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

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ABSTRACT
Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. It is used to emphasize individual's struggle to live or survive in his/her social and physical environment. The academic achievement of school children is primarily dependent on their adjustment to the environment under which they are brought up either at home or in the school. The levels of adjustment of students are influenced by certain demographic variables like gender, locality, type of management, parental education, parental income and community. The present study is an attempt to know the relationship between adjustment and academic achievement of 9th class students; and to know the influence of various demographic variables on their adjustment. Descriptive Survey method has been used in this study. The sample consisting of 100 students from various secondary schools of Visakhapatnam district has been selected using stratified random sampling method. The data were collected using Bell's Adjustment Inventory to find out the opinions of 9th class students on the relationship between Adjustment and Academic Achievement in Visakhapatnam district of Andhra Pradesh. The data were analyzed using various statistical methods like mean, SD, t-test and ANOVA using SPSS package. The scores obtained by different groups are compared across the variables. The results indicated that there is a significant relationship between Adjustment and Academic Achievement of 9th class students. Further, the results also revealed that the adjustment of students is influenced by their gender, locality, type of management, parental education, parental income and the community. The educational implications and recommendations for further research have also been provided in the study.

Key words: Adjustment, Academic Achievement, Parental income, Parental education, Environment.

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 suitable to his/her comforts and safety. In this process, people come to know new things which develop their power of adjustment. It alters their behavior and helps them acquire new skills. According to the demand of situation, they want that their children, too, should acquire these experiences as a means to their increased security and happiness. In this context, education is regarded as a tool that facilitates adjustment among the students. Since adjustment is a life long process; education should also continue as a life long process. There are two methods of adjustment. One is the direct method and the other one is the indirect method. These methods are used in an attempt to restore harmony between the individual and his/her environment.   When a person is 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 Indirect methods are distinguished from direct methods because they are typically unconscious; and they do not solve the adjustment problems 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 adulthood. Especially during the adolescent period, family attitudes and behaviour become matters of great concern for the developing child. Health also plays a 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. Such a person always feels herself/himself well-adjusted in society than the unhealthy one. An unhealthy person always cries for her/his weakness and could not participate fully with others. Physically and mentally healthy persons will be less guided by emotions. This is known as the roof of personality. Such physically and mentally healthy persons feel themselves secure and contented in their life. An individual's so-called social attitudes and behavior 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. 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 interrelationships by which he is constantly and consistently stimulated. Hence attention is focused upon adolescents having informal relationships with one another. They always participate in leisure time and recreational activities. These activities represent youthful striving 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.

Academic Achievement

Academic achievement is 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 a given test at a given time.

Achievement tests are usually used to determine the degree of mastery of subject matter, content or skills. It is the task oriented behavior 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

The adjustment plays a significant role in the performance of secondary school students. It occupies a prominent place in the physical and intellectual development of the children; and influences their academic achievement. Secondary stage of education is considered an important stage for the children. At this stage, children follow the suggestions of their parents in decision making; and participate in socially acceptable activities. Sometimes students take decisions at their own during this stage; and try to implement them. This is also the stage of ambiguity during which they need to take the support and assistance from the parents and teachers. Keeping in view the changes of the students in the pre-adolescence stage, the investigators felt it desirable to investigate on the relationship between Adjustment and Academic Achievement among 9th class students of secondary schools. The present study is an attempt to know the adjustment levels of secondary school students; and the relationship between their adjustment levels and achievement. From the review of related studies, it is understood that there are studies on the factors influencing the adjustment of students; and also their academic performance. But there are no studies available on the relationship between the levels of adjustment and the academic achievement of students in secondary schools.   The present study is an attempt in this direction.

Objectives of the study

1. To find out the relationship between the Adjustment levels and the Academic Achievement of 9th class students in Secondary Schools of Visakhapatnam District.

2. To study the perceptions of students towards the influence of certain demographic factors such as Gender, Locality, School Management, Parental Education, Parental Income and Community on their adjustment levels.

