ABSTRACT
The aim of this investigation to study that high achievement of the students has high adjustment for that selected the sample gender, standard in which students study and area of the school were considered as per independent variable taken in this research. Stratified random sampling method was employed to select the unit of sample. Total sample of the present investigation comprised 200 adolescents. Tools used Asthana’s Adjustment Inventory, 1968 (AAI) This Adjustment Inventory is 0.80 Reliability coefficients were determined for each item by the biserial correlation method. A 2x2x2 factorial design was subjected to variance (ANOVA) in order to examine the roll of main variables and to study their main as well as interaction effects subsequently on students. Adjustment and academic achievement All following Interaction effect among independent variables on students were found significant Gender * Standard Gender * Inhabitance Standard * Gender * Standard * Inhabitance Null hypothesis regarding interaction effect of various independent factors on adolescents. Adjustment were not found true for * Standard * Inhabitance Gender * Standard * Inhabitance And accepted for *Gender * Standard Gender * Inhabitance

INTRODUCTION
Adjustment is an essential characteristic of human life. It is a continuous process in human life which help them to improve behavior, attitude to harmonize with the environment people and their need. Adjustment being a process becomes helpful to people in solving problems raised in different environment. It is reduces the barriers in the way of goal for life. A person become more adjustable by facing the problems he has.

Life is always dynamic Development and innovation are basic forms of nature of human life with regard to the theory evolution. Change and innovation are the only truths of this world education imparts the forces for innovation ,children coming in school have many differences in their physical as well as mental capabilities. Though teacher equally intel ect child achieve low score and low intellect high in their examination. This proves that there are some other elements which effect the performance of the child. These factors are environment school and home teachers support teaching methods and lot more moreover what adjustment a child. How has himself there factors are much responsible for the academic achievement of any child the investigator has chosen this study to final out the co-rlation in adjustment and academic achievement of the children.

Gates jersild and others (1970) defines that “adjustment is a condition process by which a person varies his behavior to produce a more harmonious relationship between himself and environment.”

PROBLEM OF RESEARCH:
The problem of present research is as follow:

“A STUDY OF ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF ADOLESCENT”

RESEARCH OBJECTIVES
- To study the students adjustment in relation to their gender.
- To study the students adjustment in relation to the standard in which they study.
- To study the students adjustment in relation to their living area of inhabitancies.
- To study their academic achievement in relation to their gender.
- To study their academic achievement in relation to the standard in which they study.
- To study their academic achievement in relation to their living area of inhabitancies.
To select the sample gender, standard in which students study and area of the school were considered as per independent variable taken in this research. Stratified random sampling method was employed to select the unit of sample. Total sample of the present investigation comprised 200 adolescences in which 100 were male and 100 females both groups entail equal number of adolescent student. Again each group was divided by equal number of rural and urban students. Thus total sample includes six components as shown in the following table.

**SAMPLE DESIGN**

<table>
<thead>
<tr>
<th></th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>C1</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

- **A = Gender**
  - A1 = Boys
  - A2 = Girls

- **B = Standard**
  - B1 = Std-10
  - B2 = Std-12

- **C = Living Area**
  - C1 = Rural
  - C2 = Urban

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable</th>
<th>Type of Variable</th>
<th>Level</th>
<th>Name of the Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Gender</td>
<td>Independent</td>
<td>2</td>
<td>Boys Girls</td>
</tr>
<tr>
<td>2</td>
<td>Standard</td>
<td>Independent</td>
<td>2</td>
<td>Std-10 Std-12</td>
</tr>
<tr>
<td>3</td>
<td>Area of the school</td>
<td>Independent</td>
<td>2</td>
<td>Rural Urban</td>
</tr>
<tr>
<td>4</td>
<td>Self-concept</td>
<td>Dependent</td>
<td>1</td>
<td>------</td>
</tr>
<tr>
<td>5</td>
<td>Adjustment</td>
<td>Dependent</td>
<td>1</td>
<td>------</td>
</tr>
<tr>
<td>6</td>
<td>Academic Achievement</td>
<td>Dependent</td>
<td>1</td>
<td>------</td>
</tr>
</tbody>
</table>

**Research Design:**

Research design to be implemented in the present research is as follow:
The 2x2x2 factorial design will be used to accomplish the objectives formulated for the present study.

**2x2x2 Factorial Design**

<table>
<thead>
<tr>
<th>C</th>
<th>A1</th>
<th>A2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B1</td>
<td>B2</td>
</tr>
<tr>
<td>C1</td>
<td>A1B1C1</td>
<td>A1B2C1</td>
</tr>
<tr>
<td></td>
<td>N=25</td>
<td>N=25</td>
</tr>
<tr>
<td></td>
<td>N=25</td>
<td>N=25</td>
</tr>
</tbody>
</table>

**RESEARCH TOOLS:**
Description of the Test-

1. Asthana’s Adjustment Inventory, 1968 (AAI)
   This Adjustment Inventory was developed by H.S. Asthana in 1968. This Inventory consists of 47 items and each item having two alternatives i.e. Yes or No. Subject has to give their response by choosing one from yes or no alternative. Co-efficient of reliability was determined by the split-half method and applying the spearman-brown correlation formula. This yielded a reliability coefficient of .80. Validity coefficients were determined for each item by the biserial correlation method, the upper and lower quarters were determined from Q1 and Q3 which served as criterion groups. Scoring can be done with the help of Scoring key. Higher score showing more the maladjustment.

