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A Study On School Adjustment And Academic Performance Of Rural Disadvantaged Class Girls

AILNENI SUVATHCHALA

Research Scholar, Department of Education, Osmania University, Hyderabad, Telangana

T. VIJAYAKUMAR

Associate Professor, NIRDPR-NERC, Guwahati, Assam, India

Abstract:

The present study was conducted to find School Adjustment and Academic Performance of Rural Disadvantaged Class Girls. The purposive random sample technique was used in the present study to select the sample of 280 students from two societies (TSWREIS, and TTWREIS) were chosen as the sampling frame. The researchers has followed Descriptive survey method to conduct the study and taken the help of research tool like questionnaire, to collect information from the subjects. Adjustment Inventory for School Students [AISS]: Prepared and standardized by A.K.P Sinha and K.P.Singh (1993) and revised in the year of 2012. Academic Performance: To Measure the academic Performance of V, and VIII Class students the source for academic Performance is scholastic record have been used for data collection. The data was subjected to statistical treatment by using percentage, Mean, Standard Deviation, and 't' test. The data were analyzed using different statistical techniques like means, standard deviations, t-test, one way Analysis of Variance (ANOVA) and Carl Pearson's Product Moment Correlation was employed. The findings of the study revealed that the correlation study revealed a substantial positive association between rural disadvantaged class girls student's academic achievement and their school adjustment.

Keywords: School Adjustment, Disadvantaged Class Girls, Academic Performance.

Introduction

Education is the mirror of the society and is the seed as well as flower of the socio-economic development. It transcends human being from ignorance to enlightenment, from the shade of social backwardness to the light of social amelioration and the nation from underdevelopment towards faster social and economic development. The general conference of UNESCO held way back in recognized that illiteracy is a grave obstacle to social and economic development and hence the extension of literacy is a pre-requisite for the successful implementation of national plans for economic and social development.

"The real India lives in villages" this saying is as true today as it was when the country got independence. As more than half of the population of the country lives in villages, rural development is the eminent factor for the development of our economy. The crucial motivating factor for the development of the country's economy in today's time is rural education. Education is the mirror to the society and is the seed as well as flower of the socio-economic development of rural society.

It transforms human beings from ignorance to enlightenment, from shades of social backwardness in light of social amelioration and a under developed nation to developed one. Earlier the people used to correlate the rural development with agricultural development and thus focus was only on increased agricultural production. But today rural development includes development in improving the quality life of rural people. It enhances improvement in their health and nutrition, education, safe and healthy environment, fairness in income distribution and no discrimination in gender.

Disadvantage people

The Indian society presents a context in which vast differences still continue to exist in the life conditions of the people. It presents a hierarchically arranged social structure in which the lowest strata of society, constituted by the people of some backward and SC as well as ST groups is deprived of economic, cultural and social opportunities for considerable period of time. Areas with a high proportion of tribals notably in central and eastern India are amongst the poorest.

In rural areas many low castes are still relegated to menial roles and are put to severe discrimination. The extent of admission of various socio-cultural and religious ceremonies and activities depends on the caste of a person. A majority of these castes make their living as agricultural or urban labourers as employees of the landlord. Their cultural, social and religious life somewhat differs from that of the higher castes.

As Amartya Sen (1982) has rightly noted, in India lower castes were traditionally in a disadvantageous position in the overall socioeconomic structure and they have lived for long in perpetual poverty. They include untouchables, tribal's, weaker castes, women and certain minority groups (including refugees and internally displaced people).

Adjustment

Adjustment means adaptation to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this complex functioning of the persons demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment and when used in the sense it carries a clear positive connotation, that is well adjusted. The implication is that the individual is involved in a rich, ongoing process of developing the potential reacting to and in turn changing the environment in a healthy, effective manner. In other words adjustment is a state of compute equilibrium between an organism and its environment, a state wherein all needs are satisfied and all organismic functions are being carried out smoothly

Adjustment of an individual is a major factor enabling him to be popular in the society. He has a clear insight of his own abilities and limitations, he is capable of evaluating his own failures and achievements, and the failures and achievements of those with whom he has in an objective and dispassionate manner. As a consequence of this he experiences minimum conflicts, strains and tensions. Warren (1934) mentions that the adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal. Gates and Jersild (1948) explain it as the adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Gates (1950) defines adjustment as a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Thus adjustment shows the extent to which an individual's personality functions efficiently in a world of other people.

