



A Study On Academic Adjustment Of Residential School Students In Relation To Their Academic Achievement Of Telangana State

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Abstract:

Adjustment will feel calmer during academic and can achieve many results; while students who have poor academic adjustment will have difficulty achieving results because they always compare with other people, so they always feel that they have not achieved good results in their academics'. School children the better adjustment leads to better performance in their studies especially the pubescent period is a critical stage. Residential schools are imparting education to adolescent students. Investigator interested to find out the difference in adjustment and relation between the academics in residential schools, Hence, study was carried out. For the study, 100 residential students of Telangana State had chosen through Random Sampling Technique. The 'Adjustment Inventory' developed by Dr. A.K.P. Sinha and Dr.R.P. Singh was administered to. The study is a descriptive survey in nature; statistical techniques like Mean, standard deviation and t test were employed to analyze the data. Results revealed students better adjusted had good results in academics. And positive relation between the adjustment and their academics but one notable result is both the school students significant differ in Emotional and educational adjustment but they are not same in social adjustment.

Keywords: Academic adjustment, residential schools, Secondary School Students, Emotional Adjustment, and Academic Achievement.

Introduction:

Adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in socially acceptable ways resulting from passive conformity to vigorous action (Veena et al., 2003). It is a condition or state of mind and behaviour in which one feels that one's needs have been, or will be, gratified. The satisfaction of these needs, however, must lie within the framework and requirements of one's culture and society. As long as this happens, the individual remains adjusted; failing this, he may drift towards maladjustment and mental illness. Adjustment is the adaptation to different areas as per the demands of the reality, which means the necessity for the organism to govern and would itself in response to the conditions and also to manipulate the surrounding conditions to meet the needs of survival. It includes the possibility of inconsistencies and conflicts which constitute some of the major problems of adjustment that individual has to face. A well adjusted individual can meet his needs with the resources available in his environment (Broota et al., 1992). According to Arkoff (1968) "adjustment is the interaction between a person and his environment."

Academic achievement is the core of the entire educational growth. It is regarded as an important goal of education. Academic achievement is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences. Academic achievement plays a very significant role in the attainment of the harmonious development of the child. The prediction of academic achievement has assumed enormous importance to its practical view. In our community, academic achievement is considered as a key criterion to judge one's total capacities and potentialities. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree/diploma or getting a job.

Need of the Study

Adjustment in relation to social integration is an important system of behavioral activity among (he residential school students to academic achievement in the School study. In this aspect teacher, students, and environmental conditions play an important role at residential schools with an aim to achieve educational targets. Adjustment in relation to social integration is entirely, different aspect of academic achievement from that of other management schools. In an educational institution, adjustment in the students and their academic achievements is really a sensitive, challenging and vital task. This is because of the critical intricate dynamic nature of the schools environment where 100's of wide varied, heterogeneous minds are dealt by the students. The problems, challenges and needs are many in number and they change from time to time in different directions in different degrees. At this juncture, adjustment in relation to social integration with prescribed methods and means to access the academic achievement process able to enrich the system. Are the students getting sufficient and suitable guidance/teaching? Are the students' needs considered in the system of residential schools? To obtain the relevant feedback from the students, the investigator has participated personally in collecting the information from different categories of students in residential schools in Telangana state.

Statement of the problem:

“A study on Academic Adjustment of residential school students in relation to their Academic achievement of Telangana State”

Objective of the study:

1. To study the overall level of adjustment among school students in Telangana Residential Schools
2. To estimate the significance of difference in the mean adjustment score of students at School level with respect to gender
3. To find out the relationship between adjustment and academic achievement of students at School level with respect category of Adjustment in Telangan Residential Schools.

Hypothesis of the study:

1. There is high level of adjustment of residential school students.
2. There is no significant difference between Adjustments of residential school students at school level with respective gender.
3. There is a significant relationship between Adjustments and Academic achievement of residential school students with respect dimension of Adjustment in Telangan Residential Schools

Sample and sampling

State from Telangana residential schools for boys and girls, the study is considered of the residential school students. In that total number of 20 residential schools taken as sample in Telangan state from approximately 1100 residential schools. Out of that 20 different residential schools are 10 boys' residential and 10 girls residential schools categorized..Investigator randomly selected 20 schools out of that, and the sample of the students is 100 in which 50 are the girl students and 50 are the boy students.

