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A STUDY ON INTERACTION EFFECT OF SOCIO-EMOTIONAL ADJUSTMENT, PERSONALITY TRAITS AND HOME ENVIRONMENT ON ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

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INTRODUCTION:

Education is never ending process, which is intricately interwoven with life, enriching the individual with a variety of experience, kindling the flames of knowledge with constant probing into The mysteries of life, within and without. Each educational institution should produce educated, intelligent individual who can think independently not a mass which can be manipulated. For this, The emphasis in education should shift from cramming information to stimulating analytical thinking. Charles E. Silverman in his Crises in Class-room rightly mentioned "What tomorrow needs is not mass of intellectual, but mass of educated men to feel and to act as well as to think. Herbert Spencer said "Education is the training of completeness of life; it will bring out the perfection which is latent in every man".

Rationale for The study – Empirical Evidences for The Selected variables.

The research studies conducted so far in The areas of students Social and Emotional Adjustment, Study habits, Home Environment and correlate of achievement form The basis for setting objectives and hypotheses for The present study. Thus, The critical appraisal of The related studies is presented below;

Studies related to Socio-Emotional Adjustment and academic achievement:

M.V.R Raju and T.Khaja Rahamtulla (2007) Investigated The adjustment problems of school students from urban and rural schools of Vishakhapatnam district. Adjustment is a process by which a living organism maintains a balance between The needs and The circumstances. The variables included for The study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys 264 girls) randomly selected from The various government and private schools from urban and rural areas of Vishakhapatnam district, Andra pradesh. The data was analyzed to examine The influence of individual factors on adjustment variables. The major findings of The study have shown that adjustment of school children is primarily dependent on The school variables like The class in which They are studying, The medium of instruction present in The school, and The type of management of The school, Social and Emotional Adjustment and occupation of The school students also significantly influenced adjustment.

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Manju Gehlawat (2011) studied The Home environment secondary school students with respect to Their gender. No significant differences were found in the social and emotional, educational and The total adjustment of students with respect to Their gender.

Singh (2006) examined The effects of socio-emotional and socio-emotional climate of school and sex on The adjustment of students along with Their interactions effects. Boys were significantly better than girls in their health adjustment at different level of socio-emotional climate of the school.

Studies related to Personality traits and academic achievement:

Human personality and achievement are the most important issues of personality and educational psychology. Human beings are biological organisms living in a particular environment.

Fahim(2007) founded that Psychometric and verbal intelligence are strongly related to academic achievement.

Woolfolk,(2000) reported that many people are academically talented but unsuccessful in life. They have problems in school, in relationships but they cannot improve the situations.

Freud, (1993) focused on childhood experiences. Analysis of his patients' histories convinced Freud that personality is formed during The first few years of life. He observed that his patients symptoms seemed rooted in unresolved conflicts from early childhood. For fraud human personality, its emotions, strivings and ideas arise from a conflict between The Id and Superego. He mentioned that The Ego becomes the executives and helps the personality to gain mental balance. Freud Theorized and gave importance to the tripartite structure of personality. He believed that all conflicts center on The interactions of id, ego and superego.

Studies related to Home environment and academic achievement:

Chen (2009) also studied the effects of family background students' abilities and achievement in rural china. He found that Social and Emotional Adjustment is key determinants of students' academic achievements, but the roles of father's education and mother's education differ across child gender and levels of ability. For example father's education has significantly positive effect on academic achievements for both boys and girls. While other's education only matters for girls. The effect of father's education matter for lower ability children, while mother's education matters for higher ability children.

Escarce (2003) found that most underachievers come from the lower Socio-Economic levels of the home-environment and that the psychosocial encouragement here contributes very little towards improving the intellect.

Vickers (1994) found that higher occupational level of parents indicates better economic condition and this result in material support for the education of Their children.

CONCLUSION

The analysis of The related studies reveal The following points :

(i)   The studies by Ozcinar (2006), Unisa (1995), Van Wel (2000). Found that The family in its most common forms is a lifelong commitment between man and women who feed, shelter and nurture Their children until They reach maturity. It is primary socialization context and is, therefore considered to be a very important factor influencing child development.

(ii)   The studies by Jewell and Stork (2003) Mc Farlane et al (1994) found that being a socio-emotional competent individual was found to engage fewer in defiant activities, antisocial and misconduct behavior. Hence, it is deemed necessary to focus on healthy growth and development of adolescent to provide socially and emotionally well-adjusted young generation.

