

## STUDY OF SELF CONCEPT AND ADJUSTMENT IN RELATION TO ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS

Dr. Surinder Singh\*

### ABSTRACT

*In this study an attempt has been made to study the academic achievement of 9th class students of District Moga of Punjab in relation to their self- concept and adjustment among adolescents. The sample consists of 200 students from Moga District of Punjab were selected randomly. The investigator has used the Self concept questionnaire by Raj Kumar Saraswat, Indian Adaptation of Bell's adjustment inventory by Dr. (Smt.) Lalita Sharma & Academic Achievement total marks obtained by students in terminal exams are taken as academic achievement of students to collect the necessary data from the students. The data were analyzed by using Mean, S.D., Pearson's coefficient of co-relation. The finding of the study reveals that self- concept and adjustment interact significantly with regard to academic achievement of students.*

### INTRODUCTION

Self concept is a life long process that grows and develops continuously in social setting. An individual is not born with a self concept nor does he inherit it but he forms as a result of his experiences and capacities. Self concept is an acquired image of the individual. It is the experience of one's own being. It includes what people come to know about themselves through experiences, reflection and feedback from others. The self concept consists of a set of self oriented concepts i.e. a variety of mental representations about one self, the totality of attitudes, judgment and values of an individual relating to his behavior objects and qualities. Fierro (2003) "Self concept is trying together the variety of specific habits, abilities, outlooks, ideas and feelings that a person displaces. It is an organized cognitive structure comprised of a set of beliefs and values." Pahuja(2004) the totality of attitudes, judgments and values of an individual relating to his behavior, abilities and qualities may be referred to as his self concept.

### ADJUSTMENT

The dictionary meaning of the word adjustment is, to fit, make suitable, adopt, modify, harmonize or make correspondent. Adjustment is a psychological process. The concept of adjustment is as old as human race on earth which refers to an individual's relationship with his environment- the way he attempts to achieve

harmony between his own drives, desires and the demands on restraints of the environment. The individual must adjust to his physical and social environment in order to live happily and meaningfully. Adjustment is a process with which a living organism maintains a balance between his needs and the circumstances that influence the satisfaction of these needs. Crow and Crow (1956) "An individual adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment." Eysenck's Encyclopedia of Psychology (1972) "Adjustment as a state in which the needs of the individual on the one hand and the claims of the society on the other hand are fully satisfied"

### ACADEMIC ACHIEVEMENT

The term Academic Achievement is the combination of two words academic and achievement. In this the word 'Academic' is related to formal education. It is derived from word 'Academy' means school, where special types of instructions are imparted. The term academic means institutional system of formal education in school, college and university. Achievement is a accomplishment of success in bringing a desired end. Academic Achievement plays a very significant and pivotal role in the attainment of harmonious development of child.

\*Principal, Baba Mangal Singh Institute of Education Barnala Road, Bughipura Moga (Punjab)

Academic Achievement refers to the knowledge attained and skill developed in the different subjects. Academic achievement is multi dimensional phenomenon. It is a product of interaction between several factors and operations in the pupils such as abilities, motivation, interest and attitude and a complicated set of forces operating in functional set up of the school. Kumari (2001) "Academic Achievement as the sum total of information gained after completing a course of instruction in a particular grade that has obtained an achievement test." Dictionary of education (2002) "It is measure of knowledge gained through informal education indicated by test, score, grade point average and degree. It depends upon a number of factors. Most important factor, which influences the academic achievements, is the financial status of students."

**STATEMENT OF THE PROBLEM**

Study of self concept and adjustment in relation to academic achievement among adolescents.

**OBJECTIVES OF THE STUDY**

1. To study the significant relationship between self concept and academic achievement of students.
2. To investigate the significant relationship between adjustment and academic achievement of students.

**HYPOTHESES**

1. There is no significant relationship between self concept and academic achievement of students.
2. There is no significant relationship between adjustment and academic achievement of students.

**METHODOLOGY OF THE STUDY**

Descriptive survey method of research was used.

**SAMPLE**

In the present investigation a representative sample of 200 students studying in class 9th was drawn from Moga district of Punjab by using random sampling.

**TOOLS USED**

- 1) Self concept questionnaire by Raj Kumar Saraswat.
- 2) Indian Adaptation of Bell's adjustment inventory by Dr.(Smt.) Lalita Sharma.
- 3) Academic Achievement total marks obtained by students in terminal exams are taken as academic achievement of students.

**STATISTICAL TECHNIQUES USED**

Mean, S.D., Karl Pearson's coefficient of co-relation were used for analysis of data.

**ANALYSIS AND INTERPRETATION OF RESULTS**

After analysis of the data following results were obtained.

**Table 1**  
**Mean score of self concept, adjustment and academic achievement of 9th class Students**

N	Variables	M	S.D
200	Self-concept	193.26	25.79
200	Adjustment	47.07	8.52
200	Academic Achievement	62.69	8.87

It is evident from Table 1 that the students of 9th class have mean score 193.26 and S.D 25.79. The high mean score of self concept reveals that students of 9th class have high self concept.

Table 1 shows that the students of 9th class have mean score 47.07 and S.D 8.52 the high mean score of Adjustment reveals that students of 9th class have high Adjustment.

It may also observed in table 1 shows that the students of 9th class have mean score 62.69 and S.D. 8.87. The high mean score of academic achievement reveals that students of 9th class have high academic achievement.

**Table 2**  
**Coefficient of correlation between self concept and academic achievement of 9th class students**

S. No.	Variables	N	M	S.D	R	Interpretation
1	Self concept	200	135.26	25.79	0.191	Insignificant at 0.05 level
2	Academic Achievement	200	62.69	8.87		significant at 0.01 level

Table 2 represent coefficient of correlation of self concept and academic achievement among 9th class students. The value of coefficient of Correlation is 0.191. Which is significant at 0.01 level of confidence and insignificant at 0.05 level. This indicates that there is significant relationship between the self concept and Academic achievement among the students of 9th class at 0.01 level. It means that a person who has high self concept is academically more efficient. Hence, hypothesis (1) There exists no significant relationship between self concept and academic achievement of students among students of 9th class students is partially accepted at 0.05 level and rejected at 0.01 level.

This may be due to the fact that self concept is not only factor that contribute to academic achievement. There are many factors like intelligence, hardwork, concentration etc. that contribute to academic achievement. That's why, Self-concept is one factor out of these which influence academic achievement of students.

**Table 3**  
**Coefficient of Correlation between adjustment and academic achievement of 9th class students**

S. No.	Variables	N	M	S.D	R	Interpretation
1	Adjustment	200	47.07	8.52	0.171	Insignificant
2	Academic Achievement	200	62.69	8.87		at both levels i.e. 0.05 and 0.01 level.

Table 3 represent coefficient of correlation of Adjustment and academic achievement among 9th class students. The value of coefficient of correlation is 0.171, which is insignificant at both level i.e at 0.05 and 0.01 level. This indicates that there is no significant relationship between adjustment and academic achievement among students of 9th class at both level. Hence, hypothesis (2) there is no significant relationship between adjustment and academic achievement of students is accepted.

This may be due to the fact adjustment is the capacity to change ourselves according to the need of environment. Academic Achievement is the outcome of the factor like intelligence, concentration and hard work. So, Adjustment does not significantly contribute towards academic achievement of the individual.

### RESULTS AND CONCLUSION

- 1) There exist significant relationship between the self concept and academic achievement among the students of 9th class.
- 2) There exist no significant relationship between adjustment and academic achievement among students of 9th class.

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