

Adjustment and Academic Achievement of School Students

Zaki Akhtar* Mahfooz Alam**

Abstract:

The main aim of the present study was to compare certain areas of adjustment and academic achievement of secondary school students. The sample consisted of 90 students (40 boys and 50 girls) with the age range from 14 to 17 years. Bell Adjustment Inventory developed and standardized by Mohsin and Shamshad (1968) was used to find out adjustment level of students. Average marks of last three years annual results were considered as academic achievement of boys and girls students. The t test was used to analyze the data. The findings revealed that boys and girls students differed significantly in overall adjustment process. Although, there were no significant difference among the different level of adjustments i.e. home, health, social and emotional. The results further showed that high achievement and low achievement groups differed significantly in overall adjustment. High academic achievement groups are more adjusted as compare to their counterpart.

Key words: Adjustment, Academic Achievement, School Students and Gender.

About Authors: *Assistant Professor, Department of Psychology, Karim City College, Jamshedpur
**Research Scholar, Kolhan University, Chaibasa

Introduction:

Adjustment and academic achievement are popular expression used by people in day to day life. The process of adjustment starts right from the birth of the child and continues till his death. The concept of adjustment was originally a biological one and was used in Darwins (1859) "Theory of Evolution". It was termed as adaption. Darwin maintained that only those species that who are fit to adapt to the hazards survived (Survival of the Fittest). The biological concept of adaptation has been borrowed by the physiologist and renamed as "adjustment". **Lazarus (2001)** defined adjustment as a ways of managing and consists of coping with various demands and process of life. **Paranmeswaran & Beena (2004)** defined adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behaviour or action.

Academic achievement means knowledge, understanding or skill acquired after

instructions and training in courses or subjects of study. It is generally measured by means of total marks of the students obtained by them in a particular class. Academic achievement depends upon different factors which directly or indirectly influence it. Academic achievement is the ability to learn and incorporate in behaviour at respective levels of the standard. It also denotes the knowledge attained and skill developed in the school curriculum. A reliable indicator of achievement and learning outcomes is a child is learning effectively, acquiring knowledge and skills, and growing socially and morally (Aggarwal, 2000; Govinda, 2002).

Extensive researches have been conducted to examine the role of various factors on adjustment and academic achievement. *Wig and Nagpal (1972)* found in their study on mental health and academic achievement – a comparison of successful and failed students and concluded that the failure group had poor adjustment at school and college but not at

university. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. Kim (2002) research findings indicate that **parental involvement** makes a positive contribution to children's educational **achievement**. Marjorie (2002) found that mothers who were demanding yet responsive, sensitive and having psychologically helping nature had children with overall high adjustment scores.

In an interesting study, Solomon and Agarwal (2003) conducted a comparative study of adolescent's level of adjustment in relation to the academic success and failure. It was found that successful adolescents were significantly superior in their social, emotional and educational adjustment in comparison to unsuccessful adolescents. Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interaction effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

Surekha (2008) point out that a significant positive high correlation exists between academic achievement and adjustment. Further student of private schools are better adjusted than students of government schools. The students of private schools are better than students of government schools in academic achievement. Mahmondi (2010) found that gender had no differential influence over adjustment scores in home, health, emotional and social area. **Lama (2010)** reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Whereas Roy, Ekka and Ara (2011) observed

that female students were better adjusted than male students.

Several studies have been reported in the area of social, educational, health and emotional adjustment of school students of both genders. Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, types of family structure and medium of instruction in school. Yellaiah (2012) found that adjustment and academic achievement cause significant difference between male and female student. Government and private schools students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement. Vandana (2013) studied that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students.

Objectives of the Study:

The purpose of the present study is to find out academic achievement and adjustment level of school students in relation to home adjustment, health adjustment, social adjustment, emotional adjustment and overall adjustment.

Hypotheses:

1. Boys and girls school students would not differ significantly on home adjustment.
2. Boys and girls school students would not differ significantly on health adjustment.
3. Boys and girls school students would not differ significantly on social adjustment.

4. Boys and girls school students would not differ significantly on emotional adjustment.
5. Boys and girls school students would not differ significantly on overall adjustment.
6. Boys and girls school students would not differ significantly on academic achievement.
7. Boys and girls school students would not differ significantly on adjustment of high academic achievement and low academic achievement.

Methodology:

Sample:

Participants included 90 students, studying in class IX to XII from secondary schools in Jharkhand. Among them 40 were boys and 50 were girls, age ranging from 14 to 17.

2. Average marks of last three years annual results were considered as academic achievement of boys and girls school students.

Procedure:

In this study the total samples of 90 schools going student age range from 14 to 17 years from class IX to XII were collected from secondary schools situated in Jharkhand. They were administered Bell Adjustment Inventory to check their adjustment regarding home, health, social, emotional adjustment and overall adjustment. Average marks of last three years annual results were included as academic achievement.

Results and Discussion:

Table -1: Mean, SD and t value of various component of adjustment of boys and girls students.

Adjustments	Gender	N	Mean	SD	SED	t value	Level of significance
Home Adjustment	Boys	40	8.05	4.46	0.95	1.63	P>.05
	Girls	50	9.6	4.70			
Health Adjustment	Boys	40	7.42	3.76	1.72	1.38	P>.05
	Girls	50	9.8	4.10			
Social Adjustment	Boys	40	15.62	4.59	0.93	0.68	P>.05
	Girls	50	16.26	4.25			
Emotional Adjustment	Boys	40	69.33	8.28	2.43	0.67	P>.05
	Girls	50	68	10.48			
Overall Adjustments	Boys	40	10.69	5.44	0.59	4.06	P<.01
	Girls	50	13.09	6.03			

Tools Used:

1. **Bell Adjustment Inventory (Mohsin & Shamshad, 1968):** Mohsin & Samshad's Indian adaptation of Bell adjustment inventory (Hindi form) was used to assess the adjustment of sample group. It consists of 134 items. The inventory measures adjustment in different areas – home, health, social, emotional and overall. Its reliability ranges from 0.70 to 0.92 and validity is also very high.

