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A STUDY OF RELATIONSHIP BETWEEN ADJUSTMENT, STUDY HABITS AND ACADEMIC ACHIEVEMENT OF ARTS AND SCIENCE PRE-UNIVERSITY STUDENTS

Sheetal Tiwari

Research Scholar , DBHPS, Dharwad.



ABSTRACT:

The present study was attempted to find out the relationship Adjustment, Study habits and Academic Achievement of Arts and Science Pre-University Students of Dharwad district with regard to Samples of 450 Pre-University students were randomly selected for this study. And correlation analysis treatment was given to find out the significance between the two variables. For this purpose 2 objectives were framed according to the objectives hypotheses were tested. The finding of study reveals. i) A

positive and significant relationship was observed between study habits of Arts stream students with adjustment. The study habits and adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other; ii) A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. home adjustment. The study habits and home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment of Arts stream students of pre university colleges in Dharwad district are dependent on each other; iii) A positive and significant relationship was observed between academic achievement in English of Science stream students with adjustment. The academic achievement scores in English and adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other; iv) A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. home adjustment, health adjustment, emotional adjustment and educational adjustment . The academic achievement scores in English and home adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other.

KEYWORDS: Study habits and Academic Achievement , Science stream.

INTRODUCTION

Parents and teachers are often perplexed by the unwanted persistent behaviours shown by the child. They try to reduce or eliminate such type of behavior by either rewarding or punishment. If their effort fail, the child concerned is labeled as

a “problem child” or “maladjusted child” one often hears various complaints such as “Ajay is very aggressive”, Ajay hits his sister very hard”. Ajay cries a lot” etc. all such statements reflect adjustment problems and parents are worried about such behaviors because they don’t understand how to handle such situation. It should be noted, however., that almost all children display some

minor behavior “problems”, “fears”, “anxieties” etc. In one longitudinal study it was found that the average pre-school child manifested between of our and six problems.

Even if minor “problem behaviors” are of everyday incidence in parent-child relationships, personal adjustment in really a significant topic in child psychology. The fact that good childhood

adjustment develops in well-organized personality or a maladjustment childhood leads to frustrated, abnormal and problem personality, enhances the importance of adjustment.

STUDY HABITS

Study Habits have been described in different ways. According to Sorenson 'Effective methods of study consist basically in applying those fundamental principles which underline efficiency.'

For William H. Armstrong "Study is the total of all the habits determined purposes and enforced practices that the individual uses in order to learn that study is hard work. No easy substitute is available" According to him "Study is a matter of governing will of accepting a right purpose and of concentrating one's energies towards its achievement". Webster defines study as "an act or process of acquiring by one's own effort knowledge of some subject" Thomas Risk expands this general concept to apply it more specifically to college situation. "Study is planned effort on the part of the learner in solving a problem, in getting knowledge or understanding, or in acquiring certain abilities."

ACADEMIC ACHIEVEMENT

Academic achievement is the accomplishment or acquired proficiency in the performance of an individual in a given skill or body of the knowledge. Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored their are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc.

NEED FOR THE STUDY

The main aim of the study was to find out Relationship between Study Habits, Adjustment and Academic Achievement of Arts and Science Pre-University Students. It is assumed that well-adjusted students depends to a considerable extent on his good study habits with good academic achievement. So it is decided to examine relationship between these two variables. Here it is to see as to how far these two variables are related with each other.

Study Habits play a very important role in the life of a student. Success or failure of each student depends upon his own Study Habits, of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligent and efforts of students. No doubt, regular Study Habits being their own rewards in the shape of feelings of conscious virtual or sense of achievement of success.

It is the experience of teachers that many students fail to do good work because they do not know how to study. It is therefore quite essential to develop good Study Habits among students.

Adjustment is a process that takes us to lead a happy and well-contented life. Adjustment helps us in keeping balance between our need and the capacity to meet these needs. Adjustment persuades us to change our way of life according to the demands of the situation. Adjustment gives us strength and ability to bring desirable changes in the condition of our environment.

Hence a great need was felt to study the Relationship between Study Habits, Adjustment and Academic Achievement of Arts and Science Pre-University Students.

OBJECTIVES OF THE STUDY:

1. To investigate the relationship between adjustment and its dimensions with study habits scores of Arts students of pre university colleges in Dharwad district.
2. To investigate the relationship between academic achievement scores in English with adjustment and its dimensions of Science students of pre university colleges in Dharwad district

HYPOTHESES OF THE STUDY:

1. There is no significant correlation between adjustment and its dimensions (i.e. Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment) with study habits scores of Arts students of pre university colleges in Dharwad district.
2. There is no significant correlation between academic achievement scores in English with adjustment and its dimensions (i.e. Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment) of Science students of pre university colleges in Dharwad district.

