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## **Adjustment Level of Students and Its Relation with Academic Achievement**

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### **Abstract**

Adjustment is a process of making suitable responses to inner and outer stimuli. It is the relationship between an individual's needs and his/her environment. This study is conducted to know the levels of adjustment of class XII students. The other objectives of the study are to find out the relationship between adjustment and academic achievement of the students and to know whether the level of adjustment differs according to the gender(Male-Female), residential place (Rural-Urban) and educational streams (Arts-Science) of the students. The study is a descriptive survey research. Purposive non-random sampling technique is used for the study. Total 150 students are selected as sample. Indian Adaptation of Bell's Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma is used for the study. Collected data are analyzed using percentage, coefficient of correlation and t-test. The results indicate that 82% students of class XII have average level of adjustment. Significant positive correlation is found between adjustment level and academic achievement of the students. Moreover, there exists significant difference in the level of adjustment of male & female, rural & urban and Arts & Science class XII students.

**Key Words:** Adjustment, Class XII Students, Academic Achievement

### **Introduction**

According to Herbert Spencer 'Life is the continuous adjustment of internal relations to external relations.' The dictionary meaning of the word "adjustment" is to fit, make suitable, adapt, arrange, modify or harmonize. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. According to L.S. Shaffer (1961) "Adjustment is the process by which living organism maintains a balance between his needs and the circumstances that influence the satisfactions of these needs. Home and school play vital role in the adjustment of an individual.

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments with his/her environment. School adjustment consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behaviour. Poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout (Vasalampi et al. 2009; Raju & Rahamtula, 2007). Generally Higher Secondary level students belong to adolescence stage. In this stage of development boys and girls enter into adolescence stage from the stage of infancy. As this stage physical, mental, emotional change invites various problems to their life, they fail to adjust properly with their family, society and school environment. If the needs of the adolescence are not fulfilled properly they suffer from various problems- mental complexity, conflicts and anxiety. They may affect their academic achievement. According to John Dewey Education is a continuous process of adjustment with ever changing environment. Education is an important process of adjustment. The more a student adjusts with the environment the more he/she gains learning capacity. As a result academic achievement is also heightened. In this respect it is important to know if there is any prominent relationship between academic achievement and adjustment level of the students.

### **Review of related literature**

**Yellalah (2012)** investigated on a study of Adjustment on Academic Achievement of high school students. The study concluded that adjustment and academic achievement cause significance difference between male and female students, Government and Private school students and Rural and Urban school students did not cause any significant difference between Adjustment and Academic Achievement. It was found that there was a low positive relationship between Adjustment and Academic Achievement and also female students have (31.3%) good adjustment level than male (7.3%) students.

**Yengimolki, S., Kalantarkousheh, S.M. and Malekitabar, A. (2015)** in their study Self-Concept, Social Adjustment and Academic Achievement of Persian Students found that a significant relationship between self-concept and adjustment. There was a significant correlation between academic achievement and social adjustment, but there was no significant relationship between self-concept and academic achievement.

**Ganai, M.Y. and Mir, M.A. (2013)** had studied on A Comparative Study of Adjustment and Academic Achievement of College Students. The result of the study indicated that no significant difference was found between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also did not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement.

**Mahmood, K. and Iqbal, M.M. (2015)** studied on Psychological Adjustment and Academic Achievement among Adolescents. Results revealed that there was negative correlation between psychological adjustment and academic achievement of students who passed O' level. Independent Sample t-test revealed that there was significant difference on psychological adjustment among students who passed O' level. The results also showed that female have more psychological adjustment as compared to male.

**Mansingbhai, T. and Patel, Y.H. (2014)** had investigated on Adjustment and Academic Achievement of Higher Secondary School Student. The findings of the study revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference was also existed between male and female adolescent on academic achievement.

**Osa-Edoh G.I and Iyamu F.I (2012)** in their study on Social Life Adjustment and Academic Achievement of Adolescents in Edo State: Implication for Counselling found that social life adjustment influenced students' academic achievement. That was a child who was well adjusted socially performed better in school than one who was not socially adjusted. Another finding of this study was social life adjustment and academic achievement for males and females were the same.

**Adhiambo, W.M., Odwar, A.J. and Mildred, A.A.(2011)** in their study on Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya found that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment.

**Devi, C.B. (2015)** studied on School Adjustment and Academic Achievement among Tribal Adolescents in Manipur. The findings revealed that a low positive correlation between school adjustment and academic achievement in Imphal and Ukhruol both the districts. It was also revealed that high academic achievers had better adaptability in school than that of low academic achievers

#### **Need of the study**

Academic achievement of the student helps him/her set up his/her career. Academic achievement is often a sign of an outstanding intellect which can help the students in all the fields of their lives.

It is often seen from the previous studies that age, gender, socio-economic status of the family of the students, environment of the school, behaviour of the teachers, curriculum, teaching aids, evaluation system etc had a great effect on the academic achievement of the students. In this study the investigator wants to know whether the adjustment level of the students has a relation with the academic achievement of the students.

