A Study on the Relationship between Adjustment and Academic Achievement among 9ᵗʰ Class Students in Visakhapatnam District

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ABSTRACT
The present paper was an attempt to establish the Relationship between Adjustment and Academic Achievement among 9ᵗʰ Class Students in Visakhapatnam District. Various Indian and foreign studies were reviewed. Adjustment is a process by which a person maintains a balance between needs and situation. The variables are Home, Health, Social and Emotional etc. Adjustment of school children is primarily dependent on school variables as class in which they are studying, gender, locality, type of management, parental education and occupation. Present study is an attempt of authors to correlate adjustment with academic achievement Descriptive Survey method has been used in this study. The sample consisted of 100 students from Visakhapatnam district using stratified random sampling method. Questionnaire was constructed for the students to find out the opinions on Relationship between Adjustment and Academic Achievement among 9ᵗʰ class students in Visakhapatnam district. The data were analyzed using various statistical methods like mean, SD, t-test and ANOVA by SPSS package. The score obtained by different groups are compared across the variables. The results indicated that there is a significant relationship was established between Adjustment and Academic Achievement of 9ᵗʰ class students. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.
Key words: Health, Home, Social and Emotional Adjustment, Academic achievement.

I. INTRODUCTION:

Man has an amazing tendency to be dissatisfied with things as they are. Therefore, he/she is involved in a constant struggle with physical, social and other forces for making them minister to his/her comforts and safety. In this process he / she come to know new things which develop his/her power of adjustment. He / she alter his/her behaviour and acquire new skills. According to the demand of situation, he / she want that his/her children, too, should acquire these experiences as a means to their increased security and happiness. Thus, education should be regarded as adjustment. But adjustment is a lifelong process; therefore, education should be a life long process. There are two methods of adjustment. One is direct and other is indirect. These methods are used in an attempt to restore harmony between the individual and his/her environment when a person has been frustrated, deprived or humiliated he/she is likely to reduce the tension of the need by taking certain kinds of actions these methods are also known as methods of tension reduction. These methods are always pointed out towards the relief of a feeling of distress. Direct methods are always conscious. They are also rational. The needs for which satisfaction is sought are also conscious. They are typically employed to solve a typical problem once and for all. The direct method includes the following renewed attempts to reach the goal. Indirect methods are also called mechanism. They are distinguished from direct methods because they are typically unconscious and they do not solve the adjustment problem once and for all but only for a particular period. The home is the primary societal unit. Finally, relationships play an important role in an individual's life pattern from early childhood through adult hood. Especially during the adolescent period family attitudes and behaviour become matters of great concern to the developing child. Health also plays prime role in the

development of one's personality. Sound health is the source of satisfaction and adjustment. The person should be physically as well as mentally healthy. Physically and mentally healthy person always feels herself/himself well-adjusted in society then the unhealthy one. An unhealthy person always cries for her/his weakness and could not participate fully with others. physically and mentally healthy person will be less guided by emotions. This is known as the roof of personality. Such physically and mentally healthy person feels themselves secure and content in their life. An individual's so-called social attitudes and behaviour permeate all his interpersonal and inter group relations. At the same time his degree of social awareness and adaptability is rooted in his total development pattern physical, mental and emotional. It could be argued that developmental progress also is basic in home, school and vocational adjustments. Fundamentally this is, but youthful experiences in these areas of human relationship appear to be more or less conditioned by particular situational factors. Social adjustment implies relatively broad base of operations. A young person's social adjustment reflects the influence upon him of his experiences in the more specific adjustment areas but goes beyond them as the adolescent attempts to the entire human interrelationship by which he is constantly and consistently stimulated, have been included in appropriate areas of discussion throughout this book. Hence attention is focused upon adolescents have informal relationship with one another, one together they participate in leisure time and recreational activities. These activities represent youthful strivings for peer acceptance adult approval and even for self realization in an adult social world. Many investigators have found personal adjustment to be positively correlated with academic achievement. They have found that academic achievement is influenced by personal adjustment to be positively related to achievement in school. Many investigators have found personal adjustment to be positively correlated with academic achievement. They have found that academic achievement is influenced by personal adjustment to be positively related to achievement in school.

Academic Achievement:

The Dictionary of Education defines academic achievement as the knowledge attainment or skills developed in school subjects usually designated by the test scores or by marks assigned by teacher or both. Achievement is the actual performance on given test at a given time.
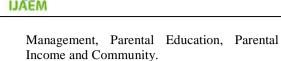
Achievement test are usually used to determine the degree of mastery of subject matter, content or skills. Achievement is the task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves some standard of excellence. Achievement is not being in the progress of something, but having done something.