2. Academic Achievement:
   The student academic achievement will be measured considering their final exam result of adolescent during the year 2009.

Research Procedure:

The following research methodology will be used in the present study. The primary information will be gathered by giving personal information form to each student. The students were provided the self-concept inventory and Asthana’s Adjustment Inventory. To fill the inventories subjects were given general instructions belongs to each test. Data were obtained by using particular scoring pattern standardized for each test.

Statistical Analysis:

The data were analyzed as follows:

The mean with graphical representation for gender (Male & Female), Standard (10th & 12th) and Inhabitance (Rural & urban) on students adjustment and academic achievement was analyzed. A 2x2X2 factorial design was subjected to adequate of statistical analysis viz technique of Analysis of variance (ANOVA) in order to examine the role of main variables and to study their main as well as interaction effects subsequently on student adjustment and academic achievement.

RESULTS AND DISCUSSION

2. Description of the self-concept Rating Scale:
   The Self-Concept Questionnaire by Dr. R.K. Saraswat (1984) was used which provides six dimensions viz. Physical, Social, Intellectual, Moral, Educational, and Temperamental as well as a Total Self-Concept score. It is a 5-Point scale with 48-item questionnaire. Test –Retest reliability of this questionnaire is 0.91. Reliability coefficients of its dimensions vary from 0.67 to 0.80. Self-Concept dimensions measured by this inventory are:

   - Physical
   - Social
   - Temperamental
   - Educational
   - Moral
   - Intellectual

3. Academic Achievement:
   The students’ academic achievement will be measured considering their final exam result of std-10 and 12th during the year 2008.

RESEARCH PROCEDURE

The following research methodology will be used in the present study. The primary information will be gathered by giving personal information form to each student. The students were provided the self-concept inventory and Asthana’s Adjustment Inventory. To fill the inventories subjects were given general instructions belongs to each test. Data were obtained by using particular scoring pattern standardized for each test.

Statistical Analysis:

The data were analyzed as follows;
The mean with graphical representation for gender (Male & Female), Standard (10th & 12th) and Inhabitance (Rural & urban) on students’ self-concept, adjustment and academic achievement was analyzed. A 2x2X2 factorial design was subjected to adequate of statistical analysis viz. technique of Analysis of variance (ANOVA) in order to examine the roll of main variables and to study their main as well as interaction effects subsequently on students’ self-concept, adjustment and academic achievement.

RESULTS AND DISCUSSION

Table: 1

<table>
<thead>
<tr>
<th>F value for interaction effect among independent variable on Academic Achievement</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender * Standard</td>
<td>2.90</td>
<td>0.05</td>
</tr>
<tr>
<td>Gender * Inhabitance</td>
<td>2.01</td>
<td>0.05</td>
</tr>
<tr>
<td>Standard * Inhabitance</td>
<td>1.01</td>
<td>NS</td>
</tr>
<tr>
<td>Gender * Inhabitance * Standard</td>
<td>1.12</td>
<td>NS</td>
</tr>
</tbody>
</table>

F-value for the interaction effect of gender * standard, gender * Inhabitance, standard * inhabitance and gender * inhabitance * standard were found 2.90, 2.01, 1.01, 1.12 respectively. F value for interaction between gender * standard and gender * Inabitance were found significant at the confidence level of .05 whereas for standard * inhabitance and gender * Inabitance * standard were not found significant. Various researches done on various factors and its interactions effect on academic achievement

Table No : 2

<table>
<thead>
<tr>
<th>F value for interaction effect between independent variable on adjustment.</th>
<th>F Ratio</th>
<th>Significance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender * Standard</td>
<td>1.15</td>
<td>NS</td>
</tr>
<tr>
<td>Gender * Inhabitance</td>
<td>1.02</td>
<td>NS</td>
</tr>
<tr>
<td>Standard * Inhabitance</td>
<td>5.25</td>
<td>0.01</td>
</tr>
<tr>
<td>Gender * Standard * Inhabitance</td>
<td>9.33</td>
<td>0.01</td>
</tr>
</tbody>
</table>

Result of the present study Table-2 indicates that interaction effect of Gender * standard and gender * Inabitance were not found significant on total adjustment of the adolescents as calculated F value were computed 1.15 and 1.02 respectively which have not been found significant. Whereas interaction effect of standard * Inabitance and Gender * Standard * Inabitance were found significant at 0.01 level of confidence which revealed that sometimes only factor is itself not sufficient to influence other variable but if interact with other factor get power to affect variable.

CONCLUSIONS

The analysis of the data obtained in the study showed the following results:

- Male and female adolescents were not found significantly differ on their academic achievement.
- The mean score of the urban adolescents (M= 42.04) was found significantly higher than rural adolescents (M= 25.22) on their academic achievement.
- Null hypothesis regarding interaction effect of various independent variable on academic achievement of adolescents has been proven true for

✓ Gender * Standard
✓ Gender * Inhabitance
✓ And proven wrong for
✓ Gender * Inhabitance
✓ Standard * Inhabitance
✓ Gender * Standard *Inhabitance
  • Null hypothesis regarding interaction effect of various independent factors on adolescent’s adjustment were not found true for
✓ Standard * Inhabitance
✓ Gender * Standard *Inhabitance
  • And accepted for
✓ Gender * Standard

REFERENCE:
• Murphy, Gardner (1968). An introduction to Psychology. New Delhi: Oxford & IBH.