

**Correlation of Achievement with Family Acceptance and Emotional Adjustment****R.D.Mistry**

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**Abstract**

*This study is intended to find the extent of relationship between family acceptances of the pupil, emotional adjustment with the achievement. Survey method was used for this study. The study was conducted on a representative sample of 200 students of XI pupils drawn from Dhula district of Maharashtra state. The findings revealed that there exists a significant relation between Emotional Adjustment and Achievement and also with family Acceptance of the pupil and Achievement. No significant difference was found between Emotional Adjustment of Male and Female pupils. Urban pupils were found superior to rural pupils in their Emotional Adjustment, Family Acceptance and Achievement.*

Adolescence is a period of 'heightened emotionally'. Emotional Adjustment is a process by which one becomes able to cope with emotions in relation to one's psychological and mental makeup. (Good, 1973). Maladjustment causes too much emotional upheaval, too many frustrations and conflicts, which stand as an obstacle in the path of intellectual effort, concentration habit of study and sincere academic interest. This leads to lack of control over

emotions and it results in emotional instability. Adequate emotional adjustment and willingness to learn to meet the requirements of the environment are fundamental to success in life.

Adolescent's adjustment is very much related to the degree to which he or she is accepted in the family. Acceptance in the family covers various aspects of the adolescents relationship with the family such as acceptance-rejection, dependence-independence, autocracy-democracy and mutual trust and approval. Children who relate poorly to their parents show more maladjustment and delinquent development (Herry, 1975). Research also has revealed that family acceptance tents to procedure a friendly child, while family rejection may create a hostile, aggressive one. At adolescence children need more care and attention from their parents. Otherwise it may lead to social and emotional adjustment problems, which implies a distortion in their performance.

Children whose classroom behavior is persistently aggressive and disruptive are serious problems for their teachers, parents, peers and themselves. Maladjustment, anxiety etc. often determine academic performance. Therefore massive efforts are needed to help the teacher, school and community to help such pupils learn how to live in productive, socially accepted ways. Hurlock (1973) reported pleasant emotions have favorably effect on one's personal and social adjustments. Jersild (1963) reported that many delinquents are emotionally maladjusted or have some personality disorders, which make their life burden to them and to others Lamborn and Steinberg (1993) Hart et al (1997) and Kuruvila (2000) Found that emotional Adjustment has significant effect on academic performance of adolescents.

The level of achievement of a pupil at any stage depends on the extent to which its natural potentialities have developed or changed. Academic achievement is viewed as an adjustive behavior and the failure of a potentially high pupil to reach his maximum is accepted in terms of his inability to adjust some psychological situations. A well-balanced person is well adjusted to the demands of the environment. Adjustment of a person is based on the harmony between personal characteristics and the demands of the environment.

An attempt is made to study the role of Emotional Adjustment and Family Acceptance of the pupil on Academic Achievement.

### **Research Topic**

Study of the Correlation of Emotional Adjustment, Family Acceptance of the pupil with Achievement.

### **Variables**

Achievement in mathematics is taken as the dependent variable. Emotional Adjustment and Family Acceptance of the pupil are treated as the independent variable.

### **Objectives of the Study**

1. To find out the relation of Achievement in Mathematics with (i) Emotional Adjustment (ii) Family Acceptance of the pupil for whole sample and relevant subsamples.
2. To compare boys and girls, urban and rural samples with regards to their Emotional Adjustment, Family Acceptance of the pupil and Achievement in mathematics.

### **Hypotheses**

The following hypotheses were formulated after reviewing the available literature.

1. There is a significant and positive relationship between Achievement in Mathematics and
  - (i) Emotional Adjustment
  - (ii) Family Acceptance of the pupil.
2. There is no significant difference between boys and girls, rural and urban pupils with regards to their
  - (i) Emotional Adjustment
  - (ii) Family Acceptance of the pupil and Achievement in Mathematics.