Hypotheses of the study

1. There is no significant relationship between Adjustment levels and Academic Achievement of 9th class students in Secondary Schools

2. There is no significant difference in the perceptions of male and female secondary school students towards their levels of adjustment to the environment.

3. There is no significant difference in the perceptions of rural and urban secondary school students towards their levels of adjustment to the environment.

4. There is no significant difference in the perceptions of students in secondary schools under different managements towards their levels of adjustment to the environment.

5. There is no significant difference in the perceptions of secondary school students with literate and illiterate parents towards their levels of adjustment to the environment.

6. There is no significant difference in the perceptions of secondary school students with a parental income of below Rs.5 lakhs and those with Rs. 5 lakhs and above towards their levels of adjustment to the environment.

7. There is no significant difference in the perceptions of secondary school students belonging to different communities towards their levels of adjustment to the environment.

Limitations of the study
The study is limited to find out the perceptions of 9th class students on the influence of six demographic variables, viz., gender, locality, school management, parental education, parental income and community towards their levels of adjustment to the environment in Visakhapatnam district of Andhra Pradesh.

II. METHODOLOGY
(a) Method of Research:
The researchers followed the survey method of the descriptive research for the present investigation.

(b) Sample:
The sample of the study consists of 100 students of Class 9th studying in the selected secondary schools located in Visakhapatnam district of Andhra Pradesh using Stratified Random Sampling technique.

(c) Research Tool

The researchers used Bell's Adjustment Inventory as the research tool to collect data from the 9th class students for the present investigation.

(d) Administration of the Tool

The research tool consisting of 140 items on four different dimensions of adjustment, viz., the Health environment, the Home environment, the School environment and the Social environment is administered to one hundred 9th class students of selected secondary schools in Visakhapatnam district of Andhra Pradesh.

(e) Statistical Techniques Used

The investigators used different statistical techniques such as Mean, Standard Deviation, the 't'- test and Analysis of Variance (ANOVA) for data analysis and interpretation.

Table-1: Correlation between Adjustment and Academic Achievement of 9th Class students of Secondary Schools in Visakhapatnam district

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

**Significant at 0.01 level

The results of the analysis from Table-1 above indicate that the 'r' value is 0.32 and the p-value is 0.00 which is significant at 0.01 level. Hence, the null hypothesis is rejected. It is concluded that there is a positive relationship between adjustment and academic achievement of 9th class students in secondary schools.

Table 2: Mean, SD, and 'F'/'t' values on the perceptions of students towards the influence of Socio-Economic factors on their levels of 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
	Zilla Parishad	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 Rs.5 lakhs	57.44	14.40	2.16*	0.03
	Rs.5 lakhs & above	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 level   *Significant at 0.05 level

From Table-2 above, it is observed that the mean perceptual score of male students is 58.02, whereas it is 55.71 for the female category students; and the SD values are 13.50 and 11.64 for male and female students respectively. The derived t-value is 2.68 and the p-value is 0.00 which is statistically significant at 0.01 level. This shows that there is significant difference in the perceptions of male and female students towards their adjustment to environment; and male category students perceived higher towards their adjustment to environment as compared to their female counterparts.

With regard to **locality**, the mean perceptual score of urban area students is 57.90, whereas it is 55.13 for the rural area students; and the SD values are 12.01 and 13.28 for Urban and Rural students respectively. The derived t-value is 2.25 and the p-value was 0.00 which is statistically significant at 0.05 level. This shows that there is significant difference in the perceptions of urban and rural area students towards their adjustment to environment; and urban area students perceived higher in their perceptions as compared to their rural counterparts.

With regard to **Management**, the mean perceptual score of students from Aided schools is 55.85, it is 58.58 for those from Zilla Parishad Schools, 55.40 for those from Municipal schools and it is 56.44 for those from Private schools; and the SD values are 11.39, 12.28, 11.35 and 13.67 respectively. The 'F'-value is 3.32 and the p-value

was 0.02, which is statistically significant at 0.05 level. It is concluded that there is significant difference in the perceptions of students of secondary schools under different managements towards their adjustment to environment; and students from Zilla Parishad Schools perceived higher towards their Adjustment to environment as compared to their counterparts studying in Aided, Municipal and Private schools.

