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**EFFECT OF ADJUSTMENT AND STUDY HABITS ON ACADEMIC ACHIEVEMENT OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS**

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**ABSTRACT**

*The purpose of the study is to study the **EFFECT OF ADJUSTMENT AND STUDY HABITS ON ACADEMIC ACHIEVEMENT OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS**. In the present study Descriptive Survey method was employed. Total 200 Secondary School Students with stratified random sampling technique was used. There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students respect of their adjustment and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables.*

**KEY WORDS:** Depth, despair, divine benediction, loneliness, challenges .

**INTRODUCTION :**

The process of education and attainments thereof has an impact on all aspects of life. It captures capability of acquiring knowledge, communication, and participation in community life. It alters an individuals and even community's collective perceptions, aspiration, goals as well as the ability and the means to' attain them. The level and spread of education has not only been an important precondition for sustained economic growth, both in the developed and the developing countries, but it has also played a critical facilitative role in the demographic, social and political transaction of these societies. Creation, application and adaptation of new technologies, lower fertility, infant and child mortality rates, better nutritional, hygiene and health status of children, reproductive health and empowerment of women, social mobility and political freedom, all have visible linkages with educational attainments of people. It is, undoubtedly, a basic component of human development.

Improvements in educational attainments have invariably been accompanied by improvement in health and longevity of the population and in their economic well-being. Educated people are likely to be more productive and hence better off. They are also likely to contribute more to a country's economic growth. At the same time, education reinforces the socio-economic dynamics of a society towards equality in attainments and opportunities for its people. Though, the returns to education may vary across individuals, regions, level and nature of education, in general, they are significantly higher for poor developing areas than for the rich. Education is therefore, the best social investment, given the synergies and - the positive externalities that it generates for people in their well being. It is also a priority for countries seeking to develop and sustain their level and pace of development.



"The roots of education are bitter, but the fruit is sweet".

- Aristotle

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## IMPORTANCE OF RIGHT ATTITUDES OF TEACHERS IN EDUCATION

From the definitions given by many psychologists, it is obvious that, action, every act, behavior, performance of a person are determined by his attitudes. Thus attitudes have an important place in determining one's personality. Person having positive favorable attitude towards something will behave in a proper, desirable and acceptance way.

One of the important aims of education is to develop desirable attitudes and modify the attitudes of pupils in the desirable direction. Main characteristics of a particular society at particular time are dependent of its members who are the final products of the education system of that particular society. Formation and modification of one's attitudes is not only the job of the family but also of the school. "Family resemblances in attitudes are probably not, solely due to the personal influences of members on one another. They may also be due to the influence of institutions affecting all members such as a church to which they belong, a school to which they all go or the general environment in which they all live" (Eysenck, 1951b).

## MEANING OF ADJUSTMENT

Adjustment is a household word. We speak of people as being well adjusted or poorly adjusted. Related to these terms may be notions of being psychologically normal or abnormal, at least to a degree. Well-adjusted people are regarded as successful in the act of living.

The Psychology of adjustment is in fact, based on our concern with the quality of life. It focuses on practical aspects of understanding ourselves, understanding others and living in harmony with others and ourselves.

It is said that life is a continuous process of adjustment. At every moment man has to adjust to the reality and has satisfied his needs within the framework of the society to which he belongs. The problems for the man of today appear to have increased manifold, and have become inevitable. Summing up the inevitability of the problems, Scheider's (1960) states.

The term 'Adjustment' came into use in psychology during 1930s and was given strong endorsement by Laurence Schaffer's classical book "The Psychology of Adjustment (1936).

The concept of adjustment originated in Biology. In Biology the term is usually employed as 'Adoption; a concept which was a corner stone in Darwin's theory of evolution. He maintained that, those species most fitted to adapt to the hazards of the physical world, survived.

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

## STUDY HABITS

Habits are true indicators of individuality in a person. Study habits relate to the behaviour of an individual, related to studies. It is adjudged from his study habits. Styles of studying are known as study habits. In the process of learning habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners. The pattern of behaviour adopted by students in the pursuit of their studies is considered under the caption of their study habits. Study habits reveal student's personality. In action at their studies, learner's learning character is characterized by his study habits. Study habits serve as the vehicle of learning. It may be seen as both ends and means of learning.

## OBJECTIVES

**The present study was designed with the following objectives in view:**

- 1) To study the relationship between adjustment and study habits with academic achievement of secondary school students.
- 2) To study the relationship between adjustment and study habits with academic achievement of secondary school rural students.
- 3) To study the relationship between adjustment and study habits with academic achievement of secondary school urban students.

## HYPOTHESES

1. There is no significant relationship between adjustment and study habits with academic achievement of secondary school students.
2. There is no significant relationship between adjustment and study habits with academic achievement of secondary school rural students.
3. There is no significant relationship between adjustment and study habits with academic achievement of secondary school urban students.

## Methodology

In the present study Normative Survey method was employed.

## Sample

A total number of 200 secondary school students out of which 120 boys learners and 80 girls were selected using random sampling technique.

## Tools

The following tools were used to collect the essential data:

1. Adjustment Scale
2. Study Habits Inventory
3. Academic Achievement Test

## Statistical Techniques Used

1. Differential Analysis
2. Simple Correlation

## Analysis of Data

**Table –1 : Correlation Coefficient between adjustment, Study Habits with Academic Achievement of Students**

Variables	Academic Achievement of Total Students			
	Correlation coefficient (r)	t-value	p-value	Signi.
Adjustment	0.3699	5.6028	<0.05	S
Study Habits	0.5479	9.2167	<0.05	S

The above table reveals that there is a positive significant relationship between academic achievement scores and adjustment (0.3699) and study habits (0.5479) at 0.05 level of significance. This shows that academic achievement scores are closely related with three variables.

This further implies that the academic scores increase the adjustment and study habits will be favourable. Therefore the null hypothesis is rejected and the alternate hypothesis accepted.

## FINDINGS :

There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students.

**Table – 2 : Comparison of Mean, SD and 't' Value of Urban and Rural Students in Respect of their adjustment, Study Habit and Academic Achievement (IX Standard)**

Variables	Location	n	Mean	SD	t-value	p-value	Signi.
Adjustment	Urban	89	132.1348	5.3517	13.0902	<0.05	S
	Rural	111	112.9279	12.9809			
Study Habits	Urban	89	91.7640	14.7487	1.8875	>0.05	NS

	Rural	111	88.2703	11.4288			
Academic Achievement	Urban	89	31.0225	3.7325	4.1489	<0.05	S
	Rural	111	28.9550	3.3067			

The above table shows that the obtained 't' value is greater than the table 't' value (1.97) at 0.05 level of significance. It is therefore concluded that the two groups differ significantly in respect of adjustment and academic achievement. Therefore the null hypothesis is accepted in respect of adjustment and academic achievement and the alternative hypothesis is rejected.

The obtained 't' value is less than the table 't' value at 0.05 level therefore, the two groups differ significantly in respect of their study habits. However, the mean score of urban students is greater than the rural students in all the four variables.

### FINDINGS :

Urban and rural students differ significantly in respect of their adjustment and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables.

There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students.

### FINDINGS

- There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students.
- Urban and rural students differ significantly in respect of their adjustment and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables.

### CONCLUSIONS

From the present investigation the investigator concludes that; There is a positive and significant relationship between academic achievement and adjustment and study habits of IX standard students. In respect of their adjustment and academic achievement. However, urban and rural students do not differ significantly in respect of their study habits. The mean scores of urban students is greater than the rural students in all the four variables.

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