Need and Importance of the study

As already discussed previously about the importance of the adjustment levels of secondary school students. It occupies prominent place in the physical and intellectual development of the children and also it influences on their academic achievement. It is considered as the important stage of the children because as they are neither treated as children nor adults. During this stage they face many problems in this stage. In this stage the children follow the parent's decisions and socially acceptable activities. The students at this stage also more interested in taking their decisions on their own way and try to implement them. This is also the stage of ambiguity in which type need the support and assistance of the parents and teachers. Keeping in view of these changes of the students in the pre-adolescence stage the investigator felt that the problem "Relationship between Adjustment and Academic Achievement among 9th class students", occupies a prominent place because during this stage the children are lacking emotional   control and feelings. So, the investigator has selected this topic to know the adjustment levels of secondary school students and also to know the relationship between the adjustment problems of students and students' achievement. As previously stated, that the secondary stage is the crucial stage of the students for the development of their personality which makes them good or bad individuals. Hence to find out whether the children are going through these adjust mental problems or not in this stage. So this problem has it's own significance in the future of the children.

Objectives of the study:

1. To find out the relationship between Academic Achievement and Adjustment levels of 9th class students in Secondary Schools of Visakhapatnam District.
2. To study the significant differences in the perceptions of the students towards Adjustment of 9th Class students in Secondary Schools basing on their socio-economic backgrounds viz., Gender, Locality, School

Management, Parental Education, Parental Income and Community.

Hypotheses of the study:
1. There will be no significant relationship in between Academic Achievement and Adjustment levels of 9th class students in Secondary
2. There will be no significant differences in the perceptions of students towards Adjustment of 9th Class students in Secondary Schools basing on their socio-economic backgrounds viz., Gender, Locality, School Management, Parental Education, Parental Income and Community.

II.   REVIEW OF RELATED LITERATURE:
William H. Jeynes (2007). The Relationship between Parental Involvement and Urban Secondary School Student Academic Achievement: A Meta-Analysis. Four different measures of educational outcomes are used. The possible differing effects of parental involvement by race and socioeconomic status are also examined. The results indicate that the influence of parental involvement overall is significant for secondary school children. Parental involvement as a whole affects all the academic variables under study by about .5 to .55 of a standard deviation unit. The positive effects of parental involvement hold for both White and minority children.

Melissa E.   DeRosier and Stacey   W. Lloyd (2011). The Impact of Children's Social Adjustment on Academic Outcomes. Social acceptance by and aggression with peers were included as measures of social adjustment. Academic outcomes included math and reading GPA, classroom behavior, academic self-esteem, and absenteeism. As expected, support for the causal model was found where both forms of social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment. Discussion focuses on the implications for social-emotional literacy programs to prevent negative academic outcomes.

Mohan Gupta and Renu Gupta (2011) studied on **"**Adjustment and Scholastic Achievement of Boys & Girls". This study aimed to know the level of adjustment and educational achievement of secondary school's children. The tools, which are used in study are high reliable. Adjustment inventory of A.K.P. Sinha and Singh R.P. (1980) was used. Sample of 100 students was

selected from various schools of Meerut. The finding shows that male student is showing significantly higher score than females, it means female children were better in social adjustment. While in educational adjustment the result shows that boys and girls have same order of adjustment. It means the opinion of teachers of co-educational institution that girls adjust better than boys are wrong. Even though education is by no mean a quick intervention, it is more permanent and perhaps more impactable on the adjustmental environment.

Osa-Edoh G.I and Iyamu F.I (2012). Social Life Adjustment And Academic Achievement Of Adolescents In Edo State: Implication For Counseling. Instrument was content validated by experts in faculty of education, university of Benin and reliability was 0.78. Based on the research questions of the study two null hypotheses were formulated for testing at .05 alpha level. The findings showed that social life adjustment influences students' academic achievement. It was therefore recommended that Stakeholders should educate the students on the need to be focus on their studies. There is the need also, to organize programmes that will help the adolescent to air their views about their environment
Variables: Gender, locality, management, parental education, parental income and community.

Design of the Study
The researcher followed the survey method of the descriptive research. For this investigation the questionnaire had been considered as a suitable tool for the collection of data.
Research Tool:
The present study is collected from the perceptions of students towards Adjustment of 9th class students. Questionnaire was constructed and administered to find out the Adjustment of 9th class students.
Sample:
According to the research, the survey will be conducted 100 students in secondary schools of Visakhapatnam district.
Statistical Techniques Used
The investigation has been carried out by the descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the 't' - test and Analysis of Variance have been used by the investigator.

Table -1: Correlations in between Adjustment and Academic Achievement of 9th Class students in Visakhapatnam district.

Number	'r' – value	p-value
100	**0.32****	**0.00**

**Significant at 0.01 level

The result of the analysis from Table 1 showed that, there was a positive relationship between adjustment and academic achievement of 9th class students in secondary schools of Visakhapatnam district. The calculated 'r' value is 0.32 and the p-value is 0.00 which was significant at 0.01 level.

Table 2: Mean, SD, and 'F'/'t' Values on the perceptions of students based on their Socio-Economic variables towards Adjustment.

