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

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ABSTRACT:

The present study was attempted to find out the relationship Adjustment, Study habits and Academic Achievement of 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. A positive and significant relationship was observed between academic achievement in English of students



with adjustment and its dimensions i.e, home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment. It means that, the academic achievement in English and adjustment of students of pre university colleges in Dharwad district are dependent on each other. A positive and significant relationship was observed between academic achievements in English of students with study habits. It means that, the academic achievement in English and study habits of students of pre university colleges in Dharwad district are dependent on each other.

KEYWORDS: Academic Achievement , objectives hypotheses , study habits.

INTRODUCTION

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 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). 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.

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.

The Study Habits are influenced by attitudes, personality traits, levels of aspiration, teaching methods adopted and material they are to learn. So it is the study of teachers to develop good Study Habits among students. Such habits are the best equipments with which they can live and less their lives with confidence. If the habits are developed in the young age they will definitely cherish joy of its fruits in the rest of their lives.

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 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 Pre-University Students.

OBJECTIVES OF THE STUDY:

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

HYPOTHESES OF THE STUDY:

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

Variables	Correlation coefficient between academic achievement scores in English of students with		
	r-value	t-value	p-value
Adjustment	0.7753	25.9790	0.0001*
Home adjustment	0.6645	18.8192	0.0001*
Health adjustment	0.7403	23.3105	0.0001*
Social adjustment	0.6505	18.1300	0.0001*
Emotional adjustment	0.7124	21.4836	0.0001*
Educational adjustment	0.5345	13.3871	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 students with adjustment scores ($r=0.7753$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of students with dimension of adjustment i.e. home adjustment scores ($r=0.6645$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of students with dimension of adjustment i.e. health adjustment scores ($r=0.7403$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of students with dimension of adjustment i.e. social adjustment scores ($r=0.6505$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of students with dimension of adjustment i.e. emotional adjustment scores ($r=0.7124$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.
- A positive and significant relationship was observed between academic achievement in English of students with dimension of adjustment i.e. educational adjustment scores ($r=0.7124$, $p<0.05$) 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 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 students of pre university colleges in Dharwad district.

Hypothesis: There is no significant correlation between academic achievement scores in English with study habits of 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-2: Results of correlation coefficient between academic achievement scores in English with study habits of students of pre university colleges in Dharwad district

Variables	Correlation coefficient between academic achievement scores in English of students with		
	r-value	t-value	p-value
Study habits	0.5842	15.2364	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 students with study habits scores ($r=0.5842$, $p<0.05$) 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 study habits scores of 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 study habits scores of students of pre university colleges in Dharwad district.

FINDINGS

- A positive and significant relationship was observed between academic achievement in English of students with adjustment and its dimensions i.e, home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment. It means that, the academic achievement in English and adjustment of students of pre university colleges in Dharwad district are dependent on each other.
- The results of the above table clearly point out that, a positive and significant relationship was observed between academic achievement in English of students with study habits. It means that, the academic achievement in English and study habits of students of pre university colleges in Dharwad district are dependent on each other.

CONCLUSIONS:

On the basis of the results obtained in the study the following conclusions were drawn, A positive and significant relationship was observed between academic achievement in English of students with adjustment and its dimensions i.e, home adjustment, health adjustment, social adjustment, emotional adjustment, educational adjustment. It means that, the academic achievement in English and adjustment of students of pre university colleges in Dharwad district are dependent on each other. A positive and significant relationship was observed between academic achievement in English of students with study habits. It means that, the academic achievement in English and study habits of students of pre university colleges in Dharwad district are dependent on each other.

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