Academic Performance

The term performance or academic achievement of refers to indicate the degree of level of success attained in some general and specified area. It represents to the acquirement of knowledge as skills and may imply ability to make appropriate use of such knowledge or skill in a variety of present and future situations.

Academic performance is of paramount importance, particularly in the present socio-economic and cultural context. Academic performance of students has been a matter of concern for long and its predictor has

assumed enormous importance in view of its practical value. The dictionary of education (Good 1945) defines the "Academic performance as the knowledge attained or skill developed in school subjects usually designated by test scores or by marks assigned by the teachers". Academic performance is the major concern of educational policy makers of every country. Great emphasis has placed on academic performance right from the beginning of formal education.

Alam (2018). They looked to examine the effect of the adjustment on the SSS students. The findings of the study discovered that there is a strong distinction in the adjustment of SSS students among male & female and government- private schools. Parmar (2018). They looked to examine the adjustment and academic achievement among students in higher secondary school. The findings show that there is a strong distinction in the adjustment of male & female HSS Students. Wadhawan (2018). The researcher wanted to compare Panchkula SSS students' adjustments. Girls have a better overall adjustment than boys, according to the data. Girls are physically, socially, and educationally more balanced than their male counterparts. Urban students are more physically, socially, and educationally balanced than their rural counterparts. Kaur (2019) conducted "the levels of violence and school adjustment in the adolescent with and without hearing loss". Gender disparities were also investigated. They were age and gender-matched. The findings revealed no significant differences in educational features between adolescents with and without hearing impairment, as well as no significant gender disparities. In both organizations, the boys were far more intense than the females.

Now-a-days academic Performance has become the main aim of education which in turn leads to higher positions with no behavioral maturity. The investigator is interested in knowing the relationship between the Adjustment and rural disadvantaged girls Students academic performance of higher Secondary girls students. Especially the girls students face too many difficult at this stage due to greater demands of bodily changes, family and socio- cultural expectations etc. it becomes difficult for them to manage themselves socio- emotionally and keeping stable midst to excel academically. In this context the present study assume a greater significance.

Statement of the Problem

The title of the study is **"A Study on School Adjustment and Academic Performance of Rural Disadvantaged Class Girls"**

Objectives of the Study

The following objectives were framed in the present study.

1. To identify the factors influencing on school adjustment of disadvantaged class girls

2. To assess the relation between school adjustment and academic success among disadvantage class girls in relation to Class, and Type of Management Society.

Hypothesis of the Study

The following hypotheses were framed in the present study

1. There is no significant difference in Adjustment among disadvantaged girls students with respect to Class.
2. There is no significant difference in Adjustment among disadvantaged class girls students with respect to different types of Management Society.
3. There is no significant difference in Academic Achievement among disadvantaged girls students with respect to class.
4. There is no significant difference in Academic Achievement among disadvantaged class girls students with respect to different types of Management Society.
5. There is no significant relationship between Adjustment and Academic Achievement among disadvantaged girls students.

Method of the Study

This is a quantitative study which explores “School Adjustment and Academic Performance of Rural Disadvantaged Class Girls”. In this particular study, the data were collected through the use of a descriptive survey method. It is stated that survey is a process of collecting representative data from a large population with the intention of generalizing the results to the population of interest. Thus survey method was chosen as it is a good way to gather data from large and small samples especially in order to draw conclusions from the information given by the respondent.

Population of the study

The target population for this particular study consisted of all the Gurukula V, and VIII class girls who are studying in two different societies in Nizamabad district of Telangana state, i.e., Telangana Social Welfare Residential Educational Institutions Society (TSWREIS), and Telangana Tribal Welfare Residential Educational Institutions Society (TTWREIS) V, and VIII-class girls students from residential schools in Nizamabad district of Telangana State.

Sample of the Study

The purposive random sampling technique was used by researcher to collect the samples of study. The participants in the study included 280 V, and VIII-class girls students, making up the sample for the purpose of the study. These students were randomly selected from across the district from five different societies.

Tools for the Present Study

- 1 Adjustment Inventory for School Students [AISS]:** Prepared and standardized by A.K.P Sinha and K.P.Singh (1993) and revised in the year of 2012.
- 2 Academic Performance:** To Measure the academic Performance of V, and VIII Class students the source for academic Performance is scholastic record.

