

“A STUDY OF ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS IN RELATION TO THEIR SCHOOL ADJUSTMENT”.

Sumithramma Assistant Professor Sarada vilas teachers college Mysore-4
Sumithracp123@gmail.com

Abstract:

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments with his/her environment. Therefore they should be properly molded in a useful way otherwise it will hinder the progress and development of our country. The main objectives of the study are: to find out the relationship between academic achievement of the IX standard students and their school adjustment. And to find out whether differences in sex and type of school of IX standard students would account for significant differences in academic achievement. The school adjustment inventory by Nirmal Kumar Bagia was used to measure school adjustment and the academic achievement scores of the VIII std annual exam was taken. Total number of 300 students were drawn based on stratified random sampling technique. The results indicate that there is a significant relationship between academic achievement of IX std, students and their school adjustment. And also there is a difference between academic achievement of sex and type of schools of IX std and their school adjustment.

Key Words: Academic achievement, Adjustment, Survey method, t-test and Co-relation.

1. Introduction:

In the current world, scholastic performance is of a paramount importance and all countries pay special attention to academic achievement, scholastic performance, success and competition. In fact, one of the main objectives of education is to develop the students through providing proper conditions for them so to reach the highest levels of academic achievement. Academic achievement refers to the results of intellectual performance in schools and universities and as an education parameter it is the most important factor for individual and social prosperity (Steinmayr, Dinger, & Spinath, 2012). Researchers have always showed great interest to find out how factors affect academic achievement and progress and what role they play in this regard. No doubt, a set of individual and environmental factors among many others influence the students' academic achievement.

Undoubtedly, it is impossible to make research into all the affecting factors in one research study and to analyze all the related materials and variables. It seems academic achievement is a multi-dimensional variable, and it is affected by enormous factors. The age of early adolescence is the critical age of the development of self-concept and it changes the concept of “self” profoundly (Dudovitz, Li, & Chung, 2013), studying the nerve system of early youth through nerve photography, the scholars found that the changes in nerve system affect their “self”. Furthermore, the nerve development in the early youth interferes with the adolescents’ behaviors like the increase of awareness and peer effectiveness.

Social adjustment as an important indication of psychology health is a topic attracting the attention of many psychologists. Social growth is the most important aspect of one’s development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person’s adjustment with him/herself and others (Hartup & Rubin, 2013). On the other hand, living in a human society has stemmed from a set of values and expectations paradigm, and to meet one’s expectations and value framework a person needs a sufficient amount of adjustment. Without adjustment, the person is not able to meet many of his/her basic needs. If one is incompatible with the society properly, he will feel isolated.

Dhingra and Colleagues (2005) assert that adjustment is a continuous process through which one changes to be in proper adjustment with his environment, others, and himself. The basic objective to adjustment is to set a balance between one’s wishes and social expectations that affects all aspects of one’s life. As a result, the person can respond properly to all environmental stimuli to acquire his favorable stimuli and reinforcement.

Although adjustment contains many aspects like social, emotional, physical and educational dimensions; the best aspect is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006). Emotional and social adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and a higher self-esteem strengthens one’s ability to efficiently tackle with the psychological pressures (Wilbum & Smith, 2005).

Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present.

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual.

2. Need and Importance of the Study:

Academic achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. A quality control assurance and late, total availability management of achievement have increasingly gained the attention researcher in education. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behavior researcher have probed further and have attempted to understand the backbone of achievement have brought to light the correlates of achievement and paved the way control and manipulation of variables of quality management of achievement.

India is a democratic country whose further depends on the children who are the future citizens of the country. Hence it is rightly said “today’s’ children are further citizens” children are pillars of our nation. Therefore they should be properly molded in a useful way otherwise it will hinder the progress and development of our country.

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments with his/her environment. School adjustment consists of many different aspects such as academic achievement, school satisfaction, school engagement and pro social behaviour. Poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout (Vasalampi et al. 2009; Raju & Rahamtula, 2007). Generally Higher Secondary level students belong to adolescence stage. In this stage of development boys and girls enter into adolescence stage from the stage of infancy. As this stage physical, mental, emotional change invites various problems to their life, they fail to adjust properly with their family, society and school environment. If the needs of the adolescence are not fulfilled properly they suffer from various problems- mental complexity, conflicts and anxiety. They may affect their academic achievement. According to John Dewey Education is a continuous process of adjustment with ever changing environment. Education is an important process of adjustment. The more a student adjusts with the environment the more he/she gains learning capacity. As a result academic achievement is also heightened. In this respect it is important to know if there is any prominent relationship between academic achievement and adjustment level of the students.