General Objectives of the Study

1.   To study the effect of Students Social and Emotional Adjustment, Personality traits and Home Environment on Social and emotional adjustment.

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2. To study the effect of Boys Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.
3. To study the effect of Girls Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.
4. To study the effect of Urban students Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.
5. To study the effect of Rural students Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.
6. To study the effect of Government school students Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.
7. To study the effect of Private school students Social and Emotional Adjustment, Personality traits and Home Environment on Secondary school Students Academic Achievement.

METHODOLOGY
Variables
Independent Variables to be considered in The study:
i.   Social and Emotional Adjustment
ii. Personality Traits
iii. Home environment
Dependent Variable to be considered in The study:
i. Academic Achievement

RESEARCH HYPOTHESES
Keeping in view The above objectives, The following research hypotheses are framed;
1. Effects of higher and lower Social and Emotional Adjustment of students differ significantly in terms of their influence on Secondary school Students Academic achievement.
2. Effects of good and Poor Personality traits of students differ significantly in terms of their influence on Secondary school Students Academic Achievement.
3. Effects of high and low Home Environment of students differ significantly in terms of their influence on Secondary school Students Academic Achievement.
4. Interaction effects of Social and Emotional Adjustment X Personality traits differ significantly in terms of Their influence on Academic achievement of students
5. Interaction effects of Social and Emotional Adjustment X Home Environment differ significantly in terms of their influence on Secondary school Students Academic Achievement.
6. Interaction effects of Personality traits X Home Environment differ significantly in terms of Their influence on Secondary school Students Academic Achievement.
7. Interaction effects of Social and Emotional Adjustment X Personality traits X Home Environment differ significantly in terms of their influence on Secondary school Students Academic Achievement.

Design of the Study
The present study is The descriptive study where a survey will be undertaken to measure The scores on Social and emotional Adjustment, Personality traits and Home Environment of students of IX standard of Vijayapura District with regard to Their interaction effect on Secondary school Students Academic Achievement

Tools Used in the Study
To test The hypotheses formulated for The study, data collected with The help of following tools:
a) Social and emotional adjustment:
By A.K.P Sinha and R.P.Singh

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b) Home environment Scale (HES-AASS)
By A. Akhtar and S.B. Sexena.
c) Personality traits
By S.D.Kapoor, S.S. Srivatsava and G.N.P Srivatsava
d). Secondary school Students Academic Achievement
In The present study Secondary School Students Academic Achievement, which is a dependent variable, will be measured by considering their previous year's academic scores

Selection of the Sample
Using stratified random sampling technique five hundred students will be selected from IX standard studying in secondary schools of Vijayapura District.

Collection of Data
Required data relating to Socio-emotional school Adjustment, Personality traits and Home Environment of The students is obtained by administering Socio-emotional school Adjustment, Personality traits and Home Environment of school students. The investigator collected the essential data by visiting different secondary schools from Vijayapura District. The sex, management and location of the school will be collected through a personal data Performa.

Statistical Techniques
In pursuance of the objectives of the study as well as the research hypotheses, The 3-way Analysis of Variance technique and Scheffe's test will be used.

Analysis of Data
Scores relating to Socio-emotional school adjustment (Higher- Lower), Personality traits (good-Poor), Home Environment (high-low) and constitute the raw data for the present study. Thus, 2X2X2 factorial design will be used for analysis of data.

Table: Summary Table of 3-way ANOVA with respect to academic achievement of entire sample

Source of Variation	Df	Sum of Squares	Mean of Sum of Squares	*F – Ratios*	P - Value	Significance
Main effects						
Social and emotional adjustment (A)	1	282.71	282.71	58.0316	<0.01	S
Personality traits (B)	1	53.20	53.20	10.9198	<0.01	S
Home environment (C)	1	5111.49	5111.49	1049.2206	<0.01	S
2 way interactions						
SEA x PT (A x B)	1	21.03	21.03	4.3158	<0.05	S
SEA x HE (A x C)	1	200.01	200.01	41.0551	<0.01	S
PT x HE (B x C)	1	241.15	241.15	49.4993	<0.01	S
3way interactions						
SEA x PT x HE (A x B x C)	1	27.37	27.37	3.5648	<0.05	S
Error	492	2396.88	4.87			
Total	499	8333.83				

Interpretations of results:
1) The students with high Social and emotional adjustment have more influence on Academic achievement than the students with low Social and emotional adjustment.

