



ISSN 2349-638X

REVIEWED INTERNATIONAL JOURNAL

**AAYUSHI
INTERNATIONAL
INTERDISCIPLINARY
RESEARCH JOURNAL
(AIIRJ)**

MONTHLY PUBLISH JOURNAL

VOL-I

ISSUE-II

JULY

2014

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A STUDY OF RELATIONSHIP AMONG THE SELF-CONCEPT, ADJUSTMENT AND ACADEMIC ACHIEVEMENT WITH SCIENCE AND MATHEMATICS METHODOLOGY STUDENT TEACHER.

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ABSTRACT

The study aimed to investigate the relationship among the self-concept, adjustment and academic achievement with science and mathematics methodology student teacher. The self-concept were tested by using standardize test of R.K.Sarawat, and same way adjustment were assessed by standardize test of M.N.Palsane. Final marks obtained in science and mathematics methodology papers were taken as Academic achievement of student teacher. This study were conducted in aided and non- aided B.Ed colleges affiliated to Shivaji University Kolhapur. Subject used in this study had average (personal, health and education) adjustment and good social adjustment. There is no relationship found between self-concept and adjustment and also there is no relationship found between adjustment and Academic achievement. This research gives very important thing i.e there is positive and significant relationship among self-concept, adjustment and Academic achievement of science and mathematics methodology student teacher aided and non- aided B. Ed colleges

INTRODUCTION

Now a days information technology is widely accepted. it is very important need of today's life. To survive this age of information technology. The student must know about each and every thing related to this age. So the main aim of educational system is to overall development of student. At any cost this aim must be fulfilled and this is challenge for education. To complete this aim personality development is must. The age of student between birth to adolescent is very much responsible to develop his personality. There are many aspect of personality i.e. adjustment, achievement, nature, environment health etc. But most important aspect is self-concept of an individual. Once self-concept is formed it will never changes up to his death. Self-concept affects other personality factors like adjustment, emotions, health and finally it results in achievement of an individual. So it is very much essential to know the relation among all these aspects of personality.

AIM OF STUDY

A study of relationship among the self-concept, adjustment and academic achievement with science and mathematics methodology student teacher.

OBJECTIVES

1. To study the self-concept of science & mathematics methodology student teachers.
2. To study the adjustment of science & mathematics methodology student teachers.
3. To study the academic achievement of science & methodology mathematics student teachers.

4. To study the relationship between self-concept and adjustment of science & mathematics methodology student teachers.
5. To study the relationship between self-concept and academic achievement of science& mathematics methodology student teachers.
6. To study the relationship between adjustment and academic achievement of science& mathematics methodology student teachers.
7. To study the relationship among self-concept, adjustment and academic achievement of science& mathematics methodology student teachers

HYPOTHESES

1. There is relationship between self-concept and achievement.
2. There is relationship between adjustment and achievement

Null hypothesis:

There is no significant relationship/association between self-concept and achievement of science & mathematics student teachers.

RESEARCH METHOD

Researcher used descriptive method for this study, in which survey method used to collection of data

