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Educational Adjustment Of Middle Stage Students In Relation To Their Academic Achievement

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Abstract

The present research was conducted on middle stage students to analyze the relationship between their educational adjustment and academic achievement which are very vital for success in life. On the basis of descriptive survey method, the sample of 520 middle stage student was drawn from Kanpur Nagar and Kannauj districts of U.P., with the help of stratified random sampling technique. Educational Adjustment Inventory developed by Seema Rani and Basant Bahadur was used for collect the data. The academic achievement of the subjects was measured through their previous year annual result score. With the help of SPSS Pearsons product moment coefficient of correlation 'r' was calculated between the two variables. Results revealed that there is positive low correlation between the variables.

Key terms : Educational Adjustment, Academic Achievement and middle stage.

INTRODUCTION :

In today's economic world, every country is in walk of industrialization, computerization, internet and ICT. They are in haste to surpass other nations. The people are being oriented towards the achievement for economic world. People are also running behind money, wealth and status. By the side the personal factors are being neglected. This one-sided development has created a huge gap between economic and human development. The progress of a nation depends on its citizen. The pattern of this development is leading to fragmentation in personality which resulting in mounting incidence of psychosis, intolerance, violence, crime and corruption in society. Values, cultural patterns and emotional feelings are going down. It cannot be expected that a society composed of individuals with poorly developed personality having inadequate human value, incapable to adjust in environment and having poor emotional intelligence and self-concept will be able to maintain progressive trend. The Indian society is becoming more and more materialistic, emotional pressure increasing day by day. There is need to minimize rather check these small factors at early stage of life.

Therefore, the researcher thought it appropriate to select one affective factor that is educational adjustment and locate its relationship with academic achievement which is very important in today's progressive life. The academic achievement is a image of student about his performance in study. The study subjects will be

of middle stage students. In middle stage of schooling, the students fall in early stage of adolescence which is the crucial period of human life. So far, many studies have been done on both variables like : Yellaiah (2012) found in his study that there is no significant difference in educational adjustment on the basis of rural urban livings. Nagra (2014) reveals in study that there is no significant difference in educational adjustment on the basis of gender. Jain Paras (2017) explored the relationship between adjustment and academic achievement. Conclusion of the study resulted as a positive relationship between adjustment and academic achievement i.e., students with better adjustment perform better academic performance. It means better adjustment with home, health, social, emotional, school exhibit better academic performance.

STATEMENT OF THE PROBLEM :

“A Study of Educational Adjustment of Middle Stage Students in Relation to Their Academic Achievement”

DEFINITION OF THE TERMS

Educational Adjustment :

Oxford dictionary gives the meaning of word ‘adjustment’ as, to fit, to make suitable, modify, adapt, harmonize. Therefore, it is the adaptation or changing of oneself or one’s surrounding according to demands of the external environment to survive. However, the concept of adjustment is not so simple as adaptation.

Carter V. Good (1959): Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Gates and Jersild (1948): Adjustment is a continual process in which a person varies his behavior to produce more harmonious relationship between himself and his environment.

There are so many areas of individual’s adjustment. Arkoff (1968) in his book: ‘Adjustment and Mental Health’ has enumerated: family, school (Education), vocation and marriage as the important areas of adjustment.

Recently, Joshi & Pandey (1964) in their research study covering area of school and college also, have given total eleven dimensions of an individual’s adjustment.

Among many areas of adjustment such as Home, adjustment, educational adjustment, Health adjustment, Emotional adjustment and social adjustment, the study will be confined to the educational aspect only. Therefore, educational aspect of adjustment i.e., educational adjustment will be studied. Educational adjustment is a continual process by which a student varies his behaviour to produce a more harmonious relationship between himself and his school environment. The quality of following the rules of school, having the interest in reading and having rapport with teachers, students and school staff are in educational adjustment.

Academic achievement

Academic achievement has always been a crucial area and the main topic of educational research. Academic Achievement in general referred to the degree or level of success or proficiency attained in academic work or in some specific area concerning scholastic work.

Good (1998) refers to academic achievement as “the knowledge attained or skills developed in the school subjects usually designed with test scores or marks assigned by the teacher”.

According to Oxford Advanced Learner’s Dictionary (2000): Achievement is the thing somebody has done successfully, especially using his/her own efforts and skills.

Middle Stage

As per National Education Policy-2020: new structure of school education design (5+3+3+4: foundational stage, preparatory stage, middle stage and secondary stage respectively), the 'middle stage' covers grades— 6th, 7th and 8th (covering students of age 11 to 14 years).

OBJECTIVE :

1. To explore the relationship between educational adjustment and academic achievement of middle stage students.

HYPOTHESES :

1. There is no significant difference between the educational adjustment of middle stage students having high and low academic achievement.
2. There would be no significant relationship between educational adjustment and academic achievement of middle stage students.

METHODOLOGY :

Descriptive research design was used. A comprehensive survey of the middle stage students of Kanpur Nagar and Kannauj districts of U.P. was carried out.

SAMPLE :

A sample of 520 (270 male and 250 female) of grade VIII was selected from the various schools of Kanpur Nagar and Kannauj districts of U.P. was selected by using Stratified random sampling technique.

