



INFLUENCE OF SOCIAL ADJUSTMENT OF RURAL FEMALE HIGHER SECONDARY STUDENTS ON THEIR ACHIEVEMENT IN PHYSICS

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ABSTRACT :

This research article elaborately deals with the influence of social adjustment of rural female higher secondary students on their achievement in physics. The investigator adopted survey method for collecting the data. The investigator selected 1000 rural female higher secondary students studying in the schools in Tirunelveli district by using simple random sampling technique. Self-constructed social adjustment scale was used to collect data for the present study. For measuring the achievement of the sample students in physics, the half-yearly marks were taken. Mean, SD, 't' Test, ANOVA and Pearson Product Moment Correlation were used for data analysis. The findings showed that significant relationship is found between the social adjustment of rural female students and their achievement in physics.



KEYWORDS : Social Adjustment, Achievement in Physics.

INTRODUCTION

Education, in fact, is one of the major life process of the human individual. Education means the modification of behaviour. Education is an activity or a process, which transforms the behaviour of a person from instinctive behaviour to human behaviour. An individual's so called social attitudes and behaviours permit all his interpersonal and inter-group relations. At the same time, his degree of social awareness and adaptability is rooted in his total developmental pattern – physical, mental and emotional.

According to Crow and Crow (1991), "Social adjustment implies a relatively broad base of operations. A young person's social adjustment reflects the influence upon him of his experiences in the more specific adjustment areas, but goes beyond them as the adolescent attempts to respond to all the human interrelationships by which he constantly and consistently is stimulated".

Attention getting behaviour, use of identification, utilization of interjection, projection of blame, self-deception through rationalization, day dreaming are some of the adjustment problems of the school going population.

NEED AND SIGNIFICANCE OF THE STUDY

According to Rakesh Kumar (2007), "When you educate a man you educate an individual; when you educate a woman you educate a whole family; when you educate a teacher, you educate a society". In the past, our girls had been deprived of their opportunities to enter into different fields of life on par with their counterparts. Now the scene has become changed. Women have been proving their talents in many fields such as medicine, engineering, information technology, education, industry etc.

Women not only compete with men but also excel men in certain fields. Education of women unlike in the past has been very much encouraged through exclusive reservation for women in jobs in states like Tamilnadu. At the same time in the final examinations at the secondary and higher secondary levels, not many rural girls score high percentage of marks.

The major population in Tirunelveli is living in rural areas. Number of rural girls enrolled for higher secondary education is less than the number of rural boys enrolled for the same. Number of rural girls passing the public examinations and scoring higher marks is less than the urban girls in the districts of Tamilnadu. It is obviously understood that the social adjustment of rural female higher secondary students of the chosen area is somewhat predominantly low and it may not influence on the academic performance of the female students. Hence, the investigator planned this study.

DEFINITIONS OF THE TERMS

Social Adjustment

By social adjustment, the investigator means the social qualities needed to live in harmony with the society and the country. Operationally, it is the score obtained by the rural female higher secondary students on the social adjustment scale prepared and validated by the investigator.

Achievement in Physics

It refers to the accomplishment of the individual in physics. The product of learning can be measured in terms of marks obtained in the test. By the term 'physics', the investigator means that it is a systematized accumulation of knowledge about matter and energy through a scientific method of enquiry based on some science related values and attitudes. Achievement in physics is operationally defined as the average percentage of marks obtained by rural girl students in half-yearly examination at +2 level conducted by the district administration on the academic year 2010 – 2011.

Rural Female Higher Secondary Students

By rural female higher secondary students, the investigator means the girls residing in rural areas, studying standard XI in government, government aided and unaided higher secondary schools in Tirunelveli district.

OBJECTIVES

1. To find out the level of social adjustment of rural female higher secondary students.
2. To find out the level of achievement of rural female higher secondary students in physics.
3. To find out whether there is any significant difference in the social adjustment of rural female higher secondary students with regard to background variables – nature of school, medium of study, birth order, community and type of school.
4. To find out whether there is any significant difference in the achievement in physics of rural female higher secondary students with regard to background variables – nature of school, medium of study, birth order, community and type of school.
5. To find out the significant relationship between social adjustment of rural female higher secondary students and their achievement in physics.

METHOD AND PROCEDURE

The investigator adopted survey method for the present study. The investigator adopted survey method for collecting the data. The investigator selected 1000 rural female higher secondary students studying in the schools in Tirunelveli district by using simple random sampling technique. Self-constructed social adjustment scale was used to collect data for the present study. For measuring the achievement of the sample students in physics, the half-yearly marks were taken. Mean, SD, 't' Test, ANOVA, and Pearson Product Moment Correlation were used for data analysis.

ANALYSIS AND FINDINGS**Hypothesis - 1**

The level of social adjustment of rural female higher secondary students and their achievement in physics are not high.

Table - 1.
Level of Social Adjustment of Rural Female Higher Secondary Students and their Achievement in Physics

Variables	Low		Moderate		High	
	N	%	N	%	N	%
Social Adjustment	183	18.30	545	54.50	272	27.20
Achievement in Physics	159	15.90	539	53.90	302	30.20

From the above table, it is found that 18.30% of rural female higher secondary students have low, 54.50% of them have moderate and 27.20% of them have high social adjustment.