### **Method :**

Survey Method was used for this study.

### **Data Collecting Tools.**

The following tools were selected for collecting the required data.

#### **1. Scale of Emotional Adjustment**

This scale is developed by Usha and Kuruvila (2000). This is a three-point scale with 76 items. This scale covers three positive emotions viz Affection, Happiness, Compassion and Seven negative emotions viz, Anxiety, Anger, Fear, Worry, Shyness, Jealousy and Guilt. The overall scores give a measure of Emotional Adjustment.

## 2. Family Acceptance of the Child Rating Scale

Pillai and Usha (1991) have developed this scale. This is a 35 item scale and is useful to measure the extent to which the child is accepted in the family. It covers the nature of the child's relationship with the members of the family. The sum of all the items of this three point scale constituted the total score which ranged from 35 to 105.

The reliability of their scale is 0.827 (Alpha co-efficient method) and validity is 0.820 (External critical method)

## 3. Achievement Test in Mathematics

The Achievement Test in Mathematics for Standard XI was developed by the researcher on the selected topic from XI Standard text book of mathematics. This Test was included 40 multiple choice objectives of cognitive domain as suggested by Ebel (1972)

Content validity was established and the obtained reliability co-efficient was 0.78.

### **Sample**

The sample consisted of 400 standard XI pupils drawn from two Tahsils of Dhule district of Maharashtra state using proportionate stratified sampling technique.

### **Procedure**

After getting prior permission from the heads of the institutions concerned selected for the study, the investigator personally administered the tools by providing the needed instructions. Survey was the method used and the responses were collected in separate response sheets. Scoring was done as per the scoring procedure of each tool and they were subjected to statistical treatments.

### **Results and Discussion**

#### 1. Relation of Achievement in Mathematics with Emotional Adjustment and Family Acceptance of the pupil.

This study was conducted to find out the extent of relation of Achievement in Mathematics with Emotional Adjustment and Family Acceptance of the child. It was estimated by finding out Pearson's product moment coefficient of correlation between these variables. Results of the relation between these variables are presented in Table1.

#### **Table 1**

**Correlation of Achievement in Mathematics with Emotional Adjustment and Family Acceptance of the pupil for the whole sample and sub-samples.**

Variables	Correlation Coefficient				
	Whole (N=400)	Boys (N=278)	Girls (N=122)	Urban (N=240)	Rural (N=160)
Achievement in Mathematics Vs Emotional Adjustment	0.36**	0.29**	0.31**	0.18*	0.31**
Achievement in Mathematics Vs Family Acceptance of the Pupil	0.38**	0.39**	0.17**	0.16*	0.34**

\* Significant at 0.05 level

\*\* Significant at 0.01 level

Table 1 shows that Emotional Adjustment has significant positive relationship with Achievement in Mathematics for the whole Sample, Boys, Girls, Urban and Rural pupils. The correlation was found to lie within the range 0.18 to 0.36 which indicates 'Negligible' or 'low' relationship between these variables. The positive sign of the coefficient of correlation indicates that Emotional Adjustment and Achievement in Mathematics increases or decreases together. The level of significance of the relation between the variables is at 0.01 levels for Whole, Boys, Girls, Urban and Rural. But for Urban sample the level of significance is at 0.05 levels.

In the case of Family Acceptance of the child and Achievement in Mathematics the correlations for the whole sample and subsamples are positive and range from 0.16 to 0.39 which indicates 'Negligible' or 'Low' relationship. The relationship between Family Acceptance of the pupil and Achievement in Mathematics is significant at 0.01 for whole, Boys and Rural Samples. In case of the girls and urban sample the level of significance is 0.05. The positive sign shows that Achievement in Mathematics increases with Family Acceptance of the child and decreases with less Acceptance in the Family. So, Hypothesis 1 is substantiated. The findings are in agreement with Bloir (1997) and Compass (1987) which signify the role of Adjustment and Acceptance on Achievement.