#### **Objectives:**

1. To know the level of adjustment of class XII students.
2. To know the relationship between adjustment and academic achievement of class XII students.
3. To know whether the level of adjustment differs according to the gender of class XII students.
4. To know whether the level of adjustment differs according to the residential place of class XII students.
5. To know whether the level of adjustment differs according to the educational streams (Arts-Science) of class XII students.

#### **Null Hypotheses:**

**H<sub>01</sub>:** There is no significant level of adjustment among class XII students.

**H<sub>02</sub>:** There exists no significant relationship between adjustment and academic achievement of

class XII students.

**H<sub>03</sub>:** There is no significant difference among male and female class XII students in their level of adjustment.

**H<sub>04</sub>:** There is no significant difference among rural and urban class XII students in their level of adjustment.

**H<sub>05</sub>:** There is no significant difference among class XII students of arts and science streams in their level of adjustment.

**Methodology**

**Research Design**

For the study the researcher used survey research design of descriptive research.

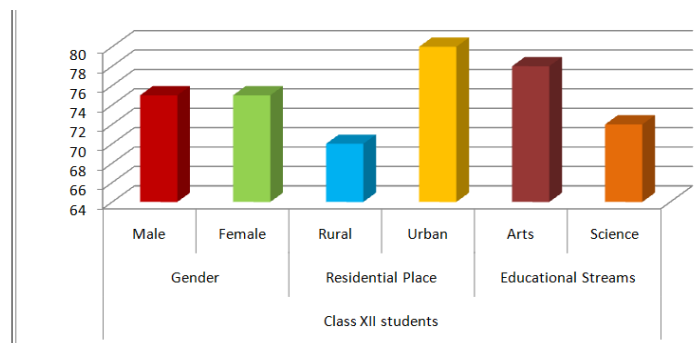
**Population and Sample**

All class XII students studying in Government Sponsored Higher Secondary schools (under the affiliation of W.B.C.H.S.E) of Howrah and Hooghly district are treated as population of the study.

For sample, the purposive non-random sampling technique was used for the study. Total 150 students were selected as sample.

**Table1:** Showing detailed break-up of the samples

Gender	Residential Place		Educational Streams		Total
	Male	Rural	35	Arts	
Urban		40	Science	39	
Female	Rural	35	Arts	42	75
	Urban	40	Science	33	
<b>Total</b>					<b>150</b>



**Figure 1:** Showing detailed break-up of the samples

**Instrument**

Indian Adaptation of Bell’s Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma was used for the study. Test-retest method was used to measure the reliability of the instrument and reliability coefficient was 0.81.

**Variables**

In this study, researcher used three types of variables. They were-

- *Dependent Variable:* Academic Achievement (Total marks of class XI Annual Examination)
- *Independent Variable:* Adjustment levels (Good/Average/ Poor)
- *Categorical Variables:*
  - Gender: Male-Female
  - Residential Place: Rural- Urban
  - Educational Streams: Arts-Science

**Statistical techniques:**

To analyze and interpret the data, the investigator used Coefficient of Correlation and t-test.

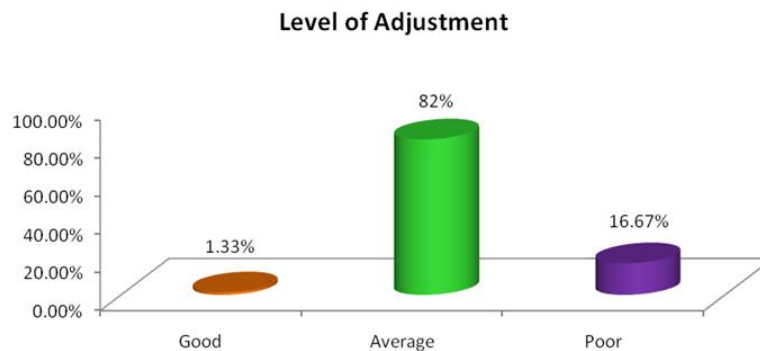
**Findings**

**H<sub>0</sub>1:** There is no significant level of adjustment among class XII students.

**Table 2:** Level of adjustment among class XII students

Adjustment Levels	No. of Students	%
Good	02	1.33
Average	123	82.00
Poor	25	16.67
<b>Total</b>	<b>150</b>	<b>100</b>

Table 2 shows that 123 out of 150 students have average level of adjustment, which means 82% of the class XII students, are found to have an average level of adjustment with the environment. So the H<sub>0</sub>1 is rejected, it may be concluded that there exists significant level of adjustment among class XII students.



**Figure 2:** Showing percentage of adjustment levels

**H<sub>0</sub>2:** There exists no significant relationship between adjustment and academic achievement of class XII students.

