

# A STUDY OF ADJUSTMENT ITS RELATION TO ACADEMIC ACHIEVEMENT AMONG COLLEGE STUDENTS

Dr. Mahantesh Hiremath

Principal Rural B.Ed. and V H Maradi M.Ed. College Sattur, Dharwad

## ABSTRACT

The education sector is currently moving in a competitive environment in the 21st century. The quality of students' performance plays a major role in determining their personal growth and development. Students want to climb the ladder of academic success as high as possible. Adaptability can be considered as one of the strongest factors in enhancing the academic excellence of students and achieving a high level of personal, social, academic and emotional well-being. The present study attempts to examine the relationship between adaptability and academic achievement of college students. For this, the researchers purposively selected a sample of 100 students comprising 50 males and 50 females from different colleges. Adaptability Inventory for College Students (AICS) by Singh and Sinha was used to collect data. The results indicated that there was no significant difference in the average scores of adaptabilities between male and female students. Furthermore, it is revealed from this research paper that there is a high negative relationship between the overall adaptability and academic achievement of college students.

**Keywords:** Adjustment, Academic Achievement, College Students

## INTRODUCTION

**T. Khaja Rahamtulla (2007)** to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial and emotional) are age, gender, class, type of school etc. The study was conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by **Jain (1972)** was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables.

The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment. **Manju Gehlawat (2011)** to studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

**Dr. M.Y. Ganai and Muhammad Ashraf Mir (2013)** were found No significant difference between male and female college students in terms of total scores obtained on the adjustment scale. The two groups also do 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. **Yellaiah (2012)** found that adjustment and academic achievement cause significant difference between male and female student. Government and private schools' students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement. **Sanandraj and Thomas (1984)** investigated sex differences in masculinity, femininity and its relationship to self-esteem, personal adjustment and social adjustment. They found that there was a significant sex difference in masculine-feminine orientation of the sample. **Singh (2006)** examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interaction's effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.

**S. A. Annie Isabella (2010)** this study intended to explore if there was any significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teachers of Lady willing don Institute of Advanced Study in Education, were selected randomly 158 student teachers. The study was used tool the modified Kupp swamy's Socioeconomic Status Scale (1999) and found that there was no significant relationship between Academic Achievement and Socioeconomic Status of B Ed student teacher.

## REVIEW OF RELATED LITERATURE

- **Boruah (2018)** conducted a study on the relationship between adjustment and academic achievement in college students. The sample consisted of 110 students, 56 males and 54 females. Data were collected using the Adjustment Inventory of College Students (AICS) developed by Singh and Sinha. This study identified a negative relationship between overall adjustment and academic achievement in college students.
- **Lawrence (2019)** investigated the relationship between emotional, social and academic adjustment and academic achievement among higher secondary school students. The sample consisted of 350 students. Sinha and R.P. Singh. The results indicated a significant relationship between emotional, social and academic adjustment and academic achievement among higher secondary students.
- **Alam (2019)** reported a study on the adjustment and academic achievement of secondary school students in West Bengal. The research involved 200 secondary school students and data was collected using the Adjustment Inventory developed by A. K. P. Similarly, no significant differences in academic achievement were observed based on religion and gender of the students.
- **Banik (2019)** explored the relationship between adjustment and academic achievement among adolescent students. The sample consisted of 120 adolescents. The study revealed a positive relationship between adjustment and academic achievement among both male and female adolescents.
- **Akhtar (2020)** conducted a study examining the influence of gender and academic achievement on 90 students aged 14 to 17 years. The Bell Adjustment Inventory developed and validated by Mohsin and Shamshad (1968) was used to collect data. The study found that students with higher academic achievement showed higher overall adjustment compared to those with lower academic achievement.

## OBJECTIVES OF THE STUDY

1. To find out the level of adjustment of secondary school students in Dharwad district.
2. To compare the level of adjustment of male and female secondary school students in Dharwad district.

- To find out the correlation between adjustment and academic achievement of secondary school students in Dharwad district.

### HYPOTHESES OF THE STUDY

- There is no significant difference in the level of adjustment of male and female secondary school students in Dharwad district.
- There is no significant relationship between adjustment and academic achievement of secondary school students in Dharwad district.