There are many agencies that take part in shaping the personality of the child but home and school occupy a major in shaping the personality of the child. The present day adolescent child faces with lots of conflict and cultural friction. These are conflicts related to physical, emotional, social home their effect

on academic performance of the students is crucial. That is why we see that nearly 75% of the children in the modern times suffers from schools adjustment problem. Hence it is necessary that school adjustment problem tackled immediately and the school player major role in taking the responsibility.

3. Operational definitions of the terms used in the study:

3.1 Academic achievement:

The term academic achievement refers to the degree of success or level of attainment by pupil in the scholastic or the curricular subjects, prescribed within the syllabus. In brief academic achievement is the amount of knowledge derived from learning in the classroom.

3.2 School adjustment:

School adjustment indicates how a pupil likes his mates, feels, happy in their company and enjoys relationship experiences approval and popularity among mates and gets into the social interaction by forming friendship and being cooperate.

School adjustment indicates how a pupil is satisfied with school administration and general environment facilities and conforms at schools likes miscellaneous administrative conditions, feels interested and participates in co-curricular activities and experiences attachment with school.

Areas of school adjustment: There are five areas of the school adjustment.

1. Health adjustment

2. Emotional Adjustment

3. social adjustment

4. Home

5. School Adjustment

4. Methodology

Statement of the problem

The problem selected for Present investigation is as follows, **“A study of academic achievement of ix standard students in relation to their school adjustment”**.

5. Objectives of the study:

1. To find out the relationship between academic achievement of the IX standard students and their school adjustment.
2. To find out whether differences in sex of IX standard students would account for significant differences in academic achievement.
3. To find out whether differences in type of school management in which IX standard students are studying would account for significant differences in academic achievement.

6. Hypotheses of the study:

The following hypotheses have been formulated for empirical validation.

1. There is no significant relationship between academic achievement of IX std. students and their school adjustment.
2. There is no significant difference in academic achievement of IX standard boys and girls.
3. There is no significant difference in academic achievement of IX standard students studying in private government, aided and unaided schools.

7. Variables of the study:

Followings are the variables of the study:

Dependent Variables

Academic achievement

Independent variables

School Adjustment

Gender

Type of school management

8. Method of the study:

Descriptive Survey method was adopted for the study.

9. Sample of the study:

The population for the present study was the IX standard students studying in secondary schools of Mysore urban. In the present study the investigator used stratified random sampling method stratification was based on the gender of the students and type of school management, this method was applied to ensure representatives and to avoid bias. Total number of 300 students were drawn for the sample.

10. Tools used for the data collection:

To test the hypothesis formulated for the students. Data were collected with the help of certain tools. The school adjustment inventory by Nirmal Kumar Bagia was used to measure school adjustment and the academic achievement scores of the VIII std annual exam was taken.

11. Statistical techniques used for data analysis:

The following statistical techniques were used for analyzing the data and were computed by using standard formula.

1. Mean differences (t-test) test.
2. Co-relation

12. Analysis and interpretation of the data:

Hypothesis - 1

There is no significant relationship between academic achievement of IX std. students and their school adjustment.

Table No - 1

Table showing the size, df, co-efficient of correlation 'r' and its significance at 0.05 level and 0.9.01 levels between academic achievement of IX standard students and their school adjustment.

Variables	N	Df	R	Level of significance
Academic Achievement	300	298	0.160	*
School Adjustment				

From the above table it can be seen that the obtained 'r' value 0.160 is more than table value at 0.05 level of probability. Hence, the null hypothesis is rejected and the alternative hypothesis is formed that there is a significant relationship between academic achievement of IX std, students and their school adjustment.

Hypothesis - 2

There is no significant difference in academic achievement of IX standard boys and girls.

Table No - 2

Table showing the N, Mean, S.D, 't' value and its level of significance of academic achievement scores of IX standard boys and girls.

