



A Study On Relationship Of School Adjustment And Academic Achievement Of Secondary School Students Of Raichur Town

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Abstract:

School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. If a child is well adjusted to his environment, then he or she will be motivated to excel in the activities assigned during school, and it leads to academic achievement. Academic achievement is greatly based upon adjusting abilities of children. The main of present study is to find of the relationship of school adjustment and academic achievement of secondary school students of Raichur town. 100 secondary school students were taken for the study. General Classroom Achievement Test prepared by researcher and Adjustment Inventory for School students by A.K.P Sinha and R.P Singh was used. The reveals that the gender, the location of the school and the type of school have influence on the school adjustment and academic achievement of students in secondary schools. It also come to conclusion that school adjustment effects on the academic achievement of students in secondary schools

Key Words: school adjustments, effects, Academic achievement, Secondary schools

1. Introduction:

The problem of students' adjustment has increased rapidly causing students' unrest and students' indiscipline which has posed a negative impact on their personal development and academic achievement as well. The failure to achieve proper adjustment makes the adolescents frustrated and also loses their own self worth and self confidence in their entire academic career than a well adjusted individual who has greater determination to face all hurdles of life boldly and attain a greater amount of inner peace and happiness. So the present study focuses to measure the degree of adjustment of college students pertaining to their academic life and also provide decision makers and higher education managers with necessary information to enhance the adjustment level of the students so as motivate them towards better academic performance

Proper adjustment in college life is considered as one of the potent factors which leads to student's success in their educational life as it is an indicator for the student's potentiality to cope up with the problems emerging from academic, social and emotional needs. Shivagunde, S. & Kulkarni, V. V. (2012) concluded the school adjustment impacts the academic achievement of students. The students with higher school adjustment have better academic achievement compared to others. It is generally seen that maladjusted behavior can not only affect an individual's personal growth and development but also his academic performance too. In a study conducted by Gerdes & Mallinckrodt, (1994) found that the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment. Adjustment difficulties, loneliness and depression are much more common now a day among college students than their peers who are not in college.

2. Review of related literature:

1. Ray, Corey, E., Elliott & Stephen, N. (2006) has conducted a research on school Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competencies. The study examined the hypothesized relationship between school adjustment, as measured by perceived social skills, and performance on academic achievement tests. Results indicated that each participant differed significantly on social skills, and students with proficient academic and behavior competence demonstrated significantly greater levels of self concept than those with an undeveloped behavior competency.
2. Hussain, Kareem., (2016) has conducted a study titled Academic achievement and adjustment among high school students. Results revealed that the magnitude of academic stress was significantly higher among the Girls school students where as coeducation school students were significantly better in terms of their level of adjustment. In the same way male students were significantly better in terms of their level of adjustment compare to female students
3. DeRosier, M. M. & Lloyd, S.W. (2012) has conducted a study on The Impact of Children's Social Adjustment on Academic Adjustment. In the study it was found that social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment
4. Yellaiah (2012) also conducted a research work on the topic "A Study of Adjustment on Academic Achievement of High School Students." The results conclude that adjustment and academic achievement cause significant difference between male and female students; rural and urban school students and government and private school students.
5. Hemant Kumar Bunker (2021) conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The sample consists of 120 secondary school students from 2 schools in Ahmedabad District, Gujarat, India. The tool used for the present study were School Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh (2007). The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

3. Need and Importance of the study:

The school adjustment plays a significant role in the performance of secondary school students. It occupies a prominent place in the physical and intellectual development of the children; and influences their academic achievement. Secondary stage of education is considered an important stage for the children. At this stage, children follow the suggestions of their parents in decision making; and participate in socially acceptable activities. This is also the stage of ambiguity during which they need to take the support and assistance from the parents and teachers. Keeping in view the investigators felt it desirable to investigate on the school Adjustment among students of secondary schools. The present study seeks to know the school adjustment levels of secondary school students. From the review of related studies, it is understood that there are studies on the factors influencing the adjustment of students; and also on the relationship between school adjustment and academic performance of students. But the researchers did not come across the studies on the influence of demographical variables on the adjustment of secondary school students. The present study is an attempt in this direction.

