

A Study of Correlation between Adjustment and Academic Achievement

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Abstract:

Adjustment is a process by which a person maintains a balance between needs and circumstances. The variables are family, social, academic, financial, emotional, age, gender, class, types of school etc. Adjustment of school children is primarily dependent on school variables as class in which they are studying, medium of instruction, type of management of school, parental education and occupation. Present study is an effort of authors to correlate adjustment with academic achievement.

Introduction:

Adjustment, in psychology refers to behavioral process by which humans and other animals maintain equilibrium among their various needs. Human beings are able to adjust to the physical, social and psychological demands that arise from having interred dependability with other individuals. Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such adjustment in terms of success or failure. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desire goals. Thus, adjustment helps for self initiated growth and development along intellectual, emotional, social, physical dimensions. It refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It deals with the way an individual adapts to his environment and demand of life. This includes how he relates others and how he deals with his responsibilities and inner feelings. Adjustment helps to cope with the demands, pressure of the outside world, needs and desires.

Child and adolescent adjustment ability have been largely neglected area in India. Students face many adjustments in school. From year to year, there are changes in teachers, class rooms, school, class rules, procedures, performance and expectations, difficulty of the work and peers. School adjustment is related to children's academic achievement. Adjustment is not only connected academic progress but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Research shows that academic learning can be promoted by student's involvement with others while children's loneliness and social dissatisfaction relate negatively.

Adjustment with other students is helpful to establish adjustment with other elements of environment. Research indicates that children and adolescents whose friendship have a positive quality, shows greater pro social behavior, hold higher self esteem, have fewer emotional problem, better attitude and higher level achievement. Friendship with negative qualities leads to less students' class room involvement and more disruptive behavior. A person has to adjust in every walk of life.

Objective of Study:

- To find out the adjustment of students

- To find out academic achievement of students
- To find out the correlation between adjustment and academic achievement of students

Hypothesis:

In pursuance of the above objectives, the null hypothesis has been formulated to be tested

There is no significant difference for adjustment value between boys and girls students.

There is no significant correlation between adjustment and academic achievement of students.

Sample:

200 students of class 6-12 were selected for study.

Tools Used:

A self prepared questionnaire was used to find adjustment status. Adjustment at home, in class, in school, with friends, with teachers tested. Academic performance of students was collected from mark sheets of last 2 academic sessions and divided into categories as above 80%, 71-80%, 61-70%, 51-60% and less than 50%.

Table-1 Status of Adjustment among Students

Adjustment Scale	No. of Students %	
	Boys	Girls
High	42	47
Medium	31	34
Low	27	19