15.90% of rural female higher secondary students have low, 53.90% of them have moderate and 30.20% of them have high achievement in physics.

Hypothesis - 2.

There is no significant difference between rural female higher secondary students studying in girls' schools and co-education schools in their social adjustment and achievement in physics.

Table - 2.
Difference between Rural Female Higher Secondary Students studying in Girls' Schools and Co-education Schools in their Social Adjustment and Achievement in Physics

Variables	Girls			Co-ed.			Calculated 't' Value	Remark
	N	Mean	SD	N	Mean	SD		
Social Adjustment	350	18.19	3.19	650	18.18	3.21	0.06	NS
Achievement in Physics	350	112.75	28.72	650	113.44	28.18	0.37	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural female higher secondary students studying in girls' schools and co-education schools in their social adjustment.

It is inferred from the above table that there is no significant difference between rural female higher secondary students studying in girls' and co-education schools in their achievement in physics.

Null Hypothesis - 3.

There is no significant difference between rural female higher secondary students studying in Tamil medium and English medium in their social adjustment.

Table - 3.
Difference between Rural Female Higher Secondary Students studying in Tamil medium and English medium in their Social Adjustment and their Achievement in Physics

Variables	Tamil			English			Calculated 't' Value	Remark
	N	Mean	SD	N	Mean	SD		
Social Adjustment	600	18.15	3.36	400	18.23	2.95	0.43	NS
Achievement in Physics	600	113.75	28.50	400	112.37	28.15	0.76	NS

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between rural female higher secondary students studying in Tamil medium and English medium in their social adjustment.

It is inferred from the above table that there is no significant difference between rural female higher secondary students studying in Tamil medium and English medium in their achievement in physics.

Null Hypothesis - 4.

There is no significant difference among rural female higher secondary students who are first born, second born and after second born in their social adjustment and their achievement in physics.

Table - 4.

Difference among Rural Female Higher Secondary Students who are First Born, Second Born and After Second Born in their Social Adjustment and their Achievement in Physics

Variables	Between			Within			Calculated 'F' Value	Remark
	SS	MSV	df	SS	MSV	df		
Social Adjustment	23.06	11.53	2	10224.54	10.26	997	1.12	NS
Achievement in Physics	585.96	292.98	2	802737.01	805.15	997	0.36	NS

(At 5% level of significance, the table value of 'F' is 3.00)

It is inferred from the above table that there is no significant difference among rural female higher secondary students who are first born, second born and after second born in their social adjustment.

It is inferred from the above table that there is no significant difference among rural female higher secondary students who are first born, second born and after second born in their achievement in physics.

Null Hypothesis - 5.

There is no significant difference among rural female higher secondary students belonging to OC, BC, MBC and SC/ST communities in their social adjustment and their achievement in physics.

Table - 5.

Difference among Rural Female Higher Secondary Students belonging to OC, BC, MBC and SC/ST communities in their Social Adjustment and their achievement in physics

Variables	Between			Within			Calculated 'F' Value	Remark
	SS	MSV	df	SS	MSV	df		
Social Adjustment	21.48	7.16	3	10226.12	10.27	996	0.70	NS
Achievement in Physics	4740.33	1580.11	3	798582.64	801.79	996	1.97	NS

(At 5% level of significance, the table value of 'F' is 2.61)

It is inferred from the above table that there is no significant difference among rural female higher secondary students belonging to OC, BC, MBC and SC/ST communities in their social adjustment.

It is inferred from the above table that there is no significant difference among rural female higher secondary students belonging to OC, BC, MBC and SC/ST communities in their achievement in physics.

Null Hypothesis - 6.

There is no significant difference among rural female higher secondary students studying in government, aided and private schools in their social adjustment and their achievement in physics.

Table - 6.
Difference among Rural Female Higher Secondary Students studying in Government, Aided and Private Schools in their Social Adjustment and their Achievement in Physics

Variables	Between			Within			Calculated 'F' Value	Remark
	SS	MSV	df	SS	MSV	df		
Social Adjustment	4.28	2.14	2	10243.32	10.27	997	0.21	NS
Achievement in Physics	74.42	37.21	2	803248.55	805.67	997	0.05	NS

(At 5% level of significance, the table value of 'F' is 3.00)

It is inferred from the above table that there is no significant difference among rural female higher secondary students studying in government, aided and private schools in their social adjustment.

It is inferred from the above table that there is no significant difference among rural female higher secondary students studying in government, aided and private schools in their achievement in physics.

Null Hypothesis - 7.

There is no significant relationship between social adjustment of rural female higher secondary students and their achievement in physics.

Table - 7.
Relationship between Social Adjustment of Rural Female Higher Secondary Students and their Achievement in Physics

Variable	Calculated ' γ ' Value	Remark
Social Adjustment vs. Achievement in Physics	0.296	S

(At 5% level of significance, the table value of ' γ ' is 0.062)

It is inferred from the above table that there is significant relationship between social adjustment of rural female higher secondary students and their achievement in physics.

CONCLUSION

It is concluded that the higher secondary students irrespective of their nature of school, medium of study, birth order, community and type of school do not have significant influence on their social adjustment and their achievement in physics. The social adjustment of rural female higher secondary students is significantly correlated with their achievement in physics. Hence, the investigator strongly believed that the social adjustment is an inevitable factor for determining the academic performance of the female students especially in the rural areas.

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