2. Comparison of Boys, Girls, Urban and Rural pupils with regards to their Emotional Adjustment, Family Acceptance and Achievements in Mathematics.

Comparison of Boys and Girls, Urban and Rural with regard to their Emotional Adjustment, Family Acceptance and Achievement were done by testing the significance of difference between their means by using two-tailed test. The results are given in Table 2 and Table 3 respectively.

**Table 2**

**Comparison of Boys and Girls for the selected Independent and Dependent Variables**

Variables	Boys (N=278)		Girls (N=122)		t-value
	M1	$\sigma_1$	M2	$\sigma_2$	
Emotional Adjustment	155.65	12.32	168.20	13.72	8.71*

Family Acceptance of the pupil	81.87	7.69	89.68	8.02	4.48**
Achievement in Mathematics	28.72	9.50	25.13	8.75	3.73*

NS – Not Significant

\* - Significant at 0.05 level

\*\* - Significant at 0.01 level

Results of Table 2 indicate that there is no significant difference between Boys and Girls with regard to their Emotional Adjustment. But for Family Acceptance they differ significantly at 0.05 levels and for Achievement in Mathematics at 0.01.

**Table 3**

**Comparison of Urban and Rural pupils for the selected Independent and Dependent Variables**

Variables	Urban (N=278)		Rural (N=122)		t-value
	M1	$\sigma_1$	M2	$\sigma_2$	
Emotional Adjustment	181.16	14.62	176.68	14.78	2.81*
Family Acceptance of the pupil	88.79	7.92	86.50	8.02	2.82**
Achievement in Mathematics	30.25	8.45	28.75	8.05	2.17*

Results of Table 3 indicate that Urban and rural pupils differ in their Emotional Adjustment and Achievement in Mathematics at 0.01 level and Family Acceptance at 0.05 level. For the three variables, Emotional Adjustment, Family Acceptance of the child and Achievement in Mathematics the means of Urban pupils are greater than that of the Rural Pupils. The second hypothesis is also accepted.

**Conclusions**

- 1) The findings of the study revealed that Emotional Adjustment and Family Acceptance of the pupil have a positive significant correlation with Achievement in Mathematics for the whole sample and subsamples.
- 2) It is also found that Boys and Girls differ in their Family Acceptance and Achievement but not in their Emotional Adjustment.
- 3) Rural and Urban Pupils differ significantly in their Emotional Adjustment, Family Acceptance and Achievement in Mathematics.
- 4) It is revealed that Emotional Adjustment and Family Acceptance of the child are effective factor contributing to Academic Achievement.

### **Educational Implications**

The study revealed that Emotional Adjustment and the extent to which the pupil is Accepted in the Family have significant relation to Achievement. Adolescence is a period of great excitability and turbulent emotions. An emotionally distributed child, even though intelligent, may find it difficult to achieve the desired educational goals. Any vivid experience that is experienced by intense emotions is likely to have a profound effect on one's attitudes, values and future behaviors. The effect may be favorable or unfavorable, depending on the emotion crossed, its intensity, previous experience with the emotion and the preparation one has had for it. Students who rate higher in Emotional Adjustment are likely to have moral maturity and can make more mature moral judgments than students with similar intelligence who is emotionally disturbed.

An accepted child is more stable in its emotional reaction and will be generally calm and happy. Family Acceptance tends to produce a friendly child, while rejection may create a hostile, aggressive child with adjustment problems. Research has revealed that accepted show more highly valued personal characteristics than rejected children. So, parents should accept children as major members of the family give them responsibilities and independence and have a democratic attitude towards them. Then they will be better adjusted, friendly and will achieve the goals of education. The findings may help the teacher in adopting better instructional strategies and provide extra educational treatment like guidance and counseling for the betterment of pupils. Similarly, at the stage of adolescence the child needs more care and attention from the family in molding its behavior and improving the results.

### **References**

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