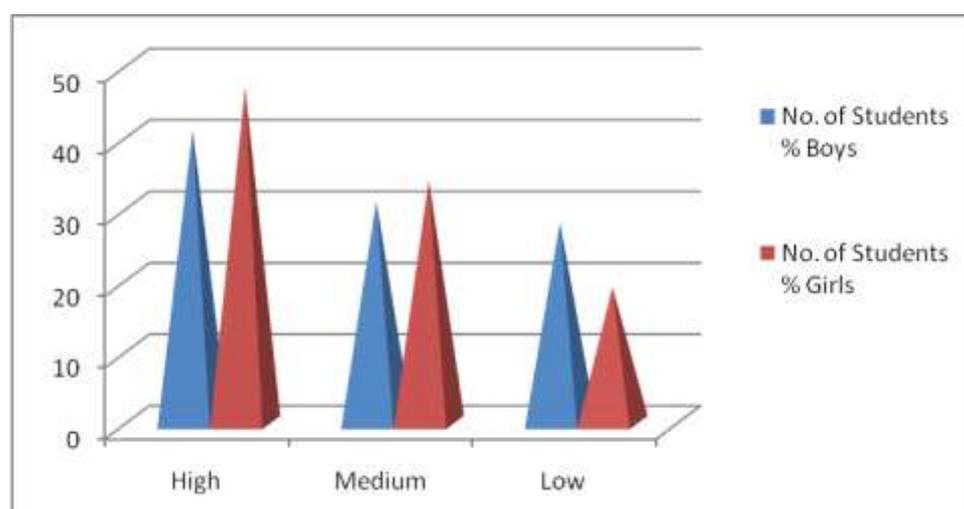


Chart-1 Status of Adjustment among Students

Table-2: Relationship between Adjustment and Academic Achievement of Students

Adjustment Scale	No. of Students % for Academic Performance				
	Above 80%	71-80%	61-70%	51-60%	Less than 50%
High	18	26	29	21	6
Medium	13	24	33	22	8
Low	5	13	36	29	17

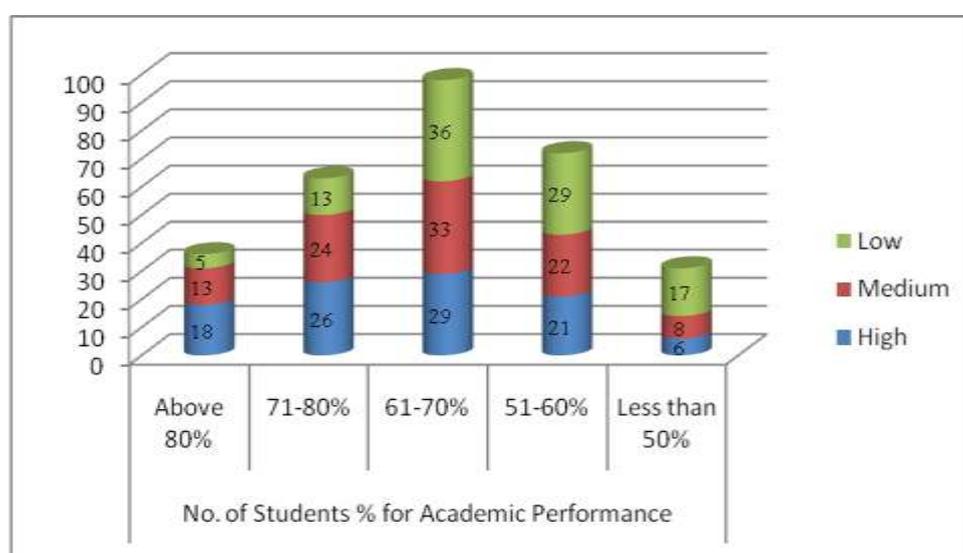


Chart-2: Relationship between Adjustment and Academic Achievement of Students

Adjustment value 0-50 is not mentioned in calculation in as taken very low value. Value 51-100 is considered as low while 101-150 as medium and 151-200 as high value. Data analysis shows that high adjustment found in 41% boys and 47% girls while medium adjustment observed in 31% boys and 34% girls. 28% boys and 19% girls marked as having lower adjustment. Thus hypothesis, there is no significant difference for adjustment value between boys and girls students is rejected.

Academic performance and adjustment related data shows that in the category of high adjustment, above 80% academic performer's strength is 18%, 71-80% is 26% and 61-70% is 29%. Academic performance 51-60% is observed in 21% and less than 50% in 6% students with having high adjustment. Among students of medium adjustment 13% have above 80%, 24% have 71-80%, 33% have 61-70%, and 22% have 51-60%. Minimum marks obtained by only 8%. For low adjustment of students, academic performance decreases rapidly. 5% students got above 80%, 13% got 71-80%, 36% got 61-70% and 29% possess 51-60%. Less than 50% gained by 17% students with low adjustment. Hence hypothesis, there is no significant correlation between adjustment and academic achievement of students is rejected.

Conclusion:

There is a positive relationship searched between adjustment and academic achievement. Students with better adjustment perform better academic performance. Students with better adjustment with home, health, social, emotional, school exhibit better academic performance. Parents and teachers should focus on student's

adjustment with environment. Easiness, happiness with environment turns into adjustment which is helpful for good academic performance.

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