

## **A STUDY ON IMPACT OF ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF STUDENTS OF PASCHIM MEDINIPUR DISTRICT IN WEST BENGAL**

**Sristidhar Bera**\*

---

### **Abstract:**

The present paper tried to investigate the impact of adjustment on academic achievement of socially backward secondary students of Paschim Medinipur district in West Bengal. For this study, a sample of 120 IX grades SC and ST students were selected from different Government aided schools (Bengali Medium) of paschim Medinipur district specially Jangal Mahal area. Different statistical techniques were used (namely Mean, SD and Pearson's product moment Correlation) to ascertain the relationship between adjustment and academic achievement. Student t-test has been used to examine the gender discrimination among backward IX grades students. The findings of the study showed that socially backward students have average adjustment ability in different adjustment areas (i.e., educational, emotional and social). This study also revealed a positive and significant relationship between Academic achievement and Adjustment. Boys and Girls did not differ in their adjustment and academic achievement. It was also known that SC and ST students had significant difference in terms of their adjustment ability and academic achievement.

**Key Words:** Academic achievement, Adjustment, student's t-test, Socialization

---

\* **Research Scholar, Department of Education, Rabindra Bharati University and Assistant professor in Education, Gourav Guin Memorial College, Paschim Medinipur, West Bengal**

## Introduction

Adolescence is the period in every person's life that lies between the end of the childhood and beginning of the adulthood. It is a turbulence period. They face multifarious challenges and if these challenges are not resolve they may become nonconformist. This stage is very important stage or segment of whole life being a competent citizen. Being a social animal, man needs society and to in society he has to adjust with the value of society. Without adjustment man cannot live easily. Unless a person is not able to adjust himself to his environment he cannot develop his /her wholesome personality. The term ' Adjustment' refers to the degree of fit between the demand from the person's capacity to meet those demands successfully. It also meant that adaptation to physical environment as well as to social demands. There is a action reaction chain going on between the individual and his environment. Then there are a social pressures and demands of socialization. To these may be added the individual's personal demand such as the psychological needs .All these compiled of the person's demands adjustment. A well adjusted child who can easily adjust with social, emotional, educational environment who does not get affected adversely by the interaction such as conflicts, emotions etc and whose personality development goes through a healthy course of socialization. It is a well known fact that healthy adjustment is necessary for normal growth of an individual in the life. Education trains the person for healthy adjustment in various life situations of present and future (Vandana, 2013), Sangeeta et al (2012).

According to Cater V Good (1945) "Adjustment is the process of findings and adopting mode of behavior suitable to the environment or change in the environment. The favorable, neutral and unfavorable adaptation of an organism to external and internal situation and the process by which individual or groups accept, compromise with or acquire with social forces in one another". According to J. Drever (1952) adjustment means the modification to compensate for or special conditions. Adjustment is also called a continual process in which a person varies his behavior to produce a more harmonic relationship between himself and his environment (Gates and Jersild (1948). Socially backward students mean those who are belong to SC and SC students and live in remote areas from the well adjusted society. Those students face so many problems in the adolescent period. They always wants accept recognition and respect in the society but society always ignores them. So they become frustrated and face Physical, emotional, financial,

educational health and other adjustment problems. The adolescence period of SC and ST students become problematic which is crucial in their life span. Education continuously has prepared the students to be socialize by its daily different education programmes. This implies that adjustment and education are interrelated and complimentary to each other. So the present study about adjustment and academic achievement of students is relevant in this respect.

### **Brief Review of Related Literatures**

Different studies were conducted on adjustment and academic achievement of students in India and abroad. Some of the related studies are mentioned below to substantiate the present study:

Mann (1996) investigated that the illiteracy and absence of the knowledge of neighboring and other languages was keeping them in isolation. He observed that illiteracy was the acute problem of Indian tribes and cultural growth. Chauhan (1967) examined the problems of scheduled castes and made it clear that the introduction of special incentives for education of scheduled castes was hardly like to create the climate for the acceptance of the members of the rest while lower group in the higher circles of equal members. Agarwal (2003) conducted a comparative study of adolescence level of adjustment in relation to academic success and failure. It was found that successful adolescents were significantly superior in their social emotions and educational adjustment in comparison to unsuccessful adolescents. Singh (2006) in his study, found that Boys were significantly better than girls in their health adjustment at different levels of socio emotional climate of the school.