Variables

Dependent: Academic achievement & adjustment

Independent: Self-concept

SAMPLE PROCEDURE

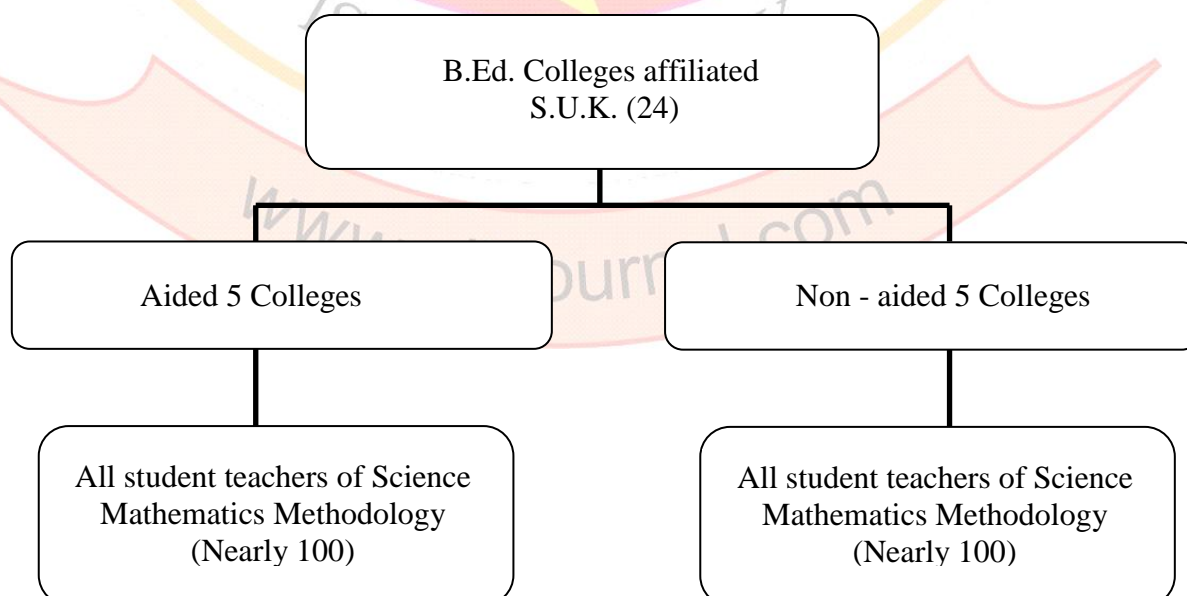


Fig.Sample for present research:

There are 24 B. Ed. colleges affiliated to Shivaji University, Kolhapur in 2008-09 from which 2 are integrated B.A. B.Ed. colleges, for purpose of this study out of 22 colleges 5 are aided (1 Govt. & 4 aided.) Remaining 17 colleges are unaided, out of 17 unaided, 5 colleges were selected by random sampling method (Lottery method) and 5 aided colleges selected by purposive sampling method. In this study nearly 200 of science & mathematics student teachers were considered as sample.

RESEARCH TOOL: In present research, researcher used checklist cum rating scale to measures self-concept& adjustment inventory to measures adjustment of student teacher of Science & Mathematics Methodology.

Relationship between self-concept & Marks(Achievement) score of Science & Mathematics' methodology student teachers

self- concept	Marks(Achievement)				Total	Calculated Pearson Chi-square value	Degree of Freedom	Table value	
	First Class Dist.	First Class	Second Class	Third Class				0.05 Level	0.01 Level
Low	20	50	21	02	93				
Average	60	32	07	00	99	32.79	3	7.82	11.34
Total	80	82	28	02	192				

Observation: It is observed from above table that calculated Pearson Chi-square Value is 32.79 & table value at 0.05 & 0.01 level of significance for degree of freedom 3 is 7.82 & 11.34 respectively.

Interpretation: From above table .it is interpreted that calculated Pearson Chi-square Value is greater than table value at both level of significance i.e. 0.05 & 0.01 for 3 degree of freedom, hence null hypothesis is rejected. There is significant relationship/association between self-concept and achievement of science & mathematics student teachers

Relationship among the self-concept, adjustment and academic achievement of Science & mathematics methodology student teachers.

Variables	Multiple correlation value
1. Self-concept	0.22
2. Adjustment	
3. Academic Achievement	

Observation: It is observed from above Table that calculated multiple correlation value is 0.22

Interpretation:

From above table it is interpreted that there is positive and significant relationship among the self-concept, adjustment and academic achievement.

CONCLUSIONS

1. There is no relationship between self-concept and adjustment (Health, Educational, Social, Personal & Home) of science & mathematics student teachers.
2. There is positive & significant relationship between self-concept and academic achievement of science & mathematics student teachers.
3. There is no relationship between adjustment (Health, Educational, Social, Personal, Home) and academic achievement of science & mathematics student teachers.
4. There is positive & significant relationship among self-concept, adjustment (Health, Educational, Social, Personal, Home) and academic achievement of science & mathematics student teachers.

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