4. Objectives

1. To study the level of school adjustment of Secondary school students of Raichur town
2. To study the level of academic achievement of Secondary school students of Raichur town
3. To study the relationship of school adjustment and academic achievement of male Secondary school students of Raichur town
4. To study the relationship of school adjustment and academic achievement of Female Secondary school students of Raichur town
5. To study the relationship of school adjustment and academic achievement of Urban Secondary school students of Raichur town
6. To study the relationship of school adjustment and academic achievement of Rural Secondary school students of Raichur town
7. To study the relationship of school adjustment and academic achievement of Girls Secondary school students of Raichur town
8. To study the relationship of school adjustment and academic achievement of coeducation Secondary school students of Raichur town

5. Hypotheses:

1. H_01 : There is no significance difference between classroom achievement male and female school students of Raichur town.
2. H_02 : There is no significance difference between classroom achievement Rurban and rural school students of Raichur town.
3. H_03 : There is no significance difference between classroom achievement Girls and coeducation school students of Raichur town.
4. H_04 : There is no significance difference between school adjustment male and female school students of Raichur town.
5. H_05 : There is no significance difference between school adjustment urban and rural school students of Raichur town.

6. H_06 : There is no significance difference between school adjustment Girls and coeducation school students of Raichur town.
7. H_07 : There is no significance correlation between classroom achievement and social adjustment among male school students of Raichur town.
8. H_08 : There is no significance correlation between classroom achievement and social adjustment among female school students of Raichur town.
9. H_09 : There is no significance correlation between classroom achievement and social adjustment among urban school students of Raichur town.
10. H_010 : There is no significance correlation between classroom achievement and social adjustment among rural school students of Raichur town.
11. H_011 : There is no significance correlation between classroom achievement and social adjustment among Girls school students of Raichur town.
12. H_012 : There is no significance correlation between classroom achievement and social adjustment among co-education school students of Raichur town.

6. Limitations of the study:

- 1) The study is limited to find out the adjustment of secondary school students.
- 2) The study is limited to Secondary schools located in Raichur Town.
- 3) The study is confined to find out the influence of three demographic variables, viz., gender, location of the school and the type of school on the adjustment of secondary school students.
- 4) Only 100 students were taken for the study

7. Design of the study:

5.1. **Method of the Research:** The researchers followed the Survey Method of the descriptive research for the present investigation.

5.2. **Sample:** 100 secondary school students were taken for the study as a sample. Sample includes Male and female, urban and rural, Girls school and co-education school students of Raichur town

5.3. **Sample selection technique:** Simple random sample selection technique

5.4. **Tools used and brief description of tools:**

1) General Classroom Achievement Test:

General Classroom Achievement Test by investigator to measure classroom achievement. It contained 50 questions. The test consisted of three sections namely Science, English and Social Studies subjects. The test had a maximum score of 50, and had a minimum score of 0. Each incorrect answer of the test was awarded a score of 0 and correct answer was awarded 2 marks. The maximum possible score of the test was 100. The test contained Test-Retest and Split of reliability of 0.782 and 0.754. Percentile norms were used for this test.

2) Adjustment Inventory of School Students:

For this research, Adjustment Inventory for School students by A.K.P Sinha and R.P Singh was used. It contained 58 questions with Y/N response. It measured various adjustment areas like Emotional, Social and Educational. This inventory was designed for the age group between 14- 18 years. The split half reliability, Test-Retest and K-R formula were 0.95, 0.93 and 0.94 respectively. The validity coefficient was determined

by biserial correlation. Percentile norms were computed for both males and females. Percentile norms were computed for both males and females of all three areas (Emotional, Social and Educational) of the adjustment separately as also for the whole inventory.

5.5. **Data collection procedure:** Investigator visited each school and conducted academic achievement test and collected through school adjustment scale.

5.6. **Data analysis techniques:** Mean, S.D., t-test and Pearson's correlation coefficient were applied for data analysis and interpretation.

5.7. **Statistical software used:** S.P.S.S. ver 21 (IBM)

8. Data analysis and interpretation:

Table-1: t-test for academic achievement mean scores of Secondary school students

Variable	Sub variable	N	Mean	S.D.	t-value	Significant
Gender	Male	50	60	12.13	3.56	Significant at 0.05
	Female	50	52	10.5		
Locale	Urban	50	72	14.12	4.25	Significant at 0.05
	Rural	50	62	9.32		
Type of school	Girls school	50	80	10.56	3.85	Significant at 0.05
	Co-edn. school	50	65	8.62		

Table value of $t = 1.923$ at 0.05 and 0.1 significant level at degree of freedom 98

Above Table clearly indicates there is difference between male and female, urban and rural, Girls and Co-education school students on academic achievement tests. Male students, urban school students and Girls students were having higher academic achievement compared to their counter parts respectively. Hence H_{01} , H_{02} and H_{03} were rejected and alternative Hypotheses accepted. It means Gender, Locale and type of school has influence on the academic achievement of students