Statistical techniques for the study

The investigators used different statistical techniques such as Mean, Standard Deviation, the 't'- and Carl Pearson's Product Moment Correlation was employed for data analysis and interpretation.

Analysis and interpretation of data

Hypothesis 1: There is no significant difference in Adjustment among disadvantaged girls students with respect to Class.

Table 1: Mean difference in the Adjustment among disadvantaged class girls students with respect to Class

Adjustment and Its Dimensions	Class	N	Mean	SD	't'-value	p- value
Emotional Adjustment	V	140	11.05	2.16	8.684	.000**
	VIII	140	12.03	1.72		
Social Adjustment	V	140	12.89	2.18	5.694	.000**
	VIII	140	13.01	2.05		
Educational Adjustment	V	140	11.12	1.83	5.017	.000**
	VIII	140	12.67	1.06		
Overall Adjustment	V	140	38.23	8.21	7.169	.000**
	VIII	140	39.58	7.96		

The data in Table explores the differences in various dimensions of adjustment (Emotional, Social, Educational, and Overall Adjustment) among disadvantaged girls in two class levels (V and VIII). The analysis highlights statistically significant differences across all dimensions, indicating that eighth-class students exhibit better adjustment compared to fifth-class students.

In terms of Emotional Adjustment the mean score for emotional adjustment is 11.05 for fifth-class students and 12.03 for eighth-class students. The t-value of 8.684 and the p-value of .000 indicate a highly significant difference between the two groups. This suggests that as students progress to higher classes, their emotional stability improves. Eighth-class students are better equipped to manage their emotions, adapt to new situations, and handle stress effectively, likely due to increased maturity and experience.

In terms of Social Adjustment the mean scores for social adjustment are 12.89 for fifth-class students and 13.01 for eighth-class students, with a t-value of 5.694 and a p-value of .000. This significant difference suggests that eighth-class students are better at forming and maintaining social relationships, integrating with peers, and adjusting to social norms within the school environment. The slight increase in mean score from fifth to eighth class indicates gradual improvement in social skills and peer interactions as students grow older.

In terms of Educational Adjustment fifth-class students have a mean score of 11.12, while eighth-class students score 12.67 in educational adjustment. The t-value of 5.017 and a p-value of .000 indicate a significant difference, showing that eighth-class students have better educational adjustment. This dimension reflects their ability to adapt to academic demands, manage their study habits, and perform effectively in educational settings. The higher mean score for eighth-class students suggests that they have developed better academic strategies and coping mechanisms as they progress in their schooling.

The overall mean adjustment score is 38.23 for fifth-class students and 39.58 for eighth-class students, with a t-value of 7.169 and a p-value of .000. This significant difference shows that eighth-class students have better overall adjustment capabilities compared to their fifth-class counterparts. Hence the stated Hypothesis “There is no significant difference in School Adjustment among disadvantaged class girls students with respect to Class” was rejected.

Hypothesis 2: There is no significant difference in Adjustment among disadvantaged class girls students with respect to different types of Management Society.

Table 2: Mean difference in the Adjustment among disadvantaged class girls students with respect to Type of Management Society.

Adjustment and Its Dimensions	Type of the Management society	N	Mean	SD	't'-value	p-value
Emotional Adjustment	TSWREIS	140	12.96	2.01	5.26	.000**
	TTWREIS	140	12.72	2.31		
Social Adjustment	TSWREIS	140	12.68	1.26	3.87	.000**
	TTWREIS	140	12.57	2.37		
Educational Adjustment	TSWREIS	140	12.58	2.03	3.49	.000**
	TTWREIS	140	12.52	2.34		

Overall Adjustment	TSWREIS	140	38.96	7.08	4.21	.000**
	TTWREIS	140	38.57	8.28		

From the above table, the calculated 'F' ratios for the overall Adjustment value are greater than the table value and it is statistically significant at 0.01 level. Hence the framed the null hypothesis is 'Rejected'. Therefore, there exist a significant difference in Adjustment with respect to Type of Management Society. Based on the mean scores of the TSWREIS are higher as compared to TTWREIS, indicating that disadvantaged class girls students from this society possess higher school adjustment score.

