

Adjustment and Academic Achievement: A Comparative Study of Male and Female Secondary Level Students of Jammu

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ABSTRACT

The primary objective of the present study was to examine the difference of adjustment and academic achievement between male and female study of secondary level students of Jammu. Moreover, the relationship between adjustment and academic achievement was also investigated. The study consisted a sample of (N=400; males=200, females=200, age=14-17 years) secondary level students in Jammu. The adjustment was assessed using Adjustment Inventory for School Students (AISS) developed by Singh and Singh (2005) with 60 items and the academic achievement was assessed with a self-developed Academic Achievement Information Schedule (AAIS). Gender was measured by using demographic data sheet. Data were analysed by descriptive statistics, Pearson product moment correlation and Independent Samples t-test using SPSS. The results revealed that academic achievement increases with the increase in adjustment and vice-versa. Moreover, the results showed a significant means difference on adjustment and academic achievement between the male and female secondary level students. The observations indicated that the level of adjustment was found high among males and on the other hand the level of academic achievement was found higher among female secondary level students. The results of the current study suggest that gender interact in important ways in influencing the adjustment and academic achievement of students studying in different secondary level schools. The current findings are very important for the future researchers as well as policy makers.

Key words: Adjustment, Academic Achievement, Gender

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Introduction

In education, adjustment plays a pivotal role in each and every individual learner, the achievement of the students mainly depends on how the students control their emotions and adjust in every situation. Now-a-days, most of the learners are facing different types of maladjustment in their surrounding environment. In this way, the students do not concentrate in any work properly, if there is any issue of maladjustment. Hence, adjustment directly or indirectly has some effect on the academic achievement of the students. The concept of adjustment is systematically emerged from the works of Charles Darwin, the famous evolutionist. During that period, the concept was purely biological and he used the term as 'adaptation'. Now, the term 'adaptation' has been renamed as 'adjustment' by the physiologists and biologists. Adjustment is a continuous process by which human being maintains a balance in the needs and surrounding circumstances. It starts from the birth of a child and continues till his or her end of life.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts (Ward, Stoker, & Murray-Ward 1996). Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its student's academic achievements. A school with more academic achievements would receive more money than a school with less achievement (Ziedner&Mosche, 1998).

A person's education is closely linked to their life chances, income, and well being (Battle & Lewis, 2002). Therefore, it is important to have a clear understanding of what benefits or hinders one's educational attainment. In 2002 federal legislation aimed at increasing student test scores through accountability was passed (Arce, Luna, Borjian,& Conrad, 2005). Termed the No Child Left Behind act (NCLB), this legislation rewards schools that increase their student test scores with federal funding (Arce et al., 2005). Because this legislation is specifically focused on test scores and directly affects schools it has become important to examine what factors influence student test scores. By gaining a

better understanding of student test scores current federal legislation can be critically analyzed. This analysis can help determine whether or not current policies are benefiting students or if perhaps other policies would be more beneficial.

Adjustment in each and every sphere of life is worthwhile to be succeeding. Educational attainment or academic achievement is the success story of the student life. Therefore, in educational set up, adjustment is a strong enforcing factor of academic achievement. There are huge number of educational and psychological researches on adjustment and academic achievement. Most of the researches explored positive relation between adjustment and academic achievement (Gold, 1978; Jacobson, 2012). Yellaiah (2012); Thakar and Modi (2014); and Devi (2015) found a positive correlation between adjustment and academic achievement. Besides, Surekha (2008) and Verma and Kumari (2016) pointed out that there is significant positive high correlation. Bano and Naseer (2014) pointed out in their study that social adjustment and academic achievement are significantly related each other. The opposite result was found in the study conducted by Bansal (2012) that there exists no significant relationship between secondary students' adjustment and their academic achievement.

Based on the results of the above research studies, following research objectives have been framed:

Research Objectives: The present research aimed at:

- 1) To study the relationship of adjustment with academic achievement among secondary level students of Jammu.
- 2) To examine means difference of adjustment and academic achievement between male and female secondary level students of Jammu.

Hypotheses

H_{A1}: There will be positive relationship of adjustment with academic achievement among secondary level students of Jammu.

H_{A2}: There will be a significant difference of mean scores of adjustment between male and female students of Jammu.

H_{A3}: There will be a significant difference of mean scores of academic achievement between

male and female students of Jammu.

Sample

The sample of the present study consisted of 400 secondary level students studying in Jammu. Various government as well as private secondary level schools of Jammu were approached for the present study. The participants consist of 8th and 9th grade pass outs and at the time of survey they were studying in 9th and 10th grade respectively. The age of the students ranged from 14-17 years. Both the genders of the students were included in the sample. Students from various streams/subjects were taken for the study. Purposive sampling technique was employed for the selection of the participants.

Tools Used

Adjustment Inventory for School Students (AISS)

The Adjustment Inventory for School Students (AISS) developed by Singh and Singh (2005) was used to measure adjustment among secondary level students. The inventory consists of 60 items having three dimensions viz. Emotional, social and educational adjustment. Higher scores on the inventory indicate low adjustment and lower scores indicate high adjustment. The adjustment inventory was developed for the students of 14 to 18 years of age group. The reliability was determined by; (i) split-half method, (0.95) (ii) test-retest method (0.93) and (iii) K-R formula-20 (0.94).

