

Adjustment Level of Students and Its Relation with Academic Achievement of Technical and Non-technical students

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Abstract : This study is conducted to know the levels of adjustment of class XII technical and non-technical students. Being a social animal, man needs society and to remain in society he has to adjust with the values of society. Without social adjustment man cannot live happily. Man lives by himself in the changing circumstances of the society. Adjustment is a process of making suitable responses to inner and outer stimuli. It is the relationship between an individual's needs and his/her environment. The other objectives of the study are to find out the relationship between adjustment and academic achievement of the students and to know whether the level of adjustment differs according to the gender(Male-Female), residential place (Rural-Urban) and educational streams (Arts-Science) of the students. The study is a descriptive survey research. Purposive non-random sampling technique is used for the study. Total 150 students are selected as sample. Indian Adaptation of Bell's Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma is used for the study. Collected data are analyzed using percentage, coefficient of correlation and t-test. The results indicate that 82% students of class XII have average level of adjustment.

Key Words: Adjustment, Technical and Non-technical, Class XII Students, Academic Achievement.

I. INTRODUCTION

The dictionary meaning of the word —Adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. In some situation, one of the factors may not be changeable and so the one which is modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper story window is a good example of such an adjustment. Wearing of clothes according to the requirement of the season is another such example as ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has of source, made it possible to adjust the temperature inside dwelling houses and workplaces to harmonize with our needs.

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days the concept was purely biological and used the term adaptation .The adaptability to environmental hazards goes on increasing as we proceed on the phylogenetic scale from the lower extreme to the higher extreme of life. Insects and germs, in comparison to human beings, cannot withstand the hazards of changing condition in the environment and as the season changes, they die. Hundreds of species of insects and games perish as soon as the winter begins.

Laurence Shaffer —Adjustment is the process by which a living organism maintains balance between his needs and the circumstances that influence the satisfaction of his needs"

Lindgren (1965) the term adjustment means that the —persons must accommodate themselves in order to meet certain demands of their environment."

James Driver (1952): Adjustment means the modification to compensate for or meet special conditions.

Webster (1951): Adjustment is the establishment of a satisfaction relationship, as represent harmony, conformance, adaptation or the like.

Carter V. Good (1959): Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change the environment.

Warren (1934): Adjustment refers to any operation whereby an organism or organ becomes more favorably related to the environment to the entire situation, environmental and internal.

Shaffer (1961): Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

Gates and Jersild (1948): Adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

Vanhaller (1970): We can think of Adjustment as psychological survival in much the same way as the biologist uses the term adaptation to describe psychological survival.

Crow and Crow (1956): An individual's Adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between, himself and the conditions; Situations and persons who comprise his physical and social environment. 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.

II. REVIEW OF RELATED LITERATURE

Yellalah (2012) investigated on a study of Adjustment on Academic Achievement of high school students. The study concluded that adjustment and academic achievement cause significance difference between male and female students, Government and Private school students and Rural and Urban school students did not cause any significant difference between Adjustment and Academic Achievement. It was found that there was a low positive relationship between Adjustment and Academic Achievement and also female students have (31.3%) good adjustment level than male (7.3%) students.

Yengimolki, S., Kalantarkousheh, S.M. and Malekitabar, A. (2015) in their study Self-Concept, Social Adjustment and Academic Achievement of Persian Students found that a significant relationship between self-concept and adjustment. There was a significant correlation between academic achievement and social adjustment, but there was no significant relationship between self-concept and academic achievement.

Ganai, M.Y. and Mir, M.A. (2013) had studied on A Comparative Study of Adjustment and Academic Achievement of College Students. The result of the study indicated that no significant difference was found between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also did not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two groups showed no significant difference in terms of their academic achievement.

Mahmood, K. and Iqbal, M.M. (2015) studied on Psychological Adjustment and Academic Achievement among Adolescents. Results revealed that there was negative correlation between psychological adjustment and academic achievement of students who passed O' level. Independent Sample t-test revealed that there was significant difference on psychological adjustment among students who passed O' level. The results also showed that female have more psychological adjustment as compared to male.

Mansingbhai, T. and Patel, Y.H. (2014) had investigated on Adjustment and Academic Achievement of Higher Secondary School Student. The findings of the study revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Significant difference was also existed between male and female adolescent on academic achievement.

Osa-Edoh G.I and Iyamu F.I (2012) in their study on Social Life Adjustment and Academic Achievement of Adolescents in Edo State: Implication for Counselling found that social life adjustment influenced students' academic achievement. That was a child who was well adjusted socially performed

better in school than one who was not socially adjusted. Another finding of this study was social life adjustment and academic achievement for males and females were the same.