Above all studies showed that there is an influence of caste on adjustment especially for the scheduled castes and scheduled tribes students. But most of the studies were undertaken in India and abroad to examine the impact of adjustment on academic achievement of the socially backward students were not comprehensive one. So the present study tried to fill in the gap of the earlier studies by examining the effect of adjustment on academic achievement of students in relation to caste and gender.

### **Objectives**

The specific objectives of the study were:

1. To find out the level of adjustment of socially backward secondary school students.

2. To find out the differences between male and female students in their adjustment.
3. To find out the differences between male and female students in their academic achievement.
4. To find out the relationship between academic achievement and adjustment.
5. To find out the differences between SC and students in their Academic achievement.
6. To find out the differences between SC and ST students in their adjustment ability.

### Hypotheses

Several hypothesis were drawn in the light of the above objectives

$H_1$  : There is no significant difference exists between male and female students in their adjustment.

$H_2$  : There is no significant difference between male and female students in their academic achievement.

$H_3$  : There is no significant relationship exists between academic achievement and adjustment.

$H_4$  : There is no significant different exists between difference between SC and ST students in their Academic achievement.

$H_6$  : There is no significant difference exists between SC and ST students in their adjustment ability.

### Data Source and Methodology

The investigator employed descriptive survey method of research for the present study.

The study were conducted of the sample size of 120 students studying in class IX from different government aided secondary schools affiliated by the West Bengal Board of Secondary Education (WBBSE) from the socially backward areas of Paschim Medinipur district in West Bengal.

**Table 1: Showing the sample description of the study**

Sl. No	Name of schools	Boys	Girls	SC	ST	No. of students
1	Bakhrabad high school	10	10	20	-	20
2	Joykrishnapur high school	10	10	-	20	20

<b>3</b>	<b>Nagripada S. C. High school</b>	10	10	20	-	20
<b>4</b>	<b>Ragra S. C. High School</b>	10	10	-	20	20
<b>5</b>	<b>Nachhipur S. C. High School</b>	20	-	10	10	20
<b>6</b>	<b>Pandit Raghunath Murmur high school</b>	-	20	10	10	20

### Tool used for this study

A self prepared adjustment scale was employed on IX grade SC, ST students which measured three areas of adjustment namely Educational, Social and Emotional. It contained 54 items out of which area of Education consists of 18 items, area of social consists of 18 items and area of Emotional contains of 18 items. Final Examination's result of IX class students of socially backward student of Paschim Medinipur was assigned as Academic Achievement scores. The data were analyzed using Student's t- test and Product Moment Correlation-coefficient.

### Analysis and interpretation

The analysis of data was undertaken by two specific ways:

1. Descriptive statistics to examine the level of adjustment through the calculated values of mean, S.D. and  $SE_D$
2. Inferential statistics i.e., Students t-test was used to examine the significant differences in academic achievement and adjustment ability according to gender, caste including relationship between adjustment and academic achievement.

**Table 1: Showing Mean and level of Adjustment of socially backward secondary school students associated in different dimensions**

SL. No	Dimensions of adjustment	Means	Level
1	<b>Educational</b>	5.371	Average
2	<b>Emotional</b>	4.504	Average
3	<b>Social</b>	4.71	Average
<b>Total Adjustment</b>		14.585	Average

Source: Author's calculation based on field survey, 2014-15

Table 1 shows that the mean scores in each area of adjustment (i.e Educational, Emotional and social) of socially backward secondary students are average. Therefore table-1 indicates that total adjustment of socially backward secondary students is average.

Table - 2: Showing Mean, SD, SED and 't' of adjustment of male and female of socially backward secondary students.

Gender	N	Means	SDs	SED	't' value	Level of significance
Boys	60	14.633	3.953	.720	.094	NS
Girls	60	14.566	4.052			

Source: Author's calculation based on field survey, 2014-15

Note: NS indicates not significant

The table 2 depicts that the Mean score of male and female students are 14.633 and 14.566 respectively. The 't' value being .094 which is statistically not significant. So the null hypothesis  $H_0$  is retained. This indicates that there are no significant differences of adjustment between boys and girls.