With regard to **Parental Education,** the mean perceptual score of students with Literate parents is 57.69, whereas it is 55.31 for those with Illiterate parents; and the SD values are 12.45 and 13.10 respectively. The derived t-value is 2.18 and the p-value was 0.03 which is statistically significant at 0.05 level. It is concluded that there is significant difference in the perceptions of secondary school students with Literate and Illiterate parents towards their Adjustment to environment; the students whose parents are literate perceived higher as compared to their counterparts whose parents are illiterate.

With regard to **Parental Income,** the mean perceptual score of students whose parental income is below Rs. 5 lakhs is 57.44, whereas it is 59.92 for those with a parental income of Rs. 5 lakhs and above; and the SD values are 14.40 and 11.79 respectively. The derived t-value is 2.16 and the p-value was 0.03 which is statistically significant at 0.05 level. It is concluded that there is significant difference in the perceptions of

students whose parental income is below Rs. 5 lakhs and those with Rs. 5 lakhs and above towards their adjustment to environment; and the students whose parental income is above Rs. 5 lakhs perceived higher towards their Adjustment to environment as compared to their counterparts with a parental income of below Rs. 5 lakhs.

With regard to **Community**, the mean perceptual scores of students of OC community is 55.70, whereas it is 57.05 for BC students, 57.65 for SC students and 61.08 for ST students; and the SD values are 13.19, 12.91, 9.25 and 12.95 respectively. The 'F'-value is 3.16 and the p-value was 0.01, which is statistically significant at 0.05 level. It is concluded that there is significant difference in the perceptions of students belonging to different communities towards their adjustment to environment; and ST students perceived higher towards their Adjustment to environment as compared to their counterparts belonging to OC, BC and SC communities.

III.   FINDINGS AND CONCLUSIONS

1. There is a positive relationship between adjustment and academic achievement of 9th class students in secondary schools of Visakhapatnam district.
2. There is significant difference in the perceptions of male and female students towards their adjustment to environment.

It is concluded that male students perceived higher towards their Adjustment to environment as compared to their female counterparts.

3. There is significant difference in the perceptions of urban and rural students towards their adjustment to environment.

It is concluded that urban students perceived higher towards their Adjustment to environment as compared to their rural counterparts.

4. There is significant difference in the perceptions of students studying in secondary schools under different managements towards their adjustment to environment.

It is concluded that the students from Zilla Parishad schools perceived higher towards their Adjustment to environment as compared to their counterparts studying in Aided, Municipal and Private secondary schools.

5. There is significant difference in the perceptions of students with Literate and

Illiterate parents towards their adjustment to environment.

It is concluded that the students whose parents are literate perceived higher towards their Adjustment to environment as compared to those with illiterate parents.

6. There is significant difference in the perceptions of students with a parental income of below Rs. 5 lakhs and those with Rs. 5 lakhs and above towards their adjustment to environment.

It is concluded that the students with a parental income of Rs. 5 lakhs and above perceived higher as compared to their counterparts with a parental income of below Rs. 5 lakhs.

7. There is significant difference in the perceptions of students belonging to different communities towards their adjustment to environment.

It is concluded that students belonging to ST community perceived higher towards their Adjustment to environment as compared to their counterparts belonging to OC, BC and SC communities.

IV.   RECOMMENDATIONS

1. The adjustment levels of secondary school students need to be improved further.
2. In view of the positive correlation between adjustment and academic achievement of students, the academic institutions should work hand-in-hand with the parents in enhancing the adjustment levels of students.
3. It is suggested that the family members should maintain cordial relations with their children with a view to improve their levels of adjustment to home and social environment right from early childhood stage to the adulthood.

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