared to students of secondary schools with low educational aspiration & low school adjustment.
- Students of secondary schools with low educational aspiration & low school adjustment significantly differ with students of secondary schools with high educational aspiration & low school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & low school adjustment have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & low school adjustment.
- Students of secondary schools with low educational aspiration & low school adjustment significantly differ with students of secondary schools with high educational aspiration & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high school adjustment have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & low school adjustment.
- Students of secondary schools with low educational aspiration & high school adjustment significantly differ with students of secondary schools with high educational aspiration & low school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & low school adjustment have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & high school adjustment.
- Students of secondary schools with low educational aspiration & high school adjustment significantly differ with students of secondary schools with high educational aspiration & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high school adjustment have higher academic achievement scores as compared to students of secondary schools with low educational aspiration & high school adjustment.

• Students of secondary schools with high educational aspiration & low school adjustment significantly differ with students of secondary schools with high educational aspiration & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high educational aspiration & high school adjustment have higher academic achievement scores as compared to students of secondary schools with high educational aspiration & low school adjustment. The mean scores are presented in the following figure.



Hypothesis- 3 : There is no significant interaction effect of Self concept (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools

To achieve this hypothesis, the two way ANOVA with interaction design was performed and the results are presented in the following table.

Table: Results of two way ANOVA with interaction between Self concept (low and high) and school adjustment (low and high) on academic achievement of students of secondary schools.

Sources of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	p-value
Main effects					
SC	1	10310.49	10310.49	631.3663	0.0001*
SA	1	1427.92	1427.92	87.4395	0.0001*
2-way interaction effects					
SC x SA	1	1731.03	1731.03	106.0001	0.0001*
Error	600	9798.26	16.33		
Total	603	23267.70			

*p<0.05

The result of the above table, it clearly shows that,

• The main effect of self concept (Low and high) on academic achievement scores of students of secondary schools is found to be significant (F=631.3663, p<0.05) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high self concept have different academic achievement scores

- The main effect of school adjustment (Low and high) on academic achievement scores of students of secondary schools is found to be significant ($F=87.4395$, $p<0.05$) at 5% level of significance. Hence the null hypothesis is rejected. It means that, the students of secondary schools with low and high school adjustment have different academic achievement scores
- The interaction effect of self concept (Low and high) and school adjustment (Low and high) on academic achievement scores of students of secondary schools is found to be significant ($F=106.0001$, $p<0.05$) at 5% level of significance. Hence the null hypothesis is rejected or accepted. It means that, the students of secondary schools with low and high self concept and low and high school adjustment have different academic achievement scores.

If F is significant, to know the pair wise comparisons of interaction effect of self concept (Low and high) and school adjustment (Low and high) on academic achievement scores of students of secondary schools by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

Table: Pair wise comparisons of interaction effect of Self concept (low and high) and school adjustment (low and high) with respect to academic achievement of students of secondary schools by Tukeys multiple posthoc procedures

Interactions	Low SC with low SA	Low SC with high SA	High SC with low SA	High SC with high SA
Mean	66.57	70.81	73.25	82.11
SD	3.27	8.51	2.59	4.91
Low SC with low SA	-			
Low SC with high SA	P=0.0001*	-		
High SC with low SA	P=0.0001*	P=0.0147	-	
High SC with high SA	P=0.0001*	P=0.0001*	P=0.0001*	-

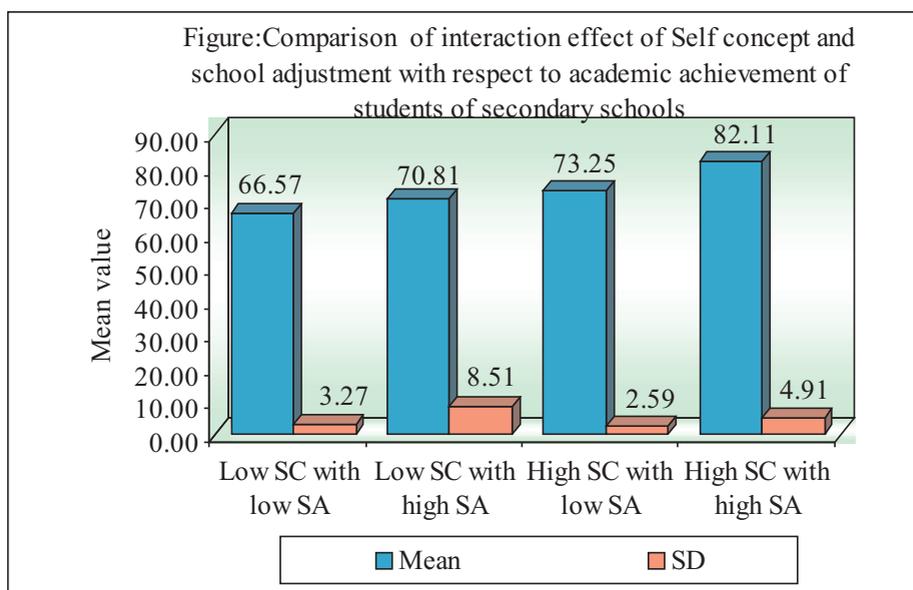
* $p<0.05$

The result of the above table shows that,

- Students of secondary schools with low self concept & low school adjustment significantly differ with students of secondary schools with low self concept & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with low self concept & high school adjustment have higher academic achievement scores as compared to students of secondary schools with low self concept & low school adjustment.
- Students of secondary schools with low self concept & low school adjustment significantly differ with students of secondary schools with high self concept & low school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high self concept & low school adjustment have higher academic achievement scores as compared to students of secondary schools with low self concept & low school adjustment.
- Students of secondary schools with low self concept & low school adjustment significantly differ with students of secondary schools with high self concept & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high self concept & high school adjustment have higher academic achievement scores as compared to students of secondary schools with low self concept & low school adjustment.
- Students of secondary schools with low self concept & high school adjustment significantly differ with students of secondary schools with high self concept & low school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high self concept & low school adjustment have higher academic achievement scores as compared to students of secondary schools

with low self concept & high school adjustment.

- Students of secondary schools with low self concept & high school adjustment significantly differ with students of secondary schools with high self concept & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high self concept & high school adjustment have higher academic achievement scores as compared to students of secondary schools with low self concept & high school adjustment.
- Students of secondary schools with high self concept & low school adjustment significantly differ with students of secondary schools with high self concept & high school adjustment with respect to academic achievement scores at 5% level of significance. It means that, the students of secondary schools with high self concept & high school adjustment have higher academic achievement scores as students of secondary schools with high self concept & low school adjustment. The mean scores are presented in the following figure.



EDUCATIONAL IMPLICATIONS

Although the outcome of learning is currently classified into three domains - cognitive, affective and psychomotor (Bloom, et.al 1971). The primary goal of the school is the acquisition by pupils of the cognitive outcome, namely academic skills. The extent to which this goal is attained reflects the effectiveness of the schools endeavor. Therefore, it is surprising that great attention has been paid to the school achievement of students.

- The school environment should be free from partiality and should provide the feeling of security in students, irrespective of their socio economic status.
- School environment should be democratic. Students’ representation on various committees should be made.
- School should organize various curricular activities for students.
- Teachers should know the fundamental principles of human behaviour to solve students’ problems. They must be emotionally stable and have positive attitude towards teaching. They should create conducive school climate.
- Students should be encouraged to express their views and feelings on various issues related to school freely.
- Teachers should develop a variety of interests in students so that they can satisfy their emotions.
- Vocational trainings given to students.
- Educative documentary films shown to students.

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