Table - 3: Showing Mean, SD, SED and 't' of academic achievement of Male and Female of socially backward secondary students

Gender	N	Means	SDs	SE <sub>D</sub>	't' value	Level of significance
Boys	60	229.7	59.531	10.030	.348	NS
Girls	60	233.2	76.328			

Source: Author's calculation based on field survey, 2014-15

Note: NS indicates insignificant

Table 3 shows that the mean scores of male and female students are 229.70 and 233.20 respectively. The calculated t value is less than at .05 level which is statistically insignificant. That means null hypothesis  $H_0$  is rejected at .05 level. Therefore, there is no significant difference between boys and girls in their Academic achievement.

Table - 4: Showing Co-efficient of Correlation of Adjustment and Academic Achievement of

socially backward secondary students.

Variables	N	Correlation coefficient	Level of significance
Adjustment	150	.621	0.01
Academic Achievement	150		

The 'r' value being 0 .621 shows that there exists positive and significant relationship between adjustment and academic achievement. The null hypothesis  $H_4$  can easily be rejected. So it can be concluded that there exists significant and positive correlation between Adjustment and Academic Achievement.

Table- 5: Showing Mean, SD, SED and 't' of Academic Achievement of SC and ST socially backward secondary students

Caste	N	Means	SDs	SE <sub>D</sub>	't' value	Level of significance
SC	60	214.616	59.240	12.010	2.803	0.01
ST	60	248.283	72.73			

Table 5 shows that the mean scores of SC and ST students are 214.616 and 248.283 respectively. The t value being 2.803, which is statistically significant at .01 level of significance. That means null hypothesis  $H_5$  is rejected. This indicates that there is no significant difference between SC and ST students in their Academic achievement.

Table - 6: Showing Mean, SD, SED and 't' of Adjustment of SC and ST socially backward secondary students

Caste	N	Means	SDs	SE <sub>D</sub>	't' value	Level of significance
SC	60	13.366	3.655	.684	2.464	0.01
ST	60	15.83	3.978			

Table 6 shows that the mean scores of SC and ST students are 133.366 and 15.83 respectively. The t value being 2.464, which is statistically significant at .01 level. That means null hypothesis  $H_0$  is rejected. This implies that there is significant difference exist between SC and ST in their Adjustment.

### **Concluding Remarks**

Several specific remarks are drawn under the backdrop of the study:

- Socially backward secondary students have satisfactory adjustment.
- Socially backward secondary male and female students have no significance difference in their adjustment ability.
- Socially backward secondary male and female students have no significance difference in their Academic achievement.
- There exists positive relationship between adjustment and academic achievement.
- SC students have low academic achievement than the academic achievement of ST students.
- ST students have high adjustment ability than the adjustment of SC students.

### **Policy Suggestions**

The following suggestions are drawn to conduct further study:

- This study deals with a few demographic areas. So a comprehensive study can also be done on adjustment in relation to psychological variables such as personality trait, intelligence, creativity etc.
- It is also suggested that sample size may be enlarged in other classes (college level, University level, secondary level).
- Again this work may be conducted in different types of school i.e. non government; school etc and it can also be conducted on different age group students of school level.
- It will be worthwhile if the study is conducted on all the areas covering social, educational, health, and house.



## References

1. C. Bandana ,(2013).A study on adjustment of higher secondary school students of Durg District, IOSR, Journal of Research and Method of education(IOSR-JRME) e- ISSN;2320-7388, Vol-1, issue-1, (Jan- Feb .2013), pp 50-52.
2. Chottopadyay, K.P.( 1953) Tribal Education – A quarterly Anthropologists journal, Man in India, Jan- March, vol-33, pp,1-18.
3. Kulshreshtha, P.K.(1992). The effect of school environment on adjustment, study habits and achievement of high school students, Ph. D thesis Agra University ,Education Department.
- 4.Mann, R.S. (1996). Tribal identity, Estern Anthropologists, vol:22, No:2,p- 135
5. Roy Barman, B. K. (1966). Relatives roles of governments and voluntary agencies in tribak education, Miniographed.
6. Sangeeta. et al (2012) A study of adjustment problems of college students in relation to gender, socio economic status and academic achievement, International journal of behavioral , social and movements science ,Vol.01, April 2012, .Issue 02.
7. TJMS. Raju (2012) Adjustment of SC and ST secondary students, International journal of multidisciplinary education research, ISSN: 2277-7881, Vol-1,issue-1, April2012.