

A Study of Academic Performance and Adjustment of Secondary School Students.

Dr. Alka Jaiswal
Associate Professor & Head
Department of Psychology
M.D.D.M. College, Muzaffarpur
B.R.A. Bihar University, Muzaffarpur

ABSTRACT

The study was conducted to see the impact of adjustment on academic performance of secondary school students. In this context, 200 (100 boys and 100 girls) secondary school students were purposively selected as a research sample from four different secondary schools located in Muzaffarpur District (both rural and urban) area. Bell's Adjustment Inventory by M. Shamshad and K, Jehan (1987) was administered upon research sample. The student's academic record and examination results were taken as a academic performance from their school authority. The collected data were analyzed with t-test method. The findings revealed that : (i) the girls students were found better adjustment than boys students, (ii) adjusted students were found better in academic performance than those of non-adjusted students, (iii) urban students were found better in adjustment and academic performance than rural students.

Key words : Academic, Performance, Adjustment, Secondary, School, Students.

INTRODUCTION :

Education is one of the important aspects for all individuals. Education play positive and important role in the human development. In this context, educations become more important for school going students. Any school going students become educated with the academic performance. An educated person is not only able to accomplish his/her desired goals and objectives, but it also able to render and efficient contribution towards the well-being of the community.

Academic performance is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance of a student can be regarded as the observable and measurable behavior of a student in a particular situation.

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects is most important procedural knowledge such as skill or declarative knowledge such as facts.

Adjustment refers to the behavioral process by which human and other creatures maintain equilibrium among their various needs or between their needs and the obstacles of their environments. It is a compromise between the needs of the individuals and the demands of the society in which they lives. Adjustment is also termed as adaptation, wherein the individuals who are able to adjust themselves to the changing circumstances in their environment can live in perfect harmony.

High school students are the adolescents group which falls between the age group of 12 to 15 years. Adolescents in a period of rapid physical growth, mental and emotional development, and the adolescents have the need of social security. They also want to recognition in the area of society and their community. At present, in the academic area “adolescents academic level also affected form several factors. Hence, the researchers had decided to do research entitled on a study of academic performance in relation to their adjustment of secondary school students.

Review of Literature :

Rao (1964) studied the problems of adjustment and academic achievement and found that over and under achievement group differed significantly on their adjustment. Srivastava (1967) found that under achievement was related to poor family school and emotional adjustment. Chawla (1970) found that lack of adjustment was one of the factors of the low academic achievement. Sharma (1972) conducted a comparative study of adjustment of over and under achievers. Result showed that there were significant difference among the over achievers, average achievers and under achievers with regard to their adjustment in the school, home, social religion and miscellaneous area. In another study, Chapra (1982) found that home adjustment was more closely related to academic achievement than emotional, health and social adjustment. Joshi (1990) found that overall achievement of students was not significantly correlated with adjustment in general. Supriya (2016) found that adjustment play positive role in student's

academic achievement. Choudhary (2000) found in their study that academic performance depends upon student's adjustment and school environment.

Haist et al; (2000) showed that men performed better than women in certain setting while women outperformed men in other setting. Earl Novell (2002) observed that female students did better than male students. They also found that female students being more academically responsible than male students. Jayanthi et al. (2014) found that there is gender difference in the view of academic performance among students.

Objectives of the study :

The objective of the study was to find out impact of adjustment on academic performance of secondary school students.

Hypotheses :

According to objective following hypotheses has been formulated to be tested :

- (i) The adjustment would be significantly differed between boys and girls respondents.
- (ii) The academic performance would be significantly differed between adjusted and non-adjusted respondents.
- (iii) The adjustment would not be significantly differed between rural and urban students.
- (iv) There would be significant difference between rural and urban students interm of their academic performance.

Sample :

Total 200 secondary school students selected as a research sample from four different selected secondary schools located in Muzaffarpur district area.

Scales used :

- (i) Adjustment inventory developed by M. Shamshad and K. Jehan (1987).
- (ii) The academic record of respondents was taken as academic performance.
- (iii) Self prepared Personal Data Sheet.

Data Collection :

The researcher had contacted with a set of scales to the had of selected institutions and after the permission the data collection work was conducted and finished.

Analysis of data :

The collected data was analyzed with statistical analytical techniques.

Findings :**Table No.-i****Comparison of Adjustment between Boys and Girls Students :**

Groups	N	Mean	SD	t-value	p-value	df
Boys Respondents	100	30.90	6.48	5.35	<.05	298
Girls Respondents	100	25.60	7.51			

Table No.-ii**Comparison of Academic Performance between Adjusted and Non-adjusted Respondents:**

Groups	N	Mean	SD	t-value	p-value	df
Adjusted Students	80	33.21	7.13	2.33	<.05	143
Non-adjusted Students	65	29.13	6.69			

Table No.-iii**Comparison of Adjustment between Rural and Urban Respondents :**

Rural Students	100	34.21	7.27	2.26	<.05	148
Urban Students	100	30.01	6.33			

Table No.-iv**Comparison of Academic Performance between Rural and Urban Students :**

Rural Students	100	30.15	7.41	2.13	<.05	198
Urban Students	100	27.32	6.32			

An observation of above table no.-i revealed that there were significant differences between boys and girls respondents in term of their adjustment. In this context, the adjustment of girls respondents were found better than their counterpart boys respondents. In this context, the calculated t-value (5.35) was found significant at <0.1 level of confidence.

The result that given in above table no.-ii, cleared that adjusted respondents obtained more mean and SD (33.21, 7.13 respectively) while non-adjusted respondents obtained less mean and SD (29.13, 6.69 respectively) on their academic performance. According to this result, it can be say that, adjustment of respondents play positive role in their academic performance. Thus, this result, confirmed earlier made hypothesis.

The findings that displayed in table no.- iii revealed that rural respondents obtained more mean (34.21) and SD (7.27) and urban respondents obtained less mean (30.01) and SD (6.33) on adjustment measures. The obtained t-value (2.26) was not found significant at beyond chance. This result clears that adjustment was significantly differed between them. In another word, urban respondents were found an adjusted and rural respondent was found comparatively less adjusted. Thus, this result not confirmed our earlier made hypothesis and can be express that adjustment was significantly differed between rural and urban respondents.

Table no.- iv clears that significant difference between rural and urban respondents interm of their academic performance. Because of urban students obtained better academic performance than those of students of rural respondents. In this context the computed t-value (2.13) was also found significant. Thus, this finding confirmed earlier made hypothesis.

CONCLUSION :

To conclude, it is clear that, girl's respondents give more attention on their study than boy's respondents and adjustment play positive role in their academic performance. Students academic performance also effected by rural-urban in habitation factors. On the basis of these findings, it is suggest that teachers, parents and guardians should give special attention on their children's academic performance.

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