

Relationship between adjustment and Academic achievement among Adolescence Students

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Abstract: In the present study an attempt is made to assess the relationship between adjustment and academic achievement among adolescents studying in class 9 in Shiraz city. A total of 100 adolescent students studying in Shiraz city were randomly selected. They were administered Bell's Adjustment Inventory (1968) which measured adjustment of an individual in 4 areas (Home, health, social and emotional). Academic achievement scores were collected from the respective schools. One-way ANOVA was employed to find out the significance of difference between students with different levels of adjustment in various areas and their academic achievement scores. Results revealed that only home adjustment had significant influence over academic achievement. Emotional, social and health adjustments did not have significant influence over academic achievement of the sample studied.

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Introduction

Adolescence is a transitional period of one's life between childhood and adulthood, during which some important biological, psychological and social changes take place. It is a period of storm and stress. Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find it difficult to adjust normally with these changes and experience some problems, which are characteristic of this developing stage.

Duncan (1949) the term adjustment means a state of harmonious relationship between a person and his environment. It also refers to a continuous process by which a person changes his own behavior or tries to change the environment or brings change in both to produce satisfactory relationship with his environment. It also means how efficiently an individual performs his duties in different circumstances.

It is concerned with the individual's ability to cope effectively with his environment. According to Parameswaran and Beena (2004) Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action. This adjustment is of two types viz. adjustment to external conditions and adjustment becomes necessary, as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students.

The adolescence boy or girl may be faced with serious problem of adjustment when there is a difference of opinions, ideas and attitudes with their parents. Conflicts may arise between the adolescent and the parents that are difficult to resolve if both of them want to willing compromise. It takes all the tact and

understanding of parents to handle their adolescent. (Coleman, 1974). Families of delinquent or uncontrollable adolescents are characterized by poorer family relationships and less social connectedness and adjustment. In general, these families are lower on cohesion and independence and higher on conflict and control (Fox, 1998).

Necessity is the most remarkable element in making all people have various needs including biological adjustment and mental ones. The former comprises the needs such as sleep, subsidiaries which cause the survival and satisfy the basic human demands, and the latter contributes to making a healthy personality and growth and removing the mental illness or breakdown. The needs can be named as self – esteem, security and invention Man has to satisfy the sophisticated and various demands and satiate his needs within the social regulations. Hence, social adjustment underlines the coordination between an individual needs and the social interests which may cause a conflict between individual interest and the entire social interest.

Adolescent who display antisocial behavior in a variety of settings are at risk of low academic achievement and school failure. As early as the age of school entry, behavior problems are negatively correlated with verbal ability and reading readiness (Richman, Stevenson, & Graham, 1982), and aggressive students in the primary grades are at elevated risk for grade retention and special education placement (Ledingham & Schwartzman, 1984). Hence an attempt is made to investigate the relationship between adjustment and Academic achievement among the Standard (IX) students.

Objectives

- 1).To find whether there is a significant difference in the academic achievements among standard (IX) students having different levels adjustment at home.
- 2).To find whether there is a significant differences in the academic achievement among standard (IX) students having different levels of health adjustment.
- 3).To find whether there is a significant differences in the academic achievement among standard (IX) students having different levels of social adjustment.
- 4).To find whether there is a significant differences in the academic achievement among standard (IX) students having different levels of emotional adjustment.

Methodology

Population and Sample

Population: The population of the study consisted of the entire Standard (IX) student in Shiraz city. The present study was conducted on the random sample of 100 Standard (IX) students (N = 100), male (N₁ = 50) and female (N₂ =50) of secondary schools of Shiraz city. The age of the subjects of class (IX) ranged between 14 and 15 years.

Tools:

1. Adjustment Inventory for adolescent Students (BAI) developed by Bell (1968) of Stanford University. The inventory comprises of 140 items in relation to five areas of adjustment (Home 35, Health 35, Social 35, and Emotional 35 items). The test is helpful in screening the poorly adjusted students who may need further psycho-diagnostic study and counseling for their adjustment problems. The reliability coefficients were determined by split half and test retest methods, where the reliability coefficients varied from .81 to .89 for various areas of adjustment through split half and reliability coefficients varied from .89 to .92 through test retest method for different areas of adjustment. Cross validation of the scale with K. Kumar's adjustment inventory resulted in Pearson's *r* of .72, .79, .82 and .81 for home, health, social and emotional areas respectively.

2. The academic achievement scores of the students were collected from the marks registered maintained at school.

Procedure

The inventories were administered on the sample of 100 adolescent subjects. The data collection was done in a single session. Before administering the

scale proper rapport was established with the students. The students were briefed about the study and then they were administered Bells Adjustment Inventory. The questionnaire was administered in a batch of 2-3 students. They were given instructions for answering as prescribed in the manual. The items in the answer sheet were scored with the help of scoring keys for four different areas of adjustment.

