



Relationship of psycho social adjustment with self- concept and academic achievement amongst adolescents of working and non-working women

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Abstract- This study was studied that the relationship between self-concept and psycho-social adjustment and academic achievement of adolescent Children of working and non-working women. This study helped to fill a gap by constructing an exploration of psychological adjustment and academic achievement. It also examined the gender differences on psycho-social adjustment, self-concept and academic achievement. Random sampling technique was used in this study with sample size of four hundred adolescent children, Boys (N-200) and Girls(N-200) age ranged between 14-19 years. The Adjustment Inventory for school students (AISS-SS) (2013,2019) was used to measure psycho-social adjustment by A.K.P Sinha and Dr. R. P. Singh. Self-concept Questionnaire developed by Dr. R. K Saraswat (2019) was used as tool of research factor analysis was employed to explore the pattern of inter-item correlations of the Questionnaire. Results revealed that there is negative correlation between psycho-social adjustment self-concept and academic achievement of adolescents. The results also showed that there is no significant difference on psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non- working women.

Keyword- Self concept, Psycho-social Adjustment, Academic Achievement.

I. INTRODUCTION

The self-concept is largely a reflection of the reactions of others towards the individuals. An idea of the self-constructed from the beliefs . One holds about one self and the responses of others. Self-concept generally refers to the composite of ideas, feelings and attitudes people have about themselves. Our self perceptions vary from situation to situation and from one phase of our lives to another(Woolfolk 1998).In further refers to the set of perceptions on reference points what the subject has about him:the set of characteristics, attributes, qualities and deficiencies , capacities and limits, values and relationships that subject knows to be descriptive about its own and which he perceives as data concerning his identity. (Sanchez and Roda, 2007)The multifaceted and hierarchical model of self-concept that general self-concept has four domains: the academic self-concept, Social Self-concept, emotional Self-concept and physical self-concept (Shavelson et al. 1976) According to Ormrod (2000),there are three factors, which definitely do influence the degree to students from positive or negative self-concept.Their own prior behaviors and performance.The behaviors of other individuals towards them.The expectations that others hold for their future performance.Researchers have been concerned with analysis of relationships between the self concept and academic performance Purkey (1970) for example, observed that there is a persistent and significant relationship between the self-concept and academic achievement of adolescent children of working and non- working women.

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment (Searle &Ward 1990) . Academic achievement is the educational goal that is achieved by a student, teacher of institution achieves over a certain period. Academic achievement is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies (Winfield 1990).A number of studies reported that there is strong positive association between psychological adjustment and academic achievement in students (Jacobson, 2012 ;Arnold, 1997;Gold, 1978; Dockett, Perry&Tracey , 1997;Margetts, 2002;Chen, 2010).

It was intended to study the relationship between self-concept, psycho-social adjustment and academic achievement in order to rescue those adolescent children who may be victims to their own negative beliefs about themselves. The study is significant because the results may generate useful knowledge and understanding of the relationship between the female's Students self-concept, psycho-social adjustment and academic achievement. The results of the study are likely to assist educators to improve adolescents children academic achievement and psycho-social adjustment and self-concept of adolescent children of working and non-working women in Bulandshahr District.

Objectives of the study:

To study the relationship of psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non-working women.

Hypothesis:

There will be no significant relationship between psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non-working women.

II. METHODOLOGY:

Descriptive Survey method of research has been used and a sample of 400 adolescent children of tenth class was selected from 25 schools of Bulandshahr District.

Tools of the study:

In this study the adjustment Inventory for school students by A.K.P Sinha and Dr. R.P Singh(2019) ,Self concept Questionnaire (SCQ) developed by Dr. Rajkumar Saraswat,has been used a tool for data collections. This is inventory have been designed for use with Hindi knowing secondary school students age groups 13 to 18 years.

III. STATISTICAL TECHNIQUES (DATA ANALYSIS):

The purpose of the study was to relate the areas of self-concept, psycho-social adjustment and academic achievement of adolescent children of working and non-working women.

To analyze the data of present investigation, descriptive as well as inferential statistics was used . Mean, standard Deviation and t test were as per the nature of data obtained.

Table 1:Mean scores of Adolescents of working and non-working women in Respect to psycho-social adjustment.

Groups	N	Mean	SD	DF	t" value	Level of significance
Working women	200	12.83	6.11	398	1.76	Not significant at 0.5 level
Non-working women	200	13.66	5.97			

Table 1 shows the calculated mean of adolescents of working women is 12.83 and mean of non-working women is 13.66.The result obtained after statistical analysis shows that the obtained ,t" value is 1.76.The table , t" values for degree of freedom 398 at the 0.05 level of significance 1.98 and at the 0.1 level of significance is 2.63.On this basis null hypothesis is accepted at both the levels of significance. It may be

concluded that there is no significant difference between the psycho-social adjustment of adolescents of working and non-working women.

Table 2: Mean scores, S D and t value of adolescent children of working and non-working women in Respect of Self-concept.

Groups	N	Mean	SD	DF	t" value	Level of significance
Working women	200	36.14	8.23	398	0.49	Not significant at 0.05 level
Nonworking women	200	35.61	6.69			

Table 2 shows the calculated mean of adolescent children of working women is 36.14 and mean of nonworking women is 35.61. The result obtained after statistical analysis shows that the obtained, t" value is 0.49. The table of t" values for degree of freedom 398 at the 0.05 level of significance is 1.98 and at the

0.1 level of significance is 2.63. On this basis null hypothesis is accepted at both the levels of significance. It may be concluded that there is no significant difference between the self-concept of adolescents of working and non working women of Bulandshahr District.

Table 3: Mean, SD and t value of the scores of Academic Achievement of the adolescent children of working and non-working women of Bulandshahr District.

Groups	N	Mean	SD	DF	t" value	Level of significance
Working women	200	59.43	9.34	398	4.83	Not significant at 0.05 level
Nonworking women	200	53.71	7.32			

It is observed from table 3 that the mean values of adolescents of working women is 59.43 and mean of adolescents of non-working is 7.32. To compare the preparation and planning for teaching t test was adopted. The calculated t" value is 4.83 . The table t" values for degree of freedom 398 at the 0.05 level of significance. So the null hypothesis is accepted at both of levels of significance.

Table 4: Correlation Matrix exhibiting relationship amongst psycho-social adjustment, self-concept and academic achievement of adolescent children.

Variables	Psycho-social Adjustment	Self-concept	Academic achievement
Psycho-social Adjustment	1		
Self-concept	0.534*	1	
Academic achievement	0.473**	0.251*	1

**Significant at 0.001 level

*Significant at 0.05 level .

Psycho-social Adjustment is 1, self concept r value is 0.534, academic achievement of adolescent is 0.473 is significant at 0.05 level of significance which means there exists relationship between psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non-working women.

So, the null hypothesis that there will be no significant relationship between psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non-working women.

IV. CONCLUSION

In Current Study Researcher required to study and the relationship the psycho-social Adjustment, self concept and Academic achievement of adolescent children of working and non-working women. Hypothesis wise conclusion revealed that there is no significant relationship between psycho-social adjustment, self-concept and academic achievement of adolescent children of working and non-working women.

Conflict of interest: Nil

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