Academic Achievement Information Schedule (AAIS)

The Academic Achievement Information Schedule (AAIS) is a self-developed tool by the researcher designed to assess Academic Achievement of the students. The data were collected on academic achievement information Schedule to assess the levels of academic achievement among the 8th and 9th grade pass out secondary level students. The participants were requested to answer each statement given in the booklet. Previous session academic achievements or results of the students, i.e. 8th and 9th grade results, were taken into consideration for the study. The data were collected from school authorities also so that it could be cross checked by the researcher. The results as per the marks obtained by the students were graded on a 3 point scale (1, 2 & 3); Grade 1 was given to results ranging from 80% to 100% marks, Grade 2 depicts results ranging from 60% to 79% marks and Grade 3

denotes results ranging from 33% to 59% marks obtained in the 8th and 9th class examinations. The Grade 1 is given a score of '1' indicating top level academic achievement, the Grade 2 is given a score of '2' indicating average level academic achievement, and the Grade 3 is given a score of '3' indicating lower level academic achievement in the respective academic sessions.

Analysis

The information/responses collected from the respondents were subjected to various statistical treatments. The data was analyzed by using Statistical Product and Service Solutions (SPSS). Statistical techniques used for analyzing data were: Frequencies, Percentages, Means, and Standard Deviations, Correlation and Independent Samples t-test. Pearson's product moment correlation was used to study correlation of adjustment with academic achievement. t- test was used to study the significance of means difference among the secondary level students on adjustment and academic achievement on the basis of gender.

Results and Interpretation

Tables 4.1: Showing descriptive statistics of Adjustment and Academic Achievement among the students studying in Jammu.

Variables	N	Mean	SD	Minimum	Maximum
Adjustment	400	16.58	6.427	3	36
Academic Achievement	400	66.11%	15.158	38 %	96%

From table 4.1 it can be observed that on adjustment the mean score of secondary level students of Jammu is 16.58 with standard deviation of 6.427 and on academic achievement, the mean score is 66.11% with standard deviation of 15.158.

Table 4.2: Showing the correlation matrix of Adjustment with Academic Achievement among the students studying in Jammu (N=400).

Variables	Adjustment	Academic Achievement
Adjustment	1	
Academic Achievement	- .676**	1

**=significant at 0.01 level of significance

The above table 4.2 shows significant negative correlation between Adjustment and Academic Achievement ($r = -.676^{**}$, $p < .01$), among the secondary students of Jammu Province. The score of the adjustment scale indicate that lower the scores are, higher is the adjustment. Therefore, these results indicate that higher the Adjustment, higher is the Academic Achievement among the secondary students of Jammu Province and vice-versa. Therefore, hypothesis H_{A1} stating that there will be positive relationship of adjustment with academic achievement among secondary level students of Jammu is supported.

Table 4.3: Comparison of Mean Scores of Adjustment and Academic Achievement between the Male and Female students of Jammu:

Variables	Gender	N	Mean	SD	Df	t-value	P
Adjustment	Male	200	18.54	6.103	398	5.839	.000**
	Female	200	12.66	5.181			
Academic Achievement	Male	200	61.17	14.632	398	-6.349	.000**
	Female	200	75.99	10.797			
Total N=400							

**=significant difference at 0.01 level of significance

Table 4.3 reveals that there's a considerable difference of mean scores of Adjustment ($t=5.839$, $p=.000 < .01$) between male and female secondary students of Jammu. Thus our

hypothesis H_{A2} , which states that there will be a significant difference of mean scores of adjustment between male and female students of Jammu, is accepted. The mean scores related to adjustment of male secondary students of Jammu ($M=18.54$) is significantly greater than the mean score of female secondary students of Jammu ($M=12.66$). The higher score of adjustment on adjustment scale indicates low adjustment and vice-versa. Thus, it can be determined that female secondary students of Jammu have higher levels of adjustment as compared to the male secondary students of Jammu.

Table 4.3 further reveals that there is a significant difference of mean scores of Academic Achievement between male and female secondary students of Jammu (-6.349 , $p=.000>.01$). Thus, our hypothesis H_{A3} , which states that there will be a significant difference of mean scores of academic achievement between male and female students of Jammu, is supported. The mean score of Academic Achievement of the students of female secondary students of Jammu (75.99) is significantly greater than the male secondary students of Jammu (61.17). Thus, it can be decided that the female students of Jammu have increased levels of Academic Achievement as compared to of the male students of Jammu.

Limitation of the study

- a) The major limitation of the study is that the target population was sensitive that had effect on objectivity of study.
- b) The selected sample group was heterogeneous with respect to their family background which may have resulted in variation of responses.
- c) Minimal demographic data were collected for the sample in this study. Information regarding the residence, family background etc. would have been fruitful.
- d) Only the students of few schools of Bhopal were taken into consideration which limits the scope of the study.

Suggestions for Future Research

Research is an unending process because every study leaves behind its shortcomings and makes room for future researchers to dwell in diverse ways and contexts. Thus taking the limitations of this study into consideration, there are several recommendations for future research which are given below:

- a) There is much scope to conduct further research on adjustment and academic achievement among secondary students. This study provides the groundwork for further exploration. Further research should include a qualitative component, which would provide the opportunity to learn more about the lived experience of secondary level students.
- b) Alternative research techniques should be used by future researchers to authenticate the results. Moreover, Short versions of scales and questionnaires and adequate sample size should be preferred by future researchers.
- c) The impact of certain socio-demographic variables such as financial status of the parents of the students, residence, education of parents etc., should be given due weightage in future research endeavors.
- d) The researchers in future should take sample from many institutions in order to make increase the scope of the study.

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