



## **IMPACT OF PERSONALITY ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

**K. Saritha<sup>1</sup>, Ph. D. & N. Sujata<sup>2</sup>, Ph. D.**

<sup>1</sup>*Lecturer, SGS .Govt. IASE, Rajamahendravam. East Godavari .A.P*

<sup>2</sup>*Assistant Professor, University College Of Education, Adikavi Nannaya University, Rajamahendravaram. East Godavari A.P*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

### **INTRODUCTION:**

The basic aim of education is the all round development of an individual, both for self growth and for the growth of the society. That is why the famous “Kothari commission report on secondary education ”. Aptly said "The destiny of A country is being shaped in their classrooms ". The classrooms have assumed a pivotal position in achieving the aims and objectives of education and to prepare the students as well adjusted human beings of the society. The students are to be moulded in the classrooms to develop good character and personality. An individual, since his birth, attempts to adjust to his environment. Behaviour of an individual can be defined as an adjustment to his environment every individual develops his own unique way of adjustments to his environment. Every individual develop his own unique way of adjustment in the society. According to this approach, personality in an individual's characteristic pattern of behavior. Individual through his continuous reactions attempts to adjust himself in his environment. Every individual, great or small, old or young, is confronted with the problem of adjustment. The problem of adjustment starts right from the birth of the child and continuous till the death. The problem of adjustment is related to arriving at a balanced state between he needs of the individual and their satisfaction. Needs of the individual are multidimensional. Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require schoolcounselling. Academic Achievement is directly related to pupil's growth and development in educational situations where learning and teaching are intended to go on. Academic achievement means one's learning accomplishments,

attainments and proficiencies etc. Academic achievement precisely speaking, implies one's knowledge, understanding or skills in a specified or a group of subjects. Academic achievement is greatly based upon adjusting abilities of children. An individual is not born adjusted; it is his or her capabilities that make his or her adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the child's personality. It is very important to study and find out favorable and unfavorable situations which affects child's adjustment, motivation and gradually it leads to academic achievement. As school is the foundation of our life, it should be strong enough to construct an empire in the future.

#### **NEED OF THE STUDY:**

Adjustment is an important aspect in character development. The concept of personal adjustment is an integral part of human beings. Consequently, the factors of personal adjustment are one of the psychological factors affecting academic achievement. What factors determine personal adjustment and academic achievement of a person? Why students differ in their adjustments that affect their academic achievements? The answer to the above questions may reveal some interesting findings that will enable the researcher to understand the significance of the study. The researcher takes this study to understand how adjustment behavior affects academic achievement of the students.

#### **REVIEW OF RELATED LITERATURE:**

Elizabeth, C. Hair and William, G. Graziano, (2003) child trends Purdue university, conducted "Study on self-esteem, personality and achievement in High School." A prospective longitudinal study in Texas. This research explored for the general hypothesis that personality, self-esteem and teachers of adjustment during the middle school years predict later life outcomes during high school. Agreeableness and openness assessed in middle school are related to later scholastic competence and behavioral conduct, academic success and admin high school.

#### **STATEMENT OF THE PROBLEM:**

"To study the impact of personality adjustment on academic achievement of high school students of Rajamahendravaram city"

#### **OBJECTIVES:**

- To evaluate the personality adjustment of students studying in secondary schools
- To measure the relationship between personality adjustment and academic achievement of students studying in secondary schools.

- To compare the impact of personality adjustment on students 'academic achievement with respect to gender, medium and Management variables.

#### **HYPOTHESIS:**

- There is a significant difference between personality adjustment and academic achievements of high school students in Rajamahendravaram city.
- There is no significant difference between male and female students studying in secondary school in Rajamahendravaram city.
- There is no significant difference between Government school students and Private school students studying in secondary schools in Rajamahendravaram city.
- There is no significant difference between English Medium school students and Telugu Medium school students studying in secondary schools in Rajamahendravaram city.

#### **METHOD OF THE STUDY:**

The Normative survey method has been used for this study.

#### **SAMPLE:**

The random sampling method was used. For the purpose of this investigation 60 students were selected from Rajamahendravaram city. The variables for this study are Gender, Medium and Management.