Variable	Category	Mean	Std. Dev.	t/F-value	p-value
Gender	Male	58.02	13.50	2.68**	0.00
	Female	55.71	11.64		
Locality	Urban	57.90	12.01	2.25**	0.00
	Rural	55.13	13.28		
Management	Aided	55.85	11.39	3.32*	0.02
	ZPH	58.58	12.28		
	Municipal	55.40	11.35		
	Private	56.44	13.67		
Parental Education	Literate	57.69	12.45	2.18*	0.03
	Illiterate	55.31	13.10		
Parental Income	Below 5 Lakhs	57.44	14.40	2.16*	0.03
	Above 5 Lakhs	59.92	11.79		
Community	OC	55.70	13.19	3.16*	0.01
	BC	57.05	12.91		
	SC	57.65	9.25		
	ST	61.08	12.95		

**Significant at 0.01, *Significant at 0.05 level and NS : Not Significant

From the above observed that, the mean perceptual scores of students towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district, the mean perceptual score of male category students was 58.02, whereas it was for the female category students was 55.71 and the SD values were 13.50 and 11.64 respectively. The derived t – value was 2.68 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there was a significant difference between the perceptions of male and female category students and male category students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of female category students.

With regard to **locality**, the mean perceptual score of urban area students was 57.90, whereas it was for the rural area students was 55.13 and the SD values were 12.01 and 13.28 respectively. The derived t – value was 2.25 and the p-value was 0.00 which was statistically significant at 0.01 level. This shows that there was a significant difference

between the perceptions of urban and rural area students and urban area students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of rural area students.

With regard to **Management**, the mean perceptual scores of students for Aided schools was 55.85, it was for ZPH School students was 58.58, and it was for Municipal school students was 55.40 and it was for Private school students was 56.44, and the SD values were 11.39, 12.28, 11.35 and 13.67. The 'F'-value was 3.32 and the p-value was 0.02, which was statistically significant at 0.05 level. This shows that, there was a significant difference among the perceptions of students based on their school management and ZPH School students perceived high towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of Aided, Municipal and Private school students.

With regard to **Parental Education,** the mean perceptual score of Literate parents of students was 57.69, whereas it was for the Illiterate parents of students was 55.31 and the SD values were 12.45 and 13.10 respectively. The derived t – value was 2.18 and the p-value was 0.03 which was statistically significant at 0.05 level. This shows that there was a significant difference between the perceptions of Literate and Illiterate parents of students and Literate parents of students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of Illiterate parents of students.

With regard to **Parental Income,** the mean perceptual score of Below Rs. 5 lakhs parental income of students was 57.44, whereas it was for the above Rs. 5 lakhs parental income of students was 59.92 and the SD values were 14.40 and 11.79 respectively. The derived t – value was 2.16 and the p-value was 0.03 which was statistically significant at 0.05 level. This shows that there was a significant difference between the perceptions of below Rs. 5 lakhs and above Rs. 5 lakhs of parental income of students and above Rs. 5 lakhs of parental income of students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of below Rs. 5 lakhs of parental income of students.

With regard to **Community**, the mean perceptual scores of students for OC caste was 55.70, it was for BC caste students was 57.05, and it was for SC caste students was 57.65 and it was for ST caste students was 61.08, and the SD values

were 13.19, 12.91, 9.25 and 12.95. The 'F'-value was 3.16 and the p-value was 0.01, which was statistically significant at 0.05 level. This shows that, there was a significant difference among the perceptions of students based on their community and ST caste students perceived high towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of OC, BC and SC caste students.

III. FINDINGS AND CONCLUSIONS OF THE STUDY:

1. There was a positive relationship between adjustment and academic achievement of 9th class students in secondary schools of Visakhapatnam district.

2. There was a significant difference between the perceptions of male and female category students and male category students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of female category students.

3. There was a significant difference between the perceptions of urban and rural area students and urban area students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of rural area students.

4. There was a significant difference among the perceptions of students based on their school management and ZPH School students perceived high towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of Aided, Municipal and Private school students.

5. There was a significant difference between the perceptions of Literate and Illiterate parents of students and Literate parents of students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of Illiterate parents of students.

6. There was a significant difference between the perceptions of below Rs. 5 lakhs and above Rs. 5 lakhs of parental income of students and above Rs. 5 lakhs of parental income of students expressed high perceptions towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of below Rs. 5 lakhs of parental income of students.

7. There was a significant difference among the perceptions of students based on their community and ST caste students perceived

high towards overall Adjustment among 9th Class students in secondary schools of Visakhapatnam district than that of OC, BC and SC caste students.

IV. RECOMMENDATIONS:

1. The adjustment levels of secondary school students should be further improved.
2. Students with better adjustment with home, health, social, emotional, school exhibit better academic performance.
3. As there is a correlation between adjustment and academic achievement and as various factors, influence these factors, the academic institutions should work close with the parents and family in enhancing the adjustment levels of students.
4. In order to enhance the home adjustment, the family relationships should be improved particularly from early childhood stage to the adulthood so that the student could develop high levels of adjustment.

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