### METHODOLOGY OF THE STUDY

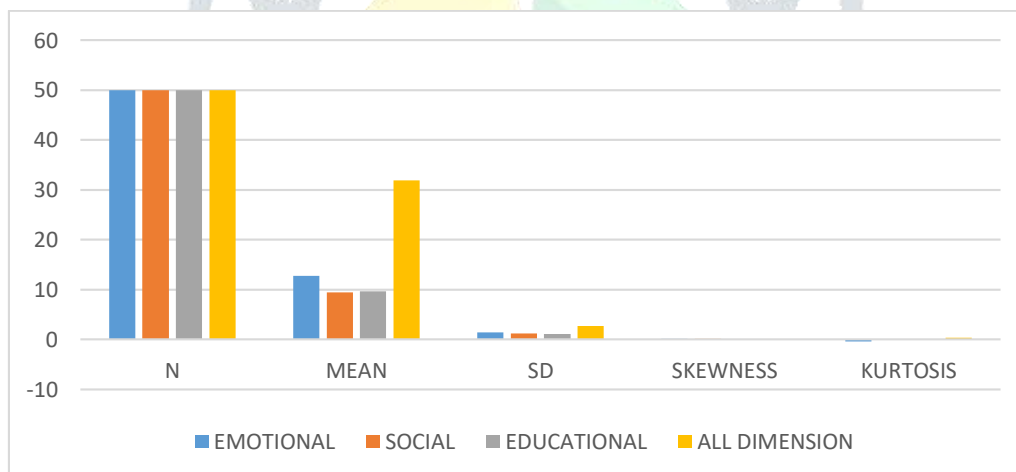
The present study used descriptive survey method. The study sample consisted of 100 secondary school students studying in the first year of Higher Secondary in Dharwad district. The researchers collected the necessary data through the tools developed by Dr. A.K.P. Sinha and Dr. R.P. Singh, who developed the adjustment inventory. For academic achievement, the marks obtained by the students in their S.S.L.C examination were collected.

### ANALYSIS OF THE DATA

**Table-1 Dimension wise level of adjustment of secondary school students**

Dimension	N	Mean	SD	Skewness	Kurtosis
Emotional	50	12.78	1.43	0.09	-0.39
Social	50	09.41	1.25	0.12	-0.01
Educational	50	09.69	1.10	-0.07	-0.01
All Dimension	50	31.88	2.77	-0.03	0.34

**Geaph-1 Dimension wise level of adjustment of secondary school students**



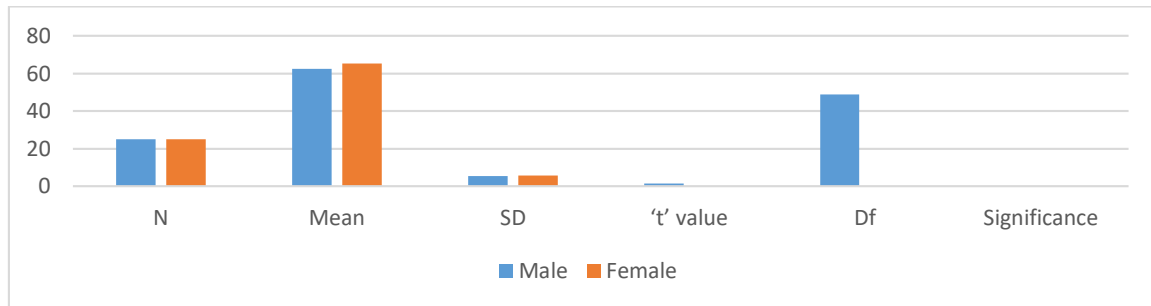
The above table shows the data related to the adjustment level of secondary school students of Dibrugarh district by dimension. It is seen from the table that the skew value for the emotional adjustment dimension is 0.09, which shows that the distribution is positively skewed, i.e. many students scored below the mean score of the group. Again, the skew value for the social adjustment dimension is found to be 0.12, which is positively skewed and indicates that many students scored below the mean score. On the other hand, for the academic adjustment dimension, the calculated value of skewness is -0.07, which shows that the distribution is negatively skewed, which indicates that many students scored above the mean score. Similarly, when considering all the dimensions, the skew value for the overall adjustment of the students in the sample is found

to be -0.03, which indicates that the distribution is negatively skewed, i.e. many students scored above the mean score.