Tool of the Study: ‘Adjustment Inventory’ by Dr. A.K.P. Sinha and Dr.R.P. Singh was used. There are 60 items in this inventory. These items are based on three dimensions of adjustment i.e. emotional adjustment, social adjustment and educational adjustment. Here the questionnaires were distributed amongst the students and their responses were collected and evaluated upon. And collected records of Academic achievements according to the previous year from the respected residential school

Hypothesis Testing:**Hypothesis 1: There is high level of adjustment of residential school students.**

The responses of the sample on the adjustment of residential school students data was collected and it was grouped into three viz., High level adjustment student group , average level adjustment student group and low level adjustment student group. The high level adjustment student group are those student teachers who are above mean plus 1 sigma score, and those average adjustment student group is those student fallen between the mean minus sigma to mean plus sigma, and the low level adjustment student group is those student teachers who are below the mean minus one sigma score. The results are given in table 1

Table 1: Showing opinion of the groups

Mean- 1 sigma (Low level adjustment group)	14(14%)
-1 Sigma to+ 1sigma (Average level adjustment group)	68(68%)
Mean +1 sigma (Highly level adjustment group)	18(18%)

From the above table it could be observed that on 68% an average level have adjustment student group, 18% have high level adjustment student group and 14% have low level adjustment student group. It's considered that more than 85% student is well adjusted in residential schools in telangana.

Hypothesis 2: There is no significant difference between Adjustments of residential school students at school level with respective gender.

Table 2: Showing the mean value of different gender group for Adjustment

Gender	N	Mean	S.D	t-value	Level of Significance	Df
Girls	100	16.68	4.06	2.51**	0.01	98
Boys	100	14.25	5.50			

NS- Non Significant

Observation:

From table 1 it is observed that the mean and standard deviation of different gender group for adjustments scores of girls are 16.68 with a SD of 4.06. The mean and standard deviation of different gender group for adjustments scores of boys are 14.25 with a SD of 5.50. The calculated t-value is 2.51 which is found to be significant at 0.01 level.

Interpretation:

The data shows that, mean score of girls is 16.68 and the boys mean is 14.25 and the S.D values are 4.06 and 5.50. The t-value is found to be 2.51 which is significant at 0.01 levels. Therefore the hypothesis is accepted. This shows girls students are better adjusted rather than the boys students in residential students in telngana.

Hypothesis 3: There is a significant relationship between Adjustments and Academic achievement of residential school students with respect dimension of Adjustment in Telangan Residential Schools.

Showing the Karl Pearson Product Moment Coefficient of Correlation between Adjustments and Academic Achievement with respect category of Adjustment in Telangan Residential Schools

S.No	Variables	r value	Level of Significance	N
1.	Emotional Adjustment vs. Academic Achievement	0.88	Significance at 0.01	100
2.	Educational adjustment vs. Academic Achievement	0.85	Significance at 0.01	100
3.	Social adjustment. vs. Academic Achievement	0.46	Non Significant	100

4.	Overall Adjustment vs. Academic Achievement	0.73	Significance at 0.05	100
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From table: it is observed that the coefficient of correlation between adjustments and academic achievement of overall sample is 0.73, which is not significant. It means that there is an significant positive correlation between adjustment and academic achievement among Residential school students in Telangana state.

Interpretation:

In order to study the significant relationship between adjustments and academic achievement of all students, Data was analyzed by using Pearson's Product Moment Co-efficient of Correlation Method. The co-efficient of correlation between adjustments and academic achievement of all students is 0.56 which is insignificant. It means that there is an significant positive correlation between the adjustments and academic achievement of all students. Thus the above hypothesis is accepted. But one notable result is both the school students significant differ in Emotional and educational adjustment but they are not same in social adjustment.

Conclusion:

The present study concludes that in terms of overall adjustment majority of the school students have satisfactory level of adjustment. Also it is seen that there was significant difference found between the mean adjustment scores of male and female school students. This concludes that female students better adjustment level rather than male students in residential schools. Again the study concludes that there exist a high positive correlation between overall adjustment and academic achievement of the school students. This implies that a student with better adjustment can achieve high or moderate academic achievement.

Education implications

1. How students in residential schools struggle to transition. Administrators, with the support of residential school principals and instructors, will undoubtedly create student-friendly guidelines. They will employ innovative teaching approaches,
2. Education programmers of Residential schools should be restructured in such way that much emphasis should be given to develop self-efficacy of students.
3. Teachers must avoid any unseasonable reproach of students that lead to decrease in their confident and lower their self-efficacy and instead try to make conditions for students to increase their self-efficacy by encouragement and emphasize on their strengths.
4. Efforts should be made to find out effect of other variables like, parental involvement, health wellbeing, cognitive development, spiritual intelligence, death anxiety, disruptive behavior; School Climate etc. on academic achievement.

Suggestions for Further Research

1. In The future researches, adjustment can be studied in relation to demographic factors, type of management, teacher effectiveness, teachers' job satisfaction, teacher morale, teachers and students' creativity, and psycho-social development of students.

2. A comparative study can also be done on the adjustment level of government and private Schools, rural and urban areas, tribal and non-tribal areas, rich and poor students, etc. in relation to their academic performance
3. Only one independent variable i.e. adjustment is included in the study. But there are many other variables like emotional intelligence, interest, academic motivation, self concept, stress factors, mental health, aptitudes etc. may be included in the further researches that have a great impact in enhancing the academic excellence of the students.

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