**Table 3:** Coefficient of Correlation(r) between different Areas of Adjustment and Academic Achievement

Areas of Adjustment & Academic Achievement	r	df	Level of Significance
Family	+0.39	148	Significant at 0.05 level
Academic Adjustment			
Social	+0.43	148	Significant at 0.05 level
Academic Adjustment			
Emotional	+0.33	148	Significant at 0.05 level
Academic Adjustment			
Health	+0.37	148	Significant at 0.05 level
Academic Adjustment			

Table 3 shows that the coefficient of correlation(r) of Academic Achievement and Family area, Social area, Emotional area and Health area of Adjustment are respectively +0.39, +0.43, +0.33 & +0.37. So a positive low correlation was found in each relation. As it is a two tailed test the critical value for df 148 at 0.05 level is 0.174 but calculated values of r are larger than critical value. So the H<sub>0</sub>2 is rejected at 0.05, it may be concluded that there exists a significant relationship between adjustment and academic achievement of class XII students.

**H<sub>03</sub>:** There is no significant difference among male and female class XII students in their level of adjustment.

**Table 4:** t value of level of adjustment based on gender of class XII students

Gender	No. of sample	Mean	SD	df	t value
Male	75	37.25	9.71	148	2.81*
Female	75	32.52	10.90		

\* Significant at 0.05 level

Table 4 shows that t value of adjustment level is 2.81. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, H<sub>03</sub> is rejected at 0.05 level, it may be concluded that there exists a significant difference in the level of adjustment of male and female class XII students.

**H<sub>04</sub>:** There is no significant difference among rural and urban class XII students in their level of adjustment.

**Table 5:** t value of level of adjustment based on residential place of class XII students

Residential Place	No. of sample	Mean	SD	df	t value
Rural	70	31.63	7.50	148	-3.68*
Urban	80	37.74	11.98		

\* Significant at 0.05 level

Table 5 shows that t value of adjustment level is 3.68. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, H<sub>04</sub> is rejected at 0.05 level. It may be concluded that there exists a significant difference in the level of adjustment level of rural and urban class XII students.

**H<sub>05</sub>:** There is no significant difference among class XII students of arts and science streams in their level of adjustment.

**Table 6:** t value of level of adjustment based on educational streams of class XII students

Educational Streams	No. of sample	Mean	SD	df	t value
Arts	78	37.05	11.81	148	2.67*
Science	72	32.54	8.48		

\* Significant at 0.05 level

Table 6 shows that t value of adjustment level is 2.67. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, H<sub>05</sub> is rejected at 0.05 level, it may be concluded that there exists a significant difference in the level of adjustment level of Arts and Science class XII students.

## Discussion

1. The first finding of the study reveals that 82% students of class XII have average level of adjustment that means there exists a significant level of adjustment among class XII students.

Yellalah (2012) found that female students had (31.3%) good adjustment level than male (7.3%) students.

2. The second finding of the study shows that a significant low positive correlation is found between adjustment level and academic achievement of class XII students.

Similarly, the study of Devi, C.V. (2015) found a low positive correlation between adjustment and academic achievement among Tribal Adolescents but the study of Mahmood, K. and Iqbal, M.M. (2015) revealed that there was a negative correlation between psychological adjustment and academic achievement.

3. The next finding of the study shows that there exists a significant difference in the level of adjustment of male and female class XII students.

Similarly, Mahmood, K. & Iqbal, M.M. (2015) showed that the level of psychological adjustment of female students was more than that of male students. But Ganai, M.Y. & Mir, M.A. (2013) and Adhiambo, W.M., Odwar, A.J. & Mildred, A.A.(2011) also indicated in their study that there was no significant difference among male and female students in their level of adjustment.

4. Another finding shows that there exists a significant difference in the level of adjustment level of rural and urban class XII students.

But the study of Yellalah showed that Rural and Urban school students did not cause any significant difference between Adjustment and Academic Achievement.

5. The last finding of the study is that there exists a significant difference in the level of adjustment level of Arts and Science class XII students.

### Conclusion

Adjustment process is a way in which the individual attempts to deal with stress, tension, conflicts etc., and meet his/her needs. In this process, the individual also makes effort to maintain harmonious relationships with the environment (Kulshrestha, 1979). Every child is born in family. Then gradually he/she grows up and enters into simplified, purified, better balanced society which is school. In school the child not only fulfils his/her needs but also adjusts properly with the school environment. The more a student can adjust with the environment the more he becomes mentally healthy. It has a positive effect on the student's education. The guardian and teachers should fulfil the needs of adolescence students of class XII properly and thus help them achieve all round development. The teachers can adapt the following steps to increase the adjustment level of the students.

- They should try to maintain a pleasure environment in the school.
- Yoga and Meditation should be included in school curriculum.
- Group activity, sports, NCC, NSS programmes should be arranged.
- A good relationship among teachers, students and guardian should exist.
- If needed counseling centre should be set up to eradicate the adjustment problems among the students.
- Teachers also help the students to release or reduce their stress, anxiety, conflict and tension and channelize them in socially acceptable ways.

A student, who fails to adjust properly, also suffers academically. So, joint effort should be made by the parents, teachers, counsellors and policy makers to provide necessary service to the adolescent class XII students to help them achieve better performance in their academic life.

### Major Delimitations:

1. The study was limited to only two districts of West Bengal- Howrah and Hooghly.
2. The study was limited to 150 class XII students of Arts and Science streams only.
3. The study was limited to only the govt. sponsored school students under W.B.C.H.S.E.

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