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2) The students with good Personality traits have more influence on Academic achievement than the students with poor Personality traits.
3) The students with good Home environment have more influence on Academic achievement than the students with poor Home environment.
4) There is significant difference between the interaction effects of high/low Social and emotional adjustment and good /poor Personality traits of students in terms of their influence on Academic achievement.
5) There is a significant difference between the interaction effects of high/low Social and emotional adjustment and high/low Home environment of students in terms of their influence on Academic achievement.
6) There is a significant difference between the interaction effects of good /poor Personality traits and high/low Home environment of students in terms of their influence on Academic achievement.
7) There is a significant difference between the interaction effects of high/low Social and emotional adjustment, good/poor Personality traits and high/low Home environment of students in terms of their influence on Academic achievement.

Multiple Comparison of Means Using Scheffe's Test – 'Entire Sample'
However, to overcome The above mentioned short comings Scheffe's multiple posthoc procedures was used as a method of determining which means differ significantly following an F-test. Hence, this test has been employed in

Table: Comparison of means of treatment groups on academic achievement in 'entire sample'
Scheffe's simultaneous confidence intervals

No	Comparison of treatment groups		Corresponding means		Simultaneous Confidence Intervals		P-value	Sign.
1	a1 x b1	a1 x b2	77.38	72.35	4.84	5.23	<0.05	S
2	a1 x b1	a2 x b1	77.38	71.00	6.17	6.59	<0.05	S
3	a1 x b1	a2 x b2	77.38	67.19	9.92	10.46	<0.05	S
4	a1 x b2	a2 x b2	72.35	67.19	4.92	5.39	<0.05	S
5	a2 x b1	a2 x b2	71.00	67.19	3.56	4.06	<0.05	S
6	a1 x c1	a1 x c2	77.33	70.58	6.57	6.92	<0.05	S
7	a1 x c1	a2 x c2	77.33	65.53	11.61	11.98	<0.05	S
8	a1 x c2	a2 x c1	70.58	78.00	-7.64	-7.19	<0.05	S
9	a1 x c2	a2 x c2	70.58	65.53	4.87	5.24	<0.05	S
10	a2 x c1	a2 x c2	78.00	65.53	12.23	12.70	<0.05	S
11	b1 x c1	b1 x c2	78.59	65.95	12.43	12.85	<0.05	S
12	b1 x c1	b2 x c1	78.59	75.70	2.67	3.11	<0.05	S
13	b1 x c1	b2 x c2	78.59	69.57	8.84	9.19	<0.05	S
14	b1 x c2	b2 x c1	65.95	75.70	-9.99	-9.51	<0.05	S
15	b1 x c2	b2 x c2	65.95	69.57	-3.82	-3.43	<0.05	S
16	b2 x c1	b2 x c2	75.70	69.57	5.92	6.33	<0.05	S
17	a1 x b1 x c1	a1 x b1 x c2	78.71	68.50	9.73	10.69	<0.05	S
18	a1 x b1 x c1	a1 x b2 x c1	78.71	75.74	2.72	3.22	<0.05	S
19	a1 x b1 x c1	a1 x b2 x c2	78.71	70.75	7.75	8.17	<0.05	S
20	a1 x b1 x c1	a2 x b1 x c2	78.71	65.56	12.91	13.40	<0.05	S
21	a1 x b1 x c1	a2 x b2 x c1	78.71	75.33	2.84	3.92	<0.05	S
22	a1 x b1 x c1	a2 x b2 x c2	78.71	65.49	12.93	13.52	<0.05	S
23	a1 x b1 x c2	a1 x b2 x c1	68.50	75.74	-7.72	-6.76	<0.05	S
24	a1 x b1 x c2	a2 x b1 x c1	68.50	78.41	-10.40	-9.42	<0.05	S