The academic achievement scores of the students were collected at the respective school offices with the help of the class teacher concerned. For this purpose marks scores in the immediate previous main examination were recorded and further subjected to analysis.

The obtained scores were recorded on master sheet and later fed to the computer using SPSS for Windows software (version 16.0). Using the manual the students were classified into different levels of adjustment (Excellent, good, average, unsatisfactory and very unsatisfactory) on 4 areas of adjustment and total adjustment scores. Further, contingency coefficient tests were applied to see whether there were associations between boys and girls in different levels of adjustment in different areas. Independent samples 't' test was applied to see the difference between boys and girls in their mean academic achievement scores.

Results And Discussion

Table 1: Mean academic achievements scores of students in different levels of adjustment in different areas and results of One-way ANOVA.

Area of adjustment	Level of adjustment	Mean	S.D	F value	P value
Home	Excellent	-	-	3.00	.034
	Good	165.80	68.66		
	Average	197.29	49.90		
	Unsatisfactory	194.00	49.66		
	Very Unsatisfactory	155.17	43.31		
Health	Excellent	184.83	39.36	1.305	.274
	Good	167.07	64.86		
	Average	200.70	51.38		
	Unsatisfactory	182.25	50.87		
	Very Unsatisfactory	184.25	48.59		
Social	Excellent	173.50	34.65	1.225	.305
	Good	164.50	3.53		
	Average	193.36	57.40		
	Unsatisfactory	198.96	53.59		
	Very Unsatisfactory	170.46	42.52		
Emotional	Excellent	-	-	0.485	.693
	Good	230.00	-		
	Average	193.12	54.75		
	Unsatisfactory	188.86	61.54		
	Very Unsatisfactory	182.05	45.64		

Only in the case of home adjustment, students with different levels of adjustment differed significantly as the obtained F value of 3.0 was found to be significant at .034 level. From the mean values it is clear that those who had average and unsatisfactory adjustment had higher academic scores (197.29 and 194.00 respectively) compared to those who had good and unsatisfactory adjustment (165.80 and 155.17 respectively). In rest of the areas of the adjustment, health (F=1.305; P=.274), social (F=1.225; P=.305) and in emotional adjustment (F=.485; P=.693), adjustment levels did not influence the academic achievement significantly. In other words, adjustment was independent of academic achievement in health, social and emotional areas.

Main findings

1. Those that had unsatisfactory home adjustment had significantly lesser academic achievement scores than those who had average home adjustment.
2. Health, social and emotional adjustments did not have significant influence over academic achievement of the students.

In the present study it was observed that only home adjustment affected academic achievement of the students. The results of the present study are in agreement with the studies done abroad. The association between social performance and academic achievement has been demonstrated in a number of empirical studies in North America and West Europe (e.g., Green, Forehand, Beck, & Vosk, 1980; Havighurst, Bowman, Liddle, Mathews, & Pierce, 1962; Wentzel & Asher, 1995). In general, it has been found that children who display sociable and prosocial behavior are likely to achieve highly in academic areas (e.g., Green et al., 1980; Masten et al., 1995; Wentzel & Asher, 1995). In contrast, children who are disruptive and aggressive fare poorly on academic achievement (e.g., Dishion, 1990; Masten et al., 1995). It has been found that social withdrawal and inhibition are also associated with academic difficulties among North American children (e.g., Green et al., 1980; Wentzel, 1991); socially inhibited and shy children tend to perform more poorly in school than their less inhibited counterparts. In addition to social behavior and functioning, it has been found that children's sociometric status varies with academic achievement (e.g., Wentzel & Asher, 1995). Children who are accepted and liked by peers and hold leadership positions are likely to be high achievers in the school, whereas children who are rejected have academic difficulties.

A study by Kellam, S. G., Brown, C. H., Rubin, B. R., & Ensminger, M. E. (1983) indicated that low parental academic achievement was associated

with ineffective discipline practices and child antisocial behavior in the 6th grade. Ineffective discipline had a direct and negative effect on boys' 7th-grade academic engagement. Boys' academic engagement, in turn, had a direct and positive effect on 8th-grade academic achievement. A smaller direct effect of parental achievement on child achievement was also found.

Academic achievement and social functioning are considered important indexes of adjustment in schools (X. chen, Rubin, & Li, 1995b). According to the state Educational Outlines, the goals of school education are to help students develop thoroughly in moral, intellectual and physical aspects and become a well-educated worker imbued with socialist consciousness" ("the goals of school education". 1970). On the basis of collectivistic principles in school education, children's political, social, academic, and recreational activities are organized to reflect collectivistic ideology. For example students are required to participate in extracurricular group activities that are organized and controlled by formal organizations such as the young pioneer and the youth league. In the group, adolescent are encouraged to cooperate with each other and to maintain harmonious relationship with each other and to maintain harmonious relationships with peers. At the same time, they are encouraged to help each other with schoolwork and to explore their common academic interests adolescent are expected to develop appropriate social behavior as well as academic competence through collectivities activities.

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