#### **TOOL OF THE STUDY:**

The Personality Adjustment Inventory duly constructed and standardized. In this tool there are 60 items were included after getting standardized. The options 'agree, 'not decided' and 'disagree' were provided for each statement. The weight age is awarded at the rate of 0, 1 and 2. Academic performance was determined on the basis of marks given by students for half-yearly examinations.

#### **DATA ANALYSIS:**

The collected data was analyzed to find out the impact of personality adjustment on the performance of high school students in Rajamahendrawaram regarding gender, type of school management and medium of instruction by calculating the mean, standard deviation and t-test. The following table shows that the significant difference between personality adjustment and academic achievements of high school students in Rajamahendravaram city.

Variables	Number	Mean	S.D	t-Value	Level Of Significance
Personality Adjustment	60	85.10	9.37	2.93	0.01
Academic Achievement	60	78.00	7.63		

**Interpretation:** The result indicates that the calculated “t” value 2.93 which was higher than the tabulated value (0.01). So the hypothesis was accepted. Hence the result revealed that there was a

Significant difference between the personality adjustment and the academic achievements of high school students in Rajamahendravaram city. The following table shows that the significant difference between the impact of personality adjustment on academic achievements of boys and girls students of high Schools in Rajamahendravaram city.

Variables	Number	Mean	S.D	t-Value	Level Of Significance.
Boys	29	38.68	6.60	1.82	0.01
Girls	31	37.24	6.37		

**Interpretation:** The table shows that The calculated value is less than the table value at 0.01 level of Significance. So, that we accepted the null hypothesis. There is no significant difference between male and female high school students in Rajamahendravaram city regarding the impact of personality adjustment on academic achievement. This may be due to the fact that gender issues play a minor role in the personality adjustment on their academic achievement. The following table shows that the significant difference between the impact of personality adjustment on academic achievements of Telugu Medium and English Medium students of high Schools in Rajamahendravaram city.

Variables	Number	Mean	S.D	t-Value	Level Of Significance.
Telugu Medium	34	24.33	4.23	2.43	0.01
English Medium	26	23.00	4.50		

**Interpretation:** The table shows that The calculated value is more than the table value at 0.01 level of Significance. So, that we rejected the null hypothesis. There is a significant difference between Telugu medium and English Medium students in high school in Rajamahendravaram city regarding the impact of personality adjustment on academic achievement. This may be due to the parent’s literacy status; socio-economic status of the family, faculties may influence the personality adjustment on their academic achievement. The following table shows that the significant difference between the impact of personality

adjustment on academic achievements of Private School and Government School students of high Schools in Rajamahendravaram city.

Variables	Number	Mean	S.D	t-Value	Level of Significance
Private Schools	25	31.77	5.51	2.90	0.05
Govt Schools	35	29.51	6.69		

**Interpretation:** The table shows that The calculated value is more than the table value at 0.05 level of Significance. So, that we rejected the null hypothesis. There is a significant difference between Private School and Government School students in high school in Rajamahendravaram city regarding the impact of personality adjustment on academic achievement. This may be due to the difference in the school management, faculties, using audio visual aids, effecting teaching methods may influence the personality adjustment on their academic achievement.

**DISCUSSION:**

Life is a continuous chain of struggle for adaptation. Adjustments are the result of a person’s attempt to cope with stress and needs, as well as his efforts to maintain harmonious relations with the environment. Based on the results, the research work leads the researcher to the conclusion that there are no significant differences between boys and girls in adjustment and academic achievements. From the data it can be shown that personal in adjustment increases the level of adjustment problems. If students adjust well, then there is an opportunity to achieve good academic performance.

**REFERENCES:**

*Adjustment* : Wikipedia; *Encyclopedia of Britanica*,11 edition.  
*Chauhan,SS(1988);Advanced Educational Psychology,Vikas Publishing house pvt.,Ltd New Delhi.*  
*Elizabeth Hair, William G Graziano(2003)self Esteem, personality and Achievement in High school: A Perspective Longitudinal Study in Texas, Journal of personality 71(6).*