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25	a1 x b1 x c2	a2 x b1 x c2	68.50	65.56	2.46	3.42	<0.05	S
26	a1 x b1 x c2	a2 x b2 x c1	68.50	75.33	-7.51	-6.15	<0.05	S
27	a1 x b1 x c2	a2 x b2 x c2	68.50	65.49	2.51	3.52	<0.05	S
28	a1 x b2 x c1	a1 x b2 x c2	75.74	70.75	4.77	5.21	<0.05	S
29	a1 x b2 x c1	a2 x b1 x c1	75.74	78.41	-2.94	-2.40	<0.05	S
30	a1 x b2 x c1	a2 x b1 x c2	75.74	65.56	9.93	10.44	<0.05	S
31	a1 x b2 x c1	a2 x b2 x c2	75.74	65.49	9.96	10.55	<0.05	S
32	a1 x b2 x c2	a2 x b1 x c1	70.75	78.41	-7.90	-7.42	<0.05	S
33	a1 x b2 x c2	a2 x b1 x c2	70.75	65.56	4.98	5.41	<0.05	S
34	a1 x b2 x c2	a2 x b2 x c1	70.75	75.33	-5.11	-4.05	<0.05	S
35	a1 x b2 x c2	a2 x b2 x c2	70.75	65.49	5.00	5.53	<0.05	S
36	a2 x b1 x c1	a2 x b1 x c2	78.41	65.56	12.59	13.12	<0.05	S
37	a2 x b1 x c1	a2 x b2 x c1	78.41	75.33	2.53	3.63	<0.05	S
38	a2 x b1 x c1	a2 x b2 x c2	78.41	65.49	12.61	13.24	<0.05	S
39	a2 x b1 x c2	a2 x b2 x c1	65.56	75.33	-10.32	-9.23	<0.05	S
40	a2 x b2 x c1	a2 x b2 x c2	75.33	65.49	9.28	10.41	<0.05	S

From The results of the above table, it can be seen that
- The students with high Social and emotional adjustment and good Personality traits have more influence on Academic achievement than the students with high Social and emotional adjustment and poor Personality traits.
- The students with high Social and emotional adjustment and good Personality traits have more influence on Academic achievement than The students with low Social and emotional adjustment and good Personality traits.
- The students with high Social and emotional adjustment and good Personality traits have more influence on Academic achievement than the students with low Social and emotional adjustment and poor Personality traits.
- The students with high Social and emotional adjustment and poor Personality traits have more influence on Academic achievement than the students with low Social and emotional adjustment and poor Personality traits.
- The students with low Social and emotional adjustment and good Personality traits have more influence on Academic achievement than the students with low Social and emotional adjustment and poor Personality traits.
- The students with high Social and emotional adjustment and high home environment have more influence on Academic achievement than the students with low Social and emotional adjustment and low home environment.
- The students with high Social and emotional adjustment and high home environment have more influence on Academic achievement than the students with low Social and emotional adjustment and low home environment.
- The students with high Social and emotional adjustment and low home environment have less influence on Academic achievement than the students with low Social and emotional adjustment and high home environment.
- The students with high Social and emotional adjustment and low home environment have more influence on Academic achievement than the students with low Social and emotional adjustment and low home environment.
- The students with high Social and emotional adjustment and low home environment have more influence on Academic achievement than the students with low Social and emotional adjustment and low home environment.
- The students with good personality traits and high home environment have more influence on Academic achievement than the students with good personality traits and low home environment.

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- The students with good personality traits and high home environment have more influence on Academic achievement than the students with poor personality traits and high home environment.
- The students with good personality traits and high home environment have more influence on Academic achievement than the students with good personality traits and high home environment.
- The students with good personality traits and low home environment have less influence on Academic achievement than the students with poor personality traits and high home environment.
- The students with good personality traits and low home environment have less influence on Academic achievement than the students with poor personality traits and low home environment.
- The students with poor personality traits and high home environment have less influence on Academic achievement than the students with poor personality traits and low home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with high Social and emotional adjustment, good Personality traits and low Home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with high Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with high Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and low Home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with high Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with high Social and emotional adjustment, good Personality traits and low Home environment have less influence on Academic achievement than the students with high Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with low Social and emotional adjustment, good Personality traits and low Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and high Home environment.
- The students with low Social and emotional adjustment, good Personality traits and low Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and low Home environment.
- The students with low Social and emotional adjustment, good Personality traits and low Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with low Social and emotional adjustment, good Personality traits and low Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and high Home environment have more influence on Academic achievement than the students with high Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and high Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and high Home environment.

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- The students with high Social and emotional adjustment, poor Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and low Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and low Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and high Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and low Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and low Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and low Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with high Social and emotional adjustment, poor Personality traits and low Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with low Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, good Personality traits and low Home environment.
- The students with low Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with low Social and emotional adjustment, good Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.
- The students with low Social and emotional adjustment, good Personality traits and low Home environment have less influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and high Home environment.
- The students with low Social and emotional adjustment, poor Personality traits and high Home environment have more influence on Academic achievement than the students with low Social and emotional adjustment, poor Personality traits and low Home environment.

CONCLUSION:

Rigorous parent – Teacher Association meeting shall be conducted to overcome the inadequacies caused to accommodate the students in rich and healthy academic environment. Teachers and Management of The school shall strive hard to overcome the students imbalances caused in high academic achievement in the present scenario.

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