The above results were supported by DeRosier, M. M. & Lloyd, S.W. (2012). In the study it was found that social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment

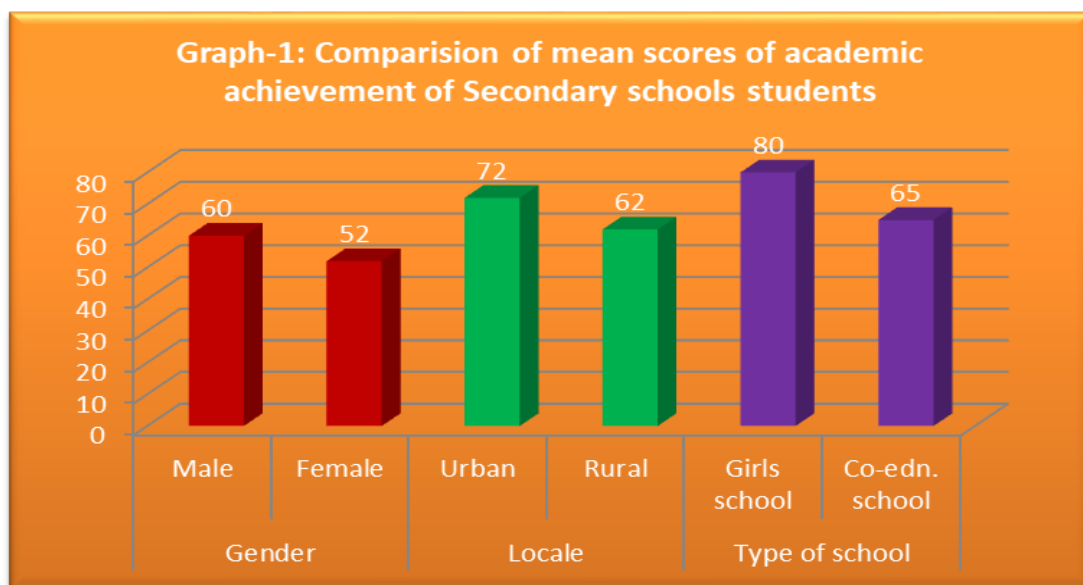


Table-2: t-test for school adjustment mean scores of Secondary school students

Variable	Sub variable	N	Mean	S.D.	t-value	Significant
Gender	Male	50	44	4.23	5.52	Significant at 0.05
	Female	50	35	3.46		
Locale	Urban	50	52	5.11	4.62	Significant at 0.05
	Rural	50	42	4.23		
Type of school	Girls school	50	54	5.99	3.11	Significant at 0.05
	Co-edn. school	50	46	4.51		

Table value of $t= 1.923$ at 0.05 and 0.1 significant level at degree of freedom 98

Above Table clearly indicates there is difference between male and female, urban and rural, Girls and Co-education school students on school adjustment scale. Male students, urban school students and Girls students were having higher academic achievement compared to their counter parts respectively. Hence H_{04} , H_{05} and H_{06} were rejected and alternative Hypotheses accepted. It means Gender, Locale and type of school has influence on the adjustment of students

The study by Hussain, Kareem., (2016) has conducted a study titled Academic achievement and adjustment among high school students. Its results supports present study, it revealed that the magnitude of academic stress was significantly higher among the Girls school students where ascoeducation school students were significantly better in terms of their level of adjustment. In the same way male students were significantly better in terms of their level of adjustment compare to female student.

