

A STUDY ON THE SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN UDUMALPET TALUK

Author's Name: Dr. K. Siva Raman

Affiliation: Assistant Professor, JSR College of Education, Madathukulam, Tiruppur, India

E-Mail: sathishedu2020@gmail.com

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Abstract

The present study aims to find out the extent of relationship between academic achievement of higher secondary students and their school adjustment. Adjustment is the process of finding and adopting modes of behaviour suitable to the environment. Adjustment is the establishment of satisfactory relationship, as representing harmony, conformance, adoption or the like. The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. A person as well as environment is constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently the process or terms of an individual's adjustment can be expected to change from situation to situation. Higher secondary Education is a crucial in the life of the students, as it lays down the foundation for the future. Psychologists have emphasized the supremacy of this adolescent period in life over other stages and points out in single voice that this is the most important period in the life of an individual. Academic achievement is the amount of knowledge derived from learning. The child gains knowledge from the instructions he received at school, class rooms are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The study is carried out on a sample of 300 higher secondary school students in Udumalpet Taluk.

Keywords: School Adjustment, Modes of Behaviour, Academic achievement, Adolescence

INTRODUCTION

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. This conclusion was purely biological and he used the term adoption. If we observe the life of a child we will find that he is asked to do certain things and not to do other things. He has to hold certain beliefs and follow a set of values and these differ to some extent from one family to another. His personality develops in the continuous process of interaction with his family environment. There are other demands like hunger, water, oxygen, sleep, etc., which may be termed as internal. If one does not fulfil these internal demands he feels uncomfortable with the development of the child, these psychological demands go on increasing and become complex.

These two types of demands namely the external and internal came to conflict with each other and finally make adjustment a complicated process for the individual. Conflicts among the various needs or demands of a person present social problems of adjustment. Psychologists have interpreted adjustment from two points of view namely, adjustment as an achievement, and adjustment as a process. The former emphasizes the quality or efficiency of adjustment and the latter emphasizes the process by which an individual adjusts to his external environment.

The dictionary meaning of the word 'school adjustment' is, 'to fit', make suitable, adapt arrange, modify, harmonize or make correspondent. Thus, we can make an adjustment between two things;

we adapt or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one which is, has to be modified in some way to suit the other. There has been a continuous struggle between the needs of the individual and the external forces since time immemorial. Carter V.Good (1951), "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment". Crow and Crow (1956), "an individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical environment".

Obviously in schools great emphasis is placed on achievement right from the beginning of formal education. The school has its own systematic hierarchy which is largely based on, achievement and performance rather than ascription or quality. Thus the school tends to emphasize achievement which facilitates among other things the process of role allocation for the social system. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues of advancement again primarily in terms of achievement.

The dictionary of Education (Good 1969) defines academic achievement as "the knowledge attained or skills developed in school subjects usually designed the test scores or by marks assigned to teachers or both".

Academic achievement is the amount of knowledge derived from learning. The child gains knowledge from the instructions he received at school, class rooms are organized around a set of core activities in which a teacher assigns tasks to pupils and evaluates and compares the quality of their work. The school provides a wide variety of achievement experiences than does the family.

REVIEW OF RELATED STUDIES

Dwivedi (2005) conducted a study on "Influence of school environment and approval motive on academic achievement of students and reported the following findings, (i) The students from school with enriched environment had significantly better academic achievement than the students from poor school environments.(ii) The student who were high approval seekers had significantly greater achievement than the students who were low approval seekers.(iii) Academic achievement of students of the urban school was significantly higher than that of students of the rural schools. The study cites seven references.

Studsrod, and Bru, (2009) the Role of Perceived Parental Socialization Practices in School Adjustment among Norwegian Upper Secondary School Students. The primary objective of this study is to explore the relative and unique influence of parental support, behavioural control and psychological control in School Adjustment among upper secondary School students. The study was conducted as a survey. All data were based on adolescent reports, except for absence data, which were provided by the School. The results showed that perceived parental practices accounted for moderate, but statistically significant amounts of variance in different aspects of School Adjustment.The findings indicate that perceived parental socialization practices are only moderately associated with School Adjustment among upper secondary School students.