Table - 2 : Mean, SD and t value of Academic Achievement of boys and girls students. hypothesis 2 stating “Boys and girls school students would not differ significantly on health

Variable	Gender	N	Mean	SD	SED	t value	Level of significance
Academic Achievement	Boys	40	206.9	30.2	9.45	5.48	P<.01
	Girls	50	258.7	57.7			

Table -3 : Mean, SD and t value of adjustment of school students of high and low academic achievements. adjustment” is accepted in the area of health adjustment. Roy and Ghosh (2012) also

Groups	N	Mean	SD	SED	t value	Level of significance
High Academic Achievement	35	30.15	12.37	1.48	2.81	P<.01
Low Academic Achievement	55	36.41	11.44			

Table no.1 shows the level of **home adjustment** among boys and girls students belonging to different urban areas. Since the calculated t-value 1.38 is less than table value of 1.98 at 0.05 levels of significance, thus the hypothesis 1 stating “Boys and girls school students would not differ significantly on home adjustment” is accepted in the area of a home adjustment. Akhtar (2012) found that girls showed more adjustable in the dimension of home, finance and education. They can easily cope with changing environment of home. Any abnormality in the home dimension, they tend to cope easily with their parents. Ganai and Ashraf (2013) found no significant difference between male and female college students in terms of home adjustment dimension. Whereas Vishal (2014) found significant difference among boys and girls school students in home adjustment. The home adjustments of boys were higher than the girls.

Health adjustment among boys and girls students calculated t-value 1.38 is less than the table value of 1.98 at 0.05 level of significance. The result reveals that there is no significant difference between health adjustment of boys and girls student. Thus the

confirmed in their study that early and late adolescent boys and girls were not significantly differed in health adjustment. In another study by Dutta, Baratha & Goswami (1997) found significant difference between health adjustment of girls and boys student.

Social adjustment among boys and girls calculated t-value 0.68 is less than the table value of 1.98 at 0.05 levels of significance. So the above result reveals that there is no significant difference between social adjustment of boys and girls student. Thus the hypothesis 3 stating “Boys and girls school students would not differ significantly on social adjustment” is accepted in the area of social adjustment. Yengimolki (2015) also found in his study that there is no significant difference on adjustment level of Persian Students in terms of gender. In another study by Gupta and Gupta (2011) found that female children were better in social adjustment while in educational adjustment boys and girls have same order of adjustment.

Emotional adjustment among boys and girls student calculated t-value 0.67 is less than the table value of 1.98 at 0.05 levels of significance. So the above result reveals that there is no significant difference between

emotional adjustment of boys and girls student. Thus the hypothesis 4 stating “Boys and girls school students would not differ significantly on emotional adjustment.” is accepted in the area of emotional adjustment. Akhtar (2012) found that girls were better adjusted than the boys in emotional adjustment area. Another study by Rahamtullah (2007) stated that boys are significantly better adjusted than girls on the emotional adjustment area.

Overall adjustment among boys and girls students calculated t-value 4.06 is more than the table value of 2.63 at 0.01 levels of significance. It means boys differed significantly as compared to girls. It can be seen in mean score also. The mean scores of boys and girls are 20.69 and 25.87 respectively. Thus the hypothesis 5 stating “Boys and girls school students would not differ significantly on overall adjustment” is rejected in the area of overall adjustment. Thakar and Modi (2014) also found significant difference among boys and girls school students with reference to overall adjustment. Manju (2011) studies the adjustment among high school students and found no significant differences in the dimensions of emotional, social, educational and the total adjustment of students with respect to their gender.

Table no. 2 academic achievement of boys and girls students calculated t-value 5.48 is more than the table value of 2.63 at 0.01 levels of significance. It means boys differed significantly as compared to girls. It can be seen in mean score also. The mean scores of academic achievements of boys and girls are 206.9 and 258.7 respectively. Thus the hypothesis 6 stating “Boys and girls school students would not differ significantly on academic achievement” is rejected in the area of academic achievement. Maureen, John and Ayere (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that

there were no significant differences between girls and boys in school adjustment. Whereas Vijayalaxmi and Natesan (1992) studied factors influencing academic achievement and their findings showed that girls had a higher mean academic achievement compared to boys.

Table no.3 shows mean scores on adjustment of school students having high academic achievement is 30.15 and low academic achievement is 36.41. The t value 2.81 is more than the table value of 2.63 at 0.01 levels of significance. The result indicates that the two groups are significantly differed. So, it can be concluded that school students having high academic achievement and low academic achievement are significantly differed on adjustment. Thus the hypothesis 7 stating “Boys and girls school students would not differ significantly on adjustment of high academic achievement and low academic achievement” is rejected in the area of academic achievement. Gupta (1970) among several others have also reported that the high achievers tend to be more stable and adjusted in different situations than the low achievers. Adhiambo, Odwar and Mildred (2011) investigated the levels of school adjustment and its relationship with academic achievement. The results showed no significant differences between girls and boys in school adjustment and significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment.

Conclusions:

No significant differences were found among boys and girls school students in terms of various component of adjustment. The two genders also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two genders showed significant difference in terms of their overall adjustment and academic achievement.

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