For the dimensions such as Emotional Adjustment, Social Adjustment and Educational Adjustment, the calculated 'F' ratios are greater than the table value and it is statistically significant at 0.01 level. Based on the mean value the disadvantaged class girls students from TSWREIS school have better Emotional Adjustment, Social Adjustment and Educational Adjustment than the girls students from other societies. Hence the stated Hypothesis "There is no significant difference in Adjustment among disadvantaged class girls students with respect to Type of the Management Society" was Rejected.

Hypothesis 3: There is no significant difference in Academic Achievement among disadvantaged girls students with respect to class.

Table 3: Mean difference in the Academic Achievement among disadvantaged girls students with respect to class.

Variable	Class	N	Mean	SD	t-ratio	p- value
Academic Achievement	V	140	67.58	8.23	3.85	.000**
	VIII	140	71.02	7.58		

From the above table, the calculated 't' ratio for the Academic Achievement among disadvantaged girls students with respect to class is greater than the table value and it is statistically significant at 0.01 level. Hence the framed hypothesis is 'Rejected'. Therefore, there exist significant differences in Academic Achievement with respect to class. Based on the mean value, eighth class students have better Academic Achievement than fifth class students. Hence the stated Hypothesis "There is no significant difference in Academic Achievement among disadvantaged girls students with respect to class" was Rejected.

Hypothesis 4: There is no significant difference in Academic Achievement among disadvantaged class girls students with respect to different types of Management Society.

Table 4: Mean difference in the Academic Achievement among disadvantaged class girls students with respect to Type of Management Society

Variable	Type of the Management society	N	Mean	SD	't'-value	p- value
Academic Achievement	TSWREIS	140	76.03	7.01	3.410	.000**
	TTWREIS	140	71.23	8.69		

From the above table, the calculated 'F' ratios for the overall Academic Achievement value are greater than the table value and it is statistically significant at 0.01 level. Hence the framed the null hypothesis is 'Rejected'. Therefore, there exist a significant difference in Academic Achievement with respect to Type of Management Society. Based on the mean scores of the TSWREIS are higher as compared to TTWREIS, indicating that disadvantaged class girls students from this society possess higher Academic Achievement score.

Hypothesis 5: There is no significant relationship between Adjustment and Academic Achievement among disadvantaged girls students.

Table 4.Relationship between Adjustment and Academic Achievement among disadvantaged girls students

Variables	N	r	P	Relationship
Adjustment& Academic Achievement	700	.359	.000**	Moderate Positive

From the above table, the calculated 'r' value is greater than the table value and it is statistically significant at 0.01 level. Hence, there is significant Moderate Positive relationship between Adjustment and Academic Achievement among disadvantaged girls students.

Hence the stated Hypothesis "There is no significant relationship between Adjustment and Academic Achievement among disadvantaged girls students" was Rejected.

Conclusion

From the findings of the study, it is concluded that eighth class students have better Emotional Adjustment, Social Adjustment and Educational Adjustment than fifth class students, the disadvantaged class girls students from TSWREIS school have better Emotional Adjustment, Social Adjustment and Educational Adjustment than the girls students from other societies, eighth class students have better Academic Achievement than fifth class students. Disadvantaged class girls students from TSWREIS society possess higher Academic Achievement score. Moderate Positive relationship between Adjustment and Academic Achievement among disadvantaged girls students.

Educational implications

The study's findings reveal that Adjustment has an impact on disadvantaged girls students academic achievement. As a result, teachers must make attempts to boost Adjustment among students

1. This research can raise awareness among all stakeholders, particularly disadvantaged girls students, adjustment in regard to academic achievement in their academic life.
2. The findings indicate a significant positive relationship between Adjustment and Academic Achievement among disadvantaged girls students in school.
3. As a result, it is vital to keep an eye on Adjustment in order to improve Academic Achievement.
4. The teacher should value the student's efforts and allow them to adjust to their surroundings to the best of their abilities.
5. The instructor should give the students considerable leeway and responsibility to cope with circumstances on their own.

Suggestions for the Further Research of the Study

1. A similar study can be conducted by taking the different types of school students from other disadvantaged girls students as well.
2. A similar study can be conducted on different educational levels of disadvantaged girls students.
3. A comparative study can be conducted on the Adjustment among the boys and girls students.
4. A study can be conducted on the Effectiveness of intervention programs to improve Adjustment among the disadvantaged girls students.

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