The present investigation attempts to study the academic achievement in relation to psychological

variable namely, school adjustment.

NEED FOR THE STUDY

Adjustment can be interpreted as both, process and the outcome of that process in the form of some attainment or achievement. Adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well. Students in Higher Secondary schools normally belong to the age group of 16 years. During this age group, they have a variety of problems in adjustment and as started earlier, the problem belongs to various categories such as problems of emotional adjustment, social adjustment, and educational adjustment. Lack of home adjustment may be due to various reasons. They may not have achieved a satisfactory adjustment with the elders in the family and may fail to develop proper health and desirable relationship with their parents.

OBJECTIVES OF THE STUDY

- To find out the nature of relationship that exists between academic achievements and school adjustment of the higher secondary school students.
- To find out whether there is any significant difference between male and female higher secondary school students with respect to school adjustment and academic achievement.
- To find out whether there is any significant difference between students of joint family and students of nuclear family with regard to school adjustment and academic achievement.
- To find out whether there is any significant difference between rural students and urban students with respect to school adjustment and academic achievement.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Gender.
2. There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Location of the school.
3. There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Type of family.
4. There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Gender.
5. There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Location of the school.
6. There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Type of family.

METHOD OF STUDY

In order to achieve the above cited objectives, the investigator employed the “survey method”. Survey method is a method for collecting and analyzing data, obtained from large number of respondents representing specific population collected through highly structured and detailed questionnaire. The aspects of methodology followed are population, sample, tools and statistical techniques.

SAMPLE

For the purpose of the present study, a sample of students studying in the class XI and XII standard was drawn from different schools of Udumalpet Taluk in Tiruppur district. The investigator selected the sample of 300 (157 male, 143 female) higher secondary school students of Udumalpet Taluk.

TOOLS USED

The selection of the tool is very important for research. For the purpose of collecting data related to different variables covered in the study, the following tools had been employed.

1. Adjustment Inventory for school students (AISS) developed by A.K.P.Sinha and R.P. Singh (2005).
2. For measuring academic achievement, the aggregate marks of the half yearly examination of the tribal students were collected from office records in the schools. These marks were converted in to standardized scores for the purpose of statistical analyses.

RELIABILITY AND VALIDITY OF THE TOOL

Reliability was established by split-half method. The reliability coefficient value is found to be of **0.95**. To Compute the validity of the tool was found out by the computing the square root of the reliability co-efficient, which is found to be **0.97**.

ANALYSIS OF DATA

The data was computerized and analyzed for the statistical techniques viz. mean value, standard deviation, 't' test and Carl Pearson's Product moment correlation. The data is presented in the following tables.

HYPOTHESIS 1

There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Gender.

TABLE 1
COMPARISON OF THE MEAN SCORES OF SCHOOL ADJUSTMENT OF BOYS AND GIRLS

Variables	Gender	Mean	SD	t value	Level of significance
School Adjustment	Boys	31.48	9.364	1.287	N.S
	Girls	30.13	8.858		

The result of the table 1 is not significant. Hence, the null hypothesis is accepted. Boys and Girls of higher secondary school students differ in some sort of their mean scores of school adjustment.

HYPOTHESIS 2

There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Location.

TABLE 2
COMPARISON OF THE MEAN SCORES OF SCHOOL ADJUSTMENT OF RURAL AND URBAN STUDENTS

Variables	Location	Mean	SD	t value	Level of significance
School Adjustment	Rural	29.77	9.636	1.996	0.05
	Urban	31.87	8.496		

The result of table 2 is significant. Hence, the null hypothesis is rejected. Rural and Urban higher secondary school students differ in some sort of their mean scores of school adjustment. The mean value indicates that the students residing in urban area have more school adjustment than the students residing in rural area.

HYPOTHESIS 3

There is no significant difference in the mean scores of School Adjustment of Higher Secondary School Students with respect to Type of family.