Variable		N	Mean	S.D	't' value	Level of Significance
Gender	Boys	150	174.24	50.69	3.753	**
	Girls	150	195.00	47.50		

From the above table it can be seen that the obtained 't' value 3.753 is more than the table value 1.97 at 0.05 level and 2.67 at 0.01 level. Hence, the null hypothesis is rejected and the alternative hypothesis is formulated. It further concluded that girls have higher level of academic achievement (M=195.540) than boys (M=174.247).

Hypothesis - 3

There is no significant difference in academic achievement of IX standard students studying in private government, aided and unaided schools.

Table No - 3

Table showing the N, Mean, S.D, 't' value and its level of significance of academic achievement scores of IX standard students studying in government, private aided and unaided schools.

Variable		N	Mean	S.D	't' value	Level of Significance
	Private Aided	100	196.83	41.14	0.476	NS

Type of School	Private Unaided	100	194.00	42.80		
	Government	100	163.85	58.37	4.618	**
	Private Aided	100	196.83	41.14		
	Private unaided	100	194.00	42.808	4.165	**
	Government	100	163.85	58.373		

From the above table it can be seen that the obtained 't' value 0.47 is less than the table value 1.97 at 0.05 level. Hence null hypothesis is accepted.

From the above table it can be seen that the obtained 't' value 4.618 is more than the table value 1.97 at 0.05 level and 2.67 at 0.01 level. Hence, the null hypothesis is rejected and the alternative hypothesis is formulated. It further concluded that IX standard students of private aided (M=196.830) have higher level of academic achievement than government schools (M=163.850).

From the above table it can be seen that the obtained 't' value 4.165 is more than the table value 1.97 at 0.05 level and 2.67 at 0.01 level. Hence, the null hypothesis is rejected and the alternative hypothesis is formulated. It further concluded that IX standard students of private unaided (M=194.000) have higher level of academic achievement than government schools (M=163.850).

13. Major findings of the study

1. There is a significant relationship between academic achievement of IX standard students and their school adjustment.
2. There is a significant difference in academic achievement of IX standard boys and girls. It further concluded that girls have higher level of academic achievement (M=195.54) than boys (M=174.247).
3. There is a significant difference in academic achievement of IX standard students studying in private aided and unaided schools.
4. There is a significant difference in academic achievement of IX standard students studying in government and private aided schools. It is further concluded that IX standard students of private aided (M=196.83) have higher level of academic achievement than government schools (M=163.85).

5. There is a significant difference in academic achievement of IX standard students studying in government and private unaided schools. It is further concluded that IX standard students of private unaided (M-194.00) have higher level of academic achievement than government schools (M-163.85)

14. Educational implications:

Results of the correlation analysis reveals a significant positive correlation between academic achievement of IX standard student and their emotional, social and school adjustment.

This implies that parents and teachers have to provide emotional support understand the social and school related needs to increasing adjustment levels of students thereby helping students to performance.

The t-test analysis reveals that girls are more adjusted than boys. Parents and teachers have to pay special attention to boys and their problems have to special attention top boys and their problems of the adjustment and help them to cope with any difficulties.

Private aided school students are better with performance higher levels of adjustment than government school students. This implies that government school students adjustment problems are relatively higher, probably due to school environment and related factors. Teachers therefore have to provide good learning atmosphere and support to students to help them achieve higher level of academic achievement.

15. Bibliography

1. Aggarwa J. C. (1995). Essential Of Educational Psychology, VIKAS Publication, New Dehli.
2. Akerlof G. A., Kranton R. E. (2002). Identity and schooling: Some lessons for the economics of education. Journal of Economic Literature, 40, 1167–1201.
3. Anderson C. S. (1982). The search for school climate: A review of the literature. Review of Educational Research, 52, 368–420.
4. Mangle S. K . (2006). Advanced Educational Psychology , Prentice Hall of India, New Delhi.
5. Gross, M. (1994), “Factors in the social adjustment and social acceptability of extremely gifted children” Talent Development, Volume II, pp. 473-476.

6. Jaikumar, S. and R. Muthumanickam (2010), "Social adjustment of higher secondary school students," Department of Education, Annamalai University, Annamalai Nagar, Tamil Nadu, India.
7. James, C. Mundt, and others, (1994), "The Work and Social Adjustment Scale: a simple measure of impairment in functioning," Healthcare Technology Systems Inc., Madison, Wisconsin, USA.