DESIGN OF THE STUDY:**Method**

The investigator in consultation with his guide felt that Descriptive Survey method could be the most appropriate one to study the Adjustment, study habits, and Academic Achievement of Arts and Science pre-university college students, so this method was solely relied upon for the present study.

Sample:

A total number of 450 pre-university college students from Dharwad District were selected using random sampling technique.

Tools used:

The following tools were used for the present study.

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

Collection of data:

To collect the necessary data required for the study, printed copies of the standardized adjustment inventory, study habits inventory, and academic achievement test were administered.

Analysis of Data:

Hypothesis: There is no significant correlation between adjustment and its dimensions (i.e. Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment) with study habits scores of Arts students of pre university colleges in Dharwad district.

To achieve the above assumption or hypothesis, the Karl Pearson's correlation coefficient method was applied and the results are presented in the following table.

Table-1: Results of correlation coefficient between adjustment and its dimensions with study habits scores of Arts students of pre university colleges in Dharwad district

Variables	Correlation coefficient between study habit scores of Arts students with		
	r-value	t-value	p-value
Adjustment	0.7686	14.6143	0.0001*
Home adjustment	0.5592	8.2055	0.0001*
Health adjustment	0.6080	9.3154	0.0001*
Social adjustment	0.7657	14.4803	0.0001*
Emotional adjustment	0.7951	15.9499	0.0001*
Educational adjustment	0.6501	10.4089	0.0001*

*p<0.05

The results of the above table clearly point out that,

- A positive and significant relationship was observed between study habits of Arts stream students with adjustment scores ($r=0.7686$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in adjustment scores of Arts stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. home adjustment scores ($r=0.5592$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and home adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in home adjustment scores of Arts stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. health adjustment scores ($r=0.6080$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and health adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in health adjustment scores of Arts stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. social adjustment scores ($r=0.7657$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and social adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in social adjustment scores of Arts stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. emotional adjustment scores ($r=0.7951$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and emotional adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in emotional adjustment scores of Arts stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. educational adjustment scores ($r=0.6501$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the study habits and educational adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the study habits are increases or decreases with increase or decrease in educational adjustment scores of Arts stream students of pre university colleges in Dharwad district.

Hypothesis: There is no significant correlation between academic achievement scores in English with adjustment and its dimensions (i.e. Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment) of Science students of pre university colleges in Dharwad district

Table-2: Results of correlation coefficient between academic achievement scores in English with adjustment and its dimensions (i.e. Home adjustment, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment)of Science students of pre university colleges in Dharwad district

Variables	Correlation coefficient between academic achievement scores in English of Science students with		
	r-value	t-value	p-value
Adjustment	0.9203	28.6131	0.0001*
Home adjustment	0.7376	13.2895	0.0001*
Health adjustment	0.8061	16.5733	0.0001*
Social adjustment	0.8334	18.3454	0.0001*
Emotional adjustment	0.7762	14.9751	0.0001*
Educational adjustment	0.7004	11.9383	0.0001*

*p<0.05

The results of the above table clearly point out that,

- A positive and significant relationship was observed between academic achievement in English of Science stream students with adjustment scores ($r=0.9203$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement scores in English and adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in adjustment scores of Science stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. home adjustment scores ($r=0.7376$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement scores in English and home adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in home adjustment scores of Science stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. health adjustment scores ($r=0.8061$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement scores in English and health adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in health adjustment scores of Science stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. social adjustment scores ($r=0.8334$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement scores in English and social adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in social adjustment scores of Science stream students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. emotional adjustment scores ($r=0.7762$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative

hypothesis is accepted. It means that, the academic achievement scores in English and emotional adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in emotional adjustment scores of Science stream students of pre university colleges in Dharwad district.

- A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. educational adjustment scores ($r=0.7004$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement scores in English and educational adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other. In another words, the academic achievement scores in English are increases or decreases with increase or decrease in educational adjustment scores of Science stream students of pre university colleges in Dharwad district.

FINDINGS CONCLUSIONS:

On the basis of the results obtained in the study the following conclusions were drawn, i) A positive and significant relationship was observed between study habits of Arts stream students with adjustment. The study habits and adjustment scores of Arts stream students of pre university colleges in Dharwad district are dependent on each other; ii) A positive and significant relationship was observed between study habits of Arts stream students with dimension of adjustment i.e. home adjustment. The study habits and home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment of Arts stream students of pre university colleges in Dharwad district are dependent on each other; iii) A positive and significant relationship was observed between academic achievement in English of Science stream students with adjustment. The academic achievement scores in English and adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other; iv) A positive and significant relationship was observed between academic achievement in English of Science stream students with dimension of adjustment i.e. home adjustment, health adjustment, emotional adjustment and educational adjustment. The academic achievement scores in English and home adjustment scores of Science stream students of pre university colleges in Dharwad district are dependent on each other.

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