Adhiambo, W.M., Odwar, A.J. and Mildred, A.A.(2011) in their study on Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya found that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment.

Devi, C.B. (2015) studied on School Adjustment and Academic Achievement among Tribal Adolescents in Manipur. The findings revealed that a low positive correlation between school adjustment and academic achievement in Imphal and Ukhrul both the districts. It was also revealed that high academic achievers had better adaptability in school than that of low academic achievers

III. NEED OF THE STUDY

Academic achievement of the student helps him/her set up his/her career. Academic achievement is often a sign of an outstanding intellect which can help the students in all the fields of their lives. It is often seen from the previous studies that age, gender, socio-economic status of the family of the students, environment of the school, behaviour of the teachers, curriculum, teaching aids, evaluation system etc had a great effect on the academic achievement of the students. In this study the investigator wants to know whether the adjustment level of the students has a relation with the academic achievement of the students.

IV. OBJECTIVES

1. To know the level of adjustment of Technical and Non-technical students of class XII.
2. To know the relationship between adjustment and academic achievement of Technical and Non-technical students class XII.
3. To know whether the level of adjustment differs according to the gender of Technical and Non-technical students of class XII.
4. To know whether the level of adjustment differs according to the residential place of Technical and Non-technical students class XII.
5. To know whether the level of adjustment differs according to the educational streams (Arts-Science) of class XII.

V. HYPOTHESIS

HO₁: There is no significant level of adjustment among Technical and Non-technical students of class XII.

HO₂: There exists no significant relationship between adjustment and academic achievement of Technical and Non-technical students of class XII.

HO₃: There is no significant difference among male and female class XII students in their level of adjustment.

HO₄: There is no significant difference among rural and urban class XII students in their level of adjustment.

HO₅: There is no significant difference among class XII students of arts and science streams in their level of adjustment.

V. METHODOLOGY

Research Design

For the study the researcher used survey research design of descriptive research.

Population and Sample

All class XII students studying in Government Sponsored Higher Secondary schools (under the affiliation of C.B.S.E. New Delhi) of Muzaffarpur Bihar district are treated as population of the study. For sample, the purposive non-random sampling technique was used for the study. Total 150 students were selected as sample.

Table-1: Showing detailed break-up of the samples

Gender	Residential Place		Educational Streams		Total
Male	Rural	35	Arts	36	75
	Urban	40	Science	39	
Female	Rural	35	Arts	42	75
	Urban	40	Science	33	
Total					150

Instrument

Indian Adaptation of Bell's Adjustment Inventory developed by Dr. (Mrs.) Lalita Sharma was used for the study. Test-retest method was used to measure the reliability of the instrument and reliability coefficient was 0.81.

Variables

In this study, researcher used three types of variables. They were-

- *Dependent Variable:* Academic Achievement (Total marks of class XI Annual Examination)
- *Independent Variable:* Adjustment levels (Good/Average/ Poor)
- *Categorical Variables:*
 - Gender: Male-Female
 - Residential Place: Rural- Urban
 - Educational Streams: Arts-Science

Statistical techniques:

To analyze and interpret the data, the investigator used Coefficient of Correlation and t-test.

VI. FINDINGS

HO₁: There is no significant level of adjustment among Technical and Non-technical class XII students.

Table 2: Level of adjustment among Technical and Non-technical class XII students

Adjustment	Levels No. of Students	%
Good	02	1.33
Average	123	82.00
Poor	25	16.67
Total	150	100

Table 2 shows that 123 out of 150 students have average level of adjustment, which means 82% of the Technical and Non-technical class XII students, are found to have an average level of adjustment with

the environment. So the H_{01} is rejected, it may be concluded that there exists significant level of adjustment among Technical and Non-technical class XII students.

HO₂: There exists no significant relationship between adjustment and academic achievement of Technical and Non-technical class XII students.

Table 3: Coefficient of Correlation(r) between different Areas of Adjustment and Academic Achievement

Areas of Adjustment & Academic Achievement	r	df	Level of Significance
Family	+0.39	148	Significant at 0.05 level
Academic Adjustment			
Social	+0.43	148	Significant at 0.05 level
Academic Adjustment			
Emotional	+0.33	148	Significant at 0.05 level
Academic Adjustment			
Health	+0.37	148	Significant at 0.05 level
Academic Adjustment			

Table 3 shows that the coefficient of correlation(r) of Academic Achievement and Family area, Social area, Emotional area and Health area of Adjustment are respectively +0.39, +0.43,+0.33 & +0.37. So a positive low correlation was found in each relation. As it is a two tailed test the critical value for df 148 at 0.05 level is 0.174 but calculated values of r are larger than critical value. So the H_{02} is rejected at 0.05, it may be concluded that there exists a significant relationship between adjustment and academic achievement of Technical and Non-technical class XII students.