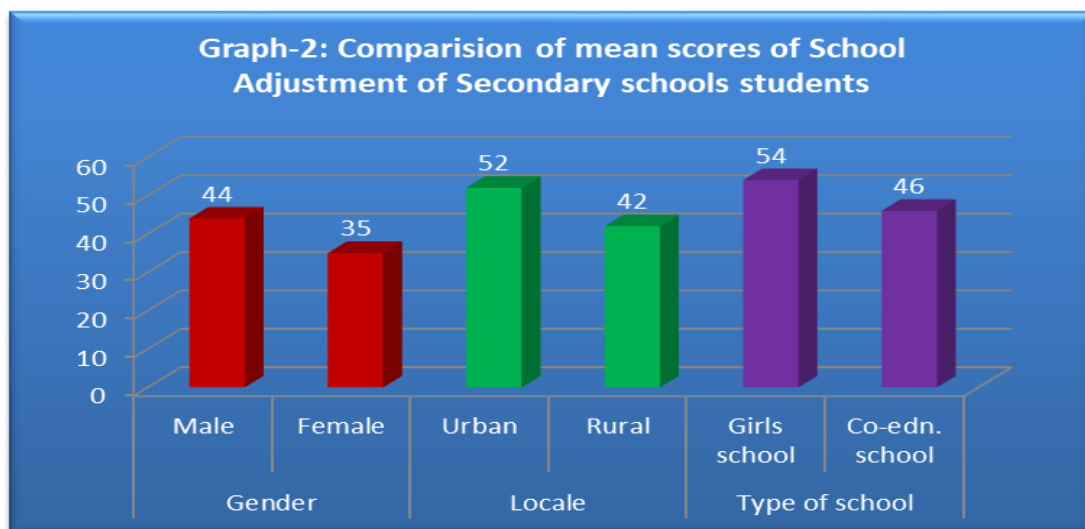


Table-3: r-test for school adjustment and academic achievement mean scores of Secondary school students

Variable	Sub variable	N	r-value	Significant
Male	School adjustment	50	0.861	Significant at 0.05
	Academic achievement	50		
Female	School adjustment	50	0.921	Significant at 0.05
	Academic achievement	50		
Urban	School adjustment	50	0.882	Significant at 0.05
	Academic achievement	50		
Rural	School adjustment	50	0.874	Significant at 0.05
	Academic achievement	50		
Girls school	School adjustment	50	0.984	Significant at 0.05
	Academic achievement	50		
Co-education	School adjustment	50	0.854	Significant at 0.05
	Academic achievement	50		

Table value of $r = 0.1654$ at 0.05 and $r = 0.2324$ at 0.1 significant level at degree of freedom 98

Pearson's correlation coefficient showed that the academic achievement of male secondary school students was statistically significant and positively correlated with School adjustment ($r = 0.861$). Therefore, hypothesis 7 was rejected.

Pearson's correlation coefficient showed that the academic achievement of female secondary school students was statistically significant and positively correlated with School adjustment ($r = 0.921$). Therefore, hypothesis 8 was rejected.

Pearson's correlation coefficient showed that the academic achievement of urban secondary school students was statistically significant and positively correlated with School adjustment ($r = 0.882$). Therefore, hypothesis 9 was rejected.

Pearson's correlation coefficient showed that the academic achievement of rural secondary school students was statistically significant and positively correlated with School adjustment ($r = 0.874$). Therefore, hypothesis 10 was rejected.

Pearson's correlation coefficient showed that the academic achievement of Girls secondary school students was statistically significant and positively correlated with School adjustment ($r= 0.984$). Therefore, hypothesis 11 was rejected.

Pearson's correlation coefficient showed that the academic achievement of Co-education secondary school students was statistically significant and positively correlated with School adjustment ($r= 0.854$). Therefore, hypothesis 12 was rejected. It means that school adjustment has influence on the academic achievement of students

The above result was supported by Ray, Corey, E., Elliott & Stephen, N. (2006), they has conducted a research on school Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competencies. The study examined the hypothesized relationship between school adjustment, as measured by perceived social skills, and performance on academic achievement tests.

9. Findings:

1. There is significance difference ($t=3.56$) between classroom achievement male and female school students of Raichur town.
2. There is significance difference ($t=4.25$) between classroom achievement Rurban and rural school students of Raichur town.
3. There is significance difference ($t=3.85$) between classroom achievement Girls and coeducation school students of Raichur town.
4. There is significance difference ($t=5.52$) between school adjustment male and female school students of Raichur town.
5. There is significance difference ($t=4.62$) between school adjustment urban and rural school students of Raichur town.
6. There is no significance difference ($t=3.11$) between school adjustment Girls and coeducation school students of Raichur town.
7. There is significance correlation ($r= 0.861$) between classroom achievement and social adjustment among male school students of Raichur town.
8. There is significance correlation ($r= 0.921$) between classroom achievement and social adjustment among female school students of Raichur town.
9. There is significance correlation ($r= 0.882$) between classroom achievement and social adjustment among urban school students of Raichur town.
10. There is significance correlation ($r= 0.874$) between classroom achievement and social adjustment among rural school students of Raichur town.
11. There is significance correlation ($r= 0.948$) between classroom achievement and social adjustment among Girls school students of Raichur town.
12. There is significance correlation ($r= 0.854$) between classroom achievement and social adjustment among co-education school students of Raichur town.

10. Conclusions:

From the findings of the study, it is concluded that the gender, the location of the school and the type of school have influence on the school adjustment and academic achievement of students in secondary schools. It reveals that school adjustment effects on the academic achievement of students of secondary schools

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