**Table-2 Comparison of the adjustment of male and female secondary school students of Dibrugarh district**

Variables	N	Mean	SD	't' value	Df	Significance
Male	25	62.51	5.39	1.31	49	Significant at .05 level
Female	25	65.44	5.73			

**Graph-2 Comparison of the adjustment of male and female secondary school students of Dibrugarh district**

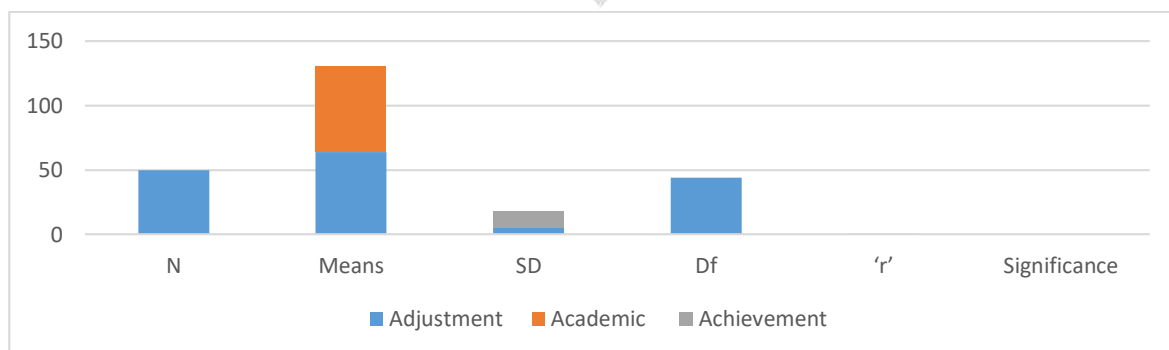


The data revealed that the computed value of  $t = (2.63)$  against  $df = 49$  is greater than the tabulated value  $= (1.31)$  at the .05 significance level. Thus, the null hypothesis that "there is no significant difference between the adjustment of male and female secondary school students of Dharwad district" is rejected and it can be concluded that there is a significant difference between male and female students with respect to their adjustment level.

**Table- 3 Relationship between adjustment and Academic Achievement of secondary school Students of Dibrugarh District**

Variables	N	Means	SD	Df	'r'	Significance
Adjustment	50	63.88	5.77	44	0.13	Significant at .05 level
Academic Achievement		66.67	12.38			

**Graph- 3 Relationship between adjustment and Academic Achievement of secondary school Students of Dibrugarh District**



The computed product moment coefficient ( $r$ ) of the correlation between adjustment and academic achievement of secondary school students in Dharwad district is found to be 0.13. The tabulated value of  $r$  against  $df = 44$  at .05 level is 0.195. Thus, the computed value of  $r = 0.13$  is greater than the tabulated value of  $r = 0.195$  at .05 level of significance. Therefore, the null hypothesis that "there is no significant relationship between adjustment and academic achievement of secondary school students in Dharwad district" is rejected

and it can be concluded that there is a significant positive relationship between adjustment and academic achievement of secondary school students in Dharwad district.

### **MAJOR FINDINGS OF THE STUDY**

1. Dimension wise adjustment scores varied among students. Overall, secondary school students in Dharwad district had an average level of adjustment.
2. There was a significant difference between male and female students with respect to their adjustment level showing that female students had a higher level of adjustment than male secondary school students in Dharwad district.
3. A significant positive relationship was observed between adjustment and academic achievement of secondary school students in Dharwad district.

### **CONCLUSION**

The current study explored the relationship between adjustment and academic achievement. The findings presented in this study shed light on the significant impact of adjustment on students' academic performance. The study findings suggest that students who exhibit high levels of adjustment experience better academic performance. Ultimately, prioritizing adjustment in educational settings has the potential to enhance students' academic outcomes and contribute to their long-term success.

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