MEASURES :

1. Educational Adjustment Inventory (Seema Rani & Basant Bahadur Singh, 2014) was utilized for educational adjustment construct.
2. For the purpose of Academic Achievement, previous grade annual result scores of the students was used.

STATISTICAL TECHNIQUES :

For the analysis of the data the Mean, Standard Deviation, CR test and coefficient of correlation were used.

RESULTS AND DISCUSSION :

In order to study the Educational Adjustment of middle stage students in relation to their Academic Achievement, high and low achievers middle stage students were compared on the basis of their educational adjustment.

To categorize the total sample into two categories as high and low, the mean and standard deviation of academic achievement scores were considered. The middle stage students who scored 68% & above were considered as high in academic achievement while middle stage students who scored below 68% were considered as low in academic achievement. To compare the two groups of students on their Educational Adjustment, the critical ratio test was applied. The results obtained are shown in the table given below :

Table – 1:

Statistical values of educational adjustment of middle stage students having high and low academic achievement

Group	N	M	SD	CR-value	df	p
High Achiever	255	33.73	5.76	1.56	518	insignificant at .05 level
Low Achiever	265	34.56	6.32			

The obtained results shown in the above table clearly depicts that the data consists of 255 high achievers and 265 low achievers. The mean educational adjustment score for high achievers is 33.73, while for low achievers, it's 34.56. The "CR" value of 1.56 has been calculated, and it's mentioned that this value is not significant at the 0.05 significance level. The "df" (degrees of freedom) is given as 518. This implies that the calculated "CR" value does not exceed the critical value required to reject the null hypothesis at the 0.05 level of significance.

As a result, the conclusion drawn is that there is no significant difference in the mean educational adjustment scores between high achievers and low achievers among middle stage students. The null hypothesis, which likely stated that *there is no significant difference between the educational adjustment of middle stage students having high and low academic achievement*, is accepted based on the results of this analysis. This conclusion suggests that, according to this analysis, high achievers and low achievers are considered to be equally educationally adjusted in the middle stage. This study is not consistent with the general findings of other studies. This study is contrary to the study of Beda (2015) and supported with the study of Yellaiah (2012).

The relationship between the educational adjustment and academic achievement of middle stage students was further studied by computing the coefficient of correlation. The results are presented in table-2.

Table – 2
Coefficient of correlation between educational adjustment and academic achievement

Variables	N	r	p-value
Educational adjustment	520	(-) 0.10	significant at 0.05 level
Academic Achievements			

It is clear from table-2 that the coefficient of correlation between educational adjustment and academic achievement among middle stage students is calculated to be 0.10. This coefficient indicates the strength and direction of the linear relationship between the two variables. The correlation coefficient of 0.10 is noted to be significant at the 0.05 level. This means that the observed correlation is unlikely to have occurred by random chance alone. The null hypothesis, which likely stated that *there's no significant relationship between educational adjustment and academic achievement among middle stage students*, is rejected based on the significant correlation coefficient. The magnitude of the correlation coefficient (0.10) indicates a low but significant positive correlation between educational adjustment and academic achievements. This suggests that there is a positive trend between these two variables, but the relationship is relatively weak. In other words, as students' educational adjustment improves, their academic performance tends to improve as well.

In summary, based on the correlation analysis, it's concluded that there is a statistically significant positive correlation between educational adjustment and academic achievement among middle stage students. While the correlation is described as low, it's still meaningful and suggests that an increase in educational adjustment tends to coincide with an increase in academic achievement.

CONCLUSION AND IMPLICATIONS :

It's evident from the study that a significant positive correlation exists between educational adjustment and academic achievement among the participants. Given this finding, there are several implications and recommendations:

Enhancing Educational Adjustment : The study suggests that efforts should be directed towards improving the level of educational adjustment among students. By doing so, it's anticipated that academic achievement can also be enhanced. This indicates that factors contributing to better educational adjustment could lead to improved academic performance.

Addressing Low Academic Achievements : For students who are experiencing lower levels of academic achievement, focusing on improving their educational adjustment might be a valuable approach. Enhancing their ability to adapt to the educational environment, engage with their studies, and manage challenges could lead to improved academic outcomes.

Practical Applications : The study's findings can have practical implications for various stakeholders in the education field, including policy makers, educationists, counselors, teachers, and parents. These findings can guide decision-making and interventions aimed at improving students' educational experiences and academic outcomes.

Curriculum and Planning : School planners and administrators can consider restructuring the curriculum and educational programs to promote better educational adjustment among students. This might involve incorporating strategies that help students adapt to the learning environment, manage stress, and develop effective study skills.

Positive Attitude and Focus : The study's conclusions can be used to help students develop a positive attitude towards education and encourage them to stay focused on their academic pursuits. Understanding the connection between educational adjustment and academic achievement could motivate students to take their studies seriously and engage more actively in the learning process.

In essence, the study's results underscore the importance of educational adjustment in influencing academic achievement. By recognizing and acting upon this correlation, educational institutions and stakeholders can create an environment that supports students' overall well-being and academic success.

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