HO₃: There is no significant difference among male and female Technical and Non-technical class XII students in their level of adjustment.

Table 4: t value of level of adjustment based on gender of class XII students

Gender	No. of sample	Mean	SD	df	t value
Male	75	37.25	9.71	148	2.81*
Female	75	32.52	10.90		

* Significant at 0.05 level

Table 4 shows that t value of adjustment level is 2.81. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, H_{03} is rejected at 0.05 level, it may be concluded that there exists a significant difference in the level of adjustment of male and female Technical and Non-technical class XII students.

HO₄: There is no significant difference among rural and urban class XII students in their level of adjustment.

Table 5: t value of level of adjustment based on residential place of Technical and Non-technical class XII students

Residential Place	No. of sample	Mean	SD	df	t value
Rural	70	31.63	7.50	148	-3.68*
Urban	80	37.74	11.98		

* Significant at 0.05 level

Table 5 shows that t value of adjustment level is 3.68. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, Ho4 is rejected at 0.05 level. It may be concluded that there exists a significant difference in the level of adjustment level of rural and urban Technical and Non-technical class XII students.

HO5: There is no significant difference among class XII students of arts and science streams in their level of adjustment.

Table 6: t value of level of adjustment based on educational streams of class XII students

Educational Streams	No. of sample	Mean	SD	df	t value
Arts	78	37.05	11.81	148	2.67*
Science	72	32.54	8.48		

* Significant at 0.05 level

Table 6 shows that t value of adjustment level is 2.67. As it is a two tailed test the critical value for df 148 at 0.05 level is 1.98 but the calculated value of t is larger than the critical value. So, Ho5 is rejected at 0.05 level, it may be concluded that there exists a significant difference in the level of adjustment level of Arts and Science class XII students.

VII. DISCUSSION

1. The first finding of the study reveals that 82% students of class XII have average level of adjustment that means there exists a significant level of adjustment among Technical and Non-technical class XII students.
2. The second finding of the study shows that a significant low positive correlation is found between adjustment level and academic achievement of Technical and Non-technical class XII students. Similarly, the study of Devi, C.V. (2015) found a low positive correlation between adjustment and academic achievement among Tribal Adolescents but the study of Mahmood, K. and Iqbal, M.M. (2015) revealed that there was a negative correlation between psychological adjustment and academic achievement.
3. The next finding of the study shows that there exists a significant difference in the level of adjustment of male and female Technical and Non-technical class XII students. Similarly, Mahmood, K. & Iqbal, M.M. (2015) showed that the level of psychological adjustment of female students was more than that of male students. But Ganai, M.Y. & Mir, M.A. (2013) and Adhiambo, W.M., Odwar, A.J. & Mildred, A.A.(2011) also indicated in their study that there was no significant difference among male and female students in their level of adjustment.
4. Another finding shows that there exists a significant difference in the level of adjustment level of rural and urban Technical and Non-technical class XII students. But the study of Yellalah showed that Rural and Urban school students did not cause any significant difference between Adjustment and Academic Achievement.
5. The last finding of the study is that there exists a significant difference in the level of adjustment level of Arts and Science class XII students.

VIII. CONCLUSION

Adjustment process is a way in which the individual attempts to deal with stress, tension, conflicts etc., and meet his/her needs. In this process, the individual also makes effort to maintain harmonious relationships with the environment (Kulshrestha, 1979). Every child is born in family. Then gradually

he/she grows up and enters into simplified, purified, better balanced society which is school. In school the child not only fulfils his/her needs but also adjusts properly with the school environment. The more a student can adjust with the environment the more he becomes mentally healthy. It has a positive effect on the student's education. The guardian and teachers should fulfil the needs of adolescence students of class XII properly and thus help them achieve all round development. The teachers can adapt the following steps to increase the adjustment level of the Technical and Non-technical students.

IX. SOME SUGGESTIONS

- They should try to maintain a pleasure environment in the school.
- Yoga and Meditation should be included in school curriculum.
- Group activity, sports, NCC, NSS programmes should be arranged.
- A good relationship among teachers, students and guardian should exist.
- If needed counseling centre should be set up to eradicate the adjustment problems among the students.
- Teachers also help the students to release or reduce their stress, anxiety, conflict and tension and channelize them in socially acceptable ways.

A student, who fails to adjust properly, also suffers academically. So, joint effort should be made by the parents, teachers, counsellors and policy makers to provide necessary service to the adolescent Technical and Non-technical class XII students to help them achieve better performance in their academic life.

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