TABLE 3
COMPARISON OF THE MEAN SCORES OF SCHOOL ADJUSTMENT OF NUCLEAR AND JOINT FAMILY STUDENTS

Variables	Type of family	Mean	SD	t Value	Level of significance
School Adjustment	Nuclear	31.13	9.243	1.140	N.S
	Joint	29.73	8.696		

The result of table 3 is not significant. Hence, the null hypothesis is accepted. The students of Nuclear and Joint family differ in some sort of their mean scores of school adjustment.

HYPOTHESIS 4

There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Gender.

TABLE 4
COMPARISON OF THE MEAN SCORES OF ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS

Variables	Gender	Mean	SD	t Value	Level of significance
Academic Achievement	Boys	126.57	28.807	0.583	N.S
	Girls	128.33	23.434		

The result of table 4 is not significant. Hence, the null hypothesis is accepted. There is no significant difference in academic achievement with respect to their Gender.

HYPOTHESIS 5

There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Location.

TABLE 5
COMPARISON OF THE MEAN SCORES OF ACADEMIC ACHIEVEMENT OF RURAL AND URBAN STUDENTS

Variables	Location	Mean	SD	t Value	Level of significance
Academic Achievement	Rural	126.05	24.341	0.914	N.S
	Urban	128.82	28.105		

The result of table 4.9 is not significant. Hence, the null hypothesis is accepted. Rural and Urban higher secondary school students differ in some sort of their mean scores of school adjustment. The mean value indicates that the students residing in urban area have more academic achievement than the students residing in rural area.

HYPOTHESIS 6

There is no significant difference in the mean scores of Academic Achievement of Higher Secondary School Students with respect to Type of family.

TABLE 6
COMPARISON OF THE MEAN SCORES OF ACADEMIC ACHIEVEMENT OF NUCLEAR AND JOINT FAMILY STUDENTS

Variables	Type of family	Mean	SD	t Value	Level of significance
Academic Achievement	Nuclear	127.02	25.668	0.486	N.S
	Joint	128.91	28.514		

The result of table 6 is not significant. Hence, the null hypothesis is accepted. The students of Nuclear and Joint family differ in some sort of their mean scores of academic achievement.

MAJOR FINDINGS OF THE STUDY

1. There exists no significant difference in the mean scores of school Adjustment of higher secondary school students with respect to Gender.
2. There exists significant difference in the mean scores of school Adjustment of higher secondary school students with respect to Location. The Urban schools students have high school adjustment than the rural schools students.
3. There exists no significant difference in the mean scores of school Adjustment of higher secondary school students with respect to Type of family.
4. There exists no significant difference in the mean scores of Academic Achievement of higher secondary school students with respect to Gender.
5. There exists no significant difference in the mean scores of Academic Achievement of higher secondary school students with respect to Location.
6. There exists no significant difference in the mean scores of Academic Achievement of higher secondary school students with respect to Type of family.

EDUCATIONAL IMPLICATION

- It is found that most of the students does not have adjustment problem. This favorable adjustment is due to the co-operation of the students and frequent encouragement from their parents and teacher.

- From the study, it is also found that the students does not have adjustment problems whose mothers are employed, not employed and also to the students belonging to nuclear and joined family. Parents and the family members take care of the child and encourage the child even after their daily routine work which makes the child to adjust to any type of circumstances.
- Students belonging to nuclear family also do not have any adjustment problems. Since proper care must be given to the child both in the school and home the students does not have any place for adjustment problems.
- Most of the adjustment problems arise during adolescent stage. Proper counseling arrangements can be made in schools for both the parents and teachers.

CONCLUSION

The purpose of the present investigation was to study the impact of School Adjustment on the Academic Achievement of higher secondary school students with reference to some selected variables. This study indicated significant relationship among the variables. The factors which have great influence on the adjustment problem is due to lack of parental co-operation, peer group influence, bad family condition, too restriction on their activities. Proper counseling may help the students to overcome their problems. It will be more useful to them for their career life. The students of today are the youth of tomorrow and future citizens of the country. Therefore, proper development and growth of the students should be ensured at the earliest age. The positive steps taken in this time would ensure a healthy democracy in the country.

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