Adjustment Problems and Effect of Parents' Socio-Economic and Educational Status on Students' Achievement

DR. DIPTI N. TRIVEDI
Assistant Professor,
Shri I J Patel M.Ed. Course, Mogri
Gujarat (India)

Abstract:
Education is an all important factor and we find several changes taking place in leaps and bounds. Students spare no pains in joining the rat race to face the competitive world. Several adjustments socially, mentally, physically, emotionally have to be made by them at large. It has been found that adjustment does have an effect on the achievement of a child. In a world of rapid change in science and technology, there is a need for students to achieve more within a limited time. So, a need was felt to make a comparative study of high and low achievers in their adjustment problems and the effect of the parental socio economic and educational status on their achievement.

Keywords: *Adjustment, Achievement, Educational status*

1. Introduction

A person is said to be well adjusted when he is so related to a reasonable adequate environment that he is relatively happy, efficient and has a degree of social feeling. In simple words "Adjustment" is an all inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands.

The process of adjustment is a universal sequence that can be identified in the behavior of an organism. On the other hand, experience has not prepared an individual well enough to play the roles of less assigned status.

Achievement means one's learning attainments, accomplishments, proficiencies etc. The concept of achievement involves the interaction of these factors, namely aptitude for learning, readiness for learning and opportunity for learning.

Whatever the level of the adjuster may be, it has been found that adjustment does have an effect on the achievement of a child. The achievement of an individual does depend on the learning ability and his ability to adapt to the world around him.

2. Significance of the study

In a world of science and technology, there is a need for student to achieve more within a limited time. This study will enable students to discover areas where they need to be guided or counseled and also help teachers to study the difficulties of a high as well as low achiever, and to find the effect of the socio-economic and educational status of parents on the achievement of their children

3. Objectives of the study

1. To study the adjustment problems of high and low achievers of Standard XI.
2. To study the effect of SES and educational status of parents on Achievement of students of standard XI.

4. Hypotheses of the study

The following hypotheses were formulated for this investigation.

Ho_1 There in no significant difference in the mean score of adjustment problems of high and low achievers of standard XI.

Ho_2 There is no significant difference in the mean score of achievement of student of standard XI respect to their parent's high and low socio economic status.

Ho_3 There is no significant difference in the mean score of achievement of students of standard XI with respect to their parent's high and low educational status.

5. Methodology

In this research descriptive survey type of method was used.

5.1 Sample

The sample for the study consisted of 480 student of standard XI of Anand district.

5.2 Tool used

5.2.1 Adjustment Inventory

An adjustment inventory standardized by Desai was used. It consists of 60 items of four different areas of adjustment. The test – retest reliability of the test was 0.75 and concurrent validity of the test was 0.70.

5.2.2 Socio economic status scale (SES Scale)

The SES scale developed and standardized by Dr. Pallaviben Patel was used. The test-re-test reliability of the test was o.82 and validity of the test was 0.88.

6. Data Collection

The investigator first got the permission from the head of the school and then on the basis of student's result high and low achievers were choosen and the tools were administered on students. First the adjustment inventory and then the SES scale was prescribed and then require personal data was collected.

7. Statistical Techniques

The investigator used the statistical techniques like mean, standard deviation and 't' test.

8. Analysis and interpretation of the data

Ho_1 There in no significant difference in the mean score of adjustment problems of high and low achievers of standard XI.

Table 1

Sr.	Group	N	Mean	S.D	SED	t - Value	Level of significance	Hypothesis
1	High Achiever	240	43.70	6.38	0.57	1.27	0.05 =1.96	Accepted
2	Low Achiever	240	42.98	6.10			0.01 = 2.58	

From table 1 t-value found was 1.27 which is less than t-table value 1.96 at 0.05 level and 2.58 at 0.01. Hence, the Ho_1,'There is no significant difference in the mean score of adjustment problems of high and low achieves of standard XI' is accepted. Hence no difference found in adjustment problems of high and low achievers. From the value of mean it is said that no adjustment problems found in high and low achievers.

Ho$_2$ There is no significant difference in the mean score of achievement of students of standard XI with respect to their parents' high and low socio economic status.

Table 2.

Sr.	Group	N	Mean	S.D	SED	t - Value	Level of significance	Hypothesis
1	High SES	347	52.77	14.95	1.50	3.74	0.05 =1.96	Rejected
2	Low Achiever	133	47.15	13.90			0.01 = 2.58	

From the table 2 t-values found was 3.74 which is greater than t table value 1.96 at 0.05 level and 2.58 at 0.01 level. Hence, the HO2 'There is no significant difference in the mean score of achievement of students of standard –XI with respect to their parents' high and low socio economic status' is rejected. Hence, it is said that parents' socio economic status had effect on achievement of students. High SES parents' students have more achievement than low SES parents' students.

Ho$_3$ There is no significant difference in the mean score of achievement of student of standard XI with respects to their parents' high and low educational status.

Table 3.

Sr.	Group	N	M	S.D	SED	t	Level of significance	Hypothesis
1	High Educational status	218	55.43	15.07	1.31	5.93	0.05 =1.96	Rejected
2	Low Achiever	262	47.63	13.71			0.01 = 2.58	

From table 3, t value found was 5.93 which is greater than t table value 1.96 at 0.05 leave and 2.58 at 0.01 levels. Hence, the HO3 'There is no significant difference in the mean score of achievement of student of standard – XI with respects to their parents' high and low Educational status' is rejected. Hence, it is said that parents' educational status had effect on achievement of students. Highly educated parents' students have more achievement than lower educated parents' students.

9. Conclusion

The study enables the researcher to conclude that socio economic factor and qualification of parents did have an effect on the achievement of the students. There was no significant difference in the adjustment problems of the high and low achievers. Hence, achievement did not have an effect on the adjustment of students.

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