

A Study of School Adjustment and Academic Achievement Among Students

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Abstract- School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require school counseling. The present study focuses on school adjustment, and academic achievement among school students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict academic achievement. If a child is well adjusted to his environment, then he or she will be motivated to excel in the activities assigned during school, and it leads to academic achievement. Academic achievement is greatly based upon adjusting abilities of children. An individual is not born adjusted; it is his or her capabilities that make his or her adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the child's personality. It is very important to study and find out favorable and unfavorable situations which affect child's adjustment and gradually it leads to academic achievement. As school is the foundation of our life, it should be strong enough to construct an empire in the future.

Keywords: Adjustment and Academic achievement; School; Children.

INTRODUCTION

School adjustment plays a vital role in a child's life, and it is like a pillar on which child's entire life is based. It is not only related to a child's progress and achievement, but also their attitudes towards school,

anxieties, loneliness, social support and academic achievement. Interpersonal relationship affects children's academic achievement. Relationship with peers and teachers is a powerful motivator. It was noted that school learning can be promoted by learning contexts that enhance student involvement with others. Research shows that children's loneliness and social dissatisfaction relate negatively to school achievement. Friendship supports children in the school environment and help with their adjustment. Peers can be a source of support to deal with problems and child is able to deal with alienation.

Four motives affect the influence that friends have on students' school adjustment: need for approval, identification, self-enhancement, and need to be correct. Students want to be liked, so they try to please friends and engage in actions that friends will approve of. Identification denotes the need to think and act like friends. Self-enhancement means that students compare themselves socially with friends and judge their capabilities partly on the basis of these comparisons. Need to be correct refer to a student's desire to hold correct beliefs. Trusted friends are deemed to be important sources of information for confirming beliefs. Students can focus on what their friends are saying to gain a better understanding of the situation, rather than judging the accuracy of the source. Research supports the influence of each of these motives. proposed that friends influence one another in two ways as given in

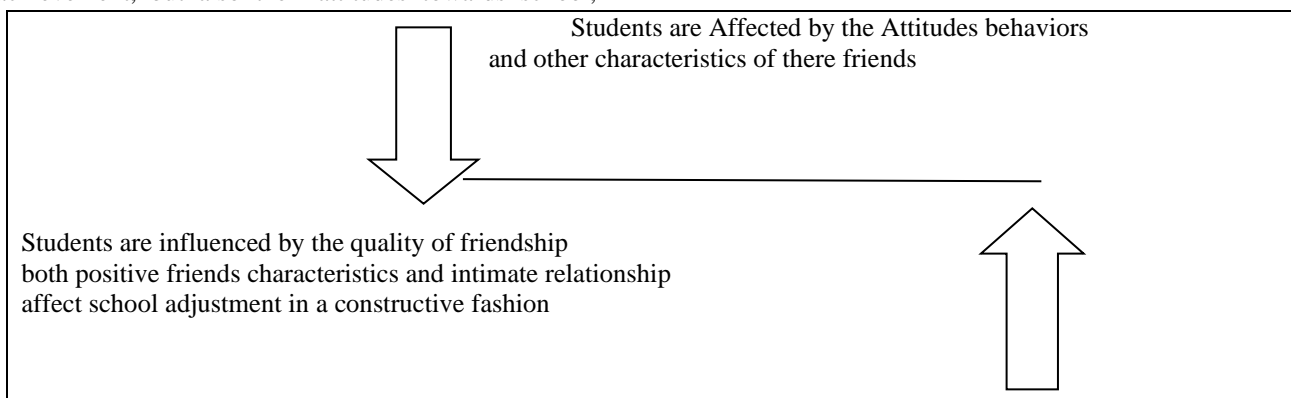


Figure 1. Two ways in which friends influence one another

Found peer pressure is often functioned in a positive rather than a negative manner. Friends often discourage negative behavior, drug and alcohol use, and poor academic performance, and encourage pro-social behavior, good studying behaviors, and academic achievement. Friendships can affect students' success in the transition from elementary to junior high school. Found that students with high-quality friendships that endured across the transition demonstrated increased leadership and sociability. Conversely, students' behavior problems increased across the transition if they had stable friendships with peers high in behavior problems.

Effective adjustment to school depends on children possessing a range of skills and behaviors (social, emotional/behavioral and academic skills) that help them adapt to and participate in the school environment. Children with good emotional well being are more likely to feel secure, relaxed and comfortable in the new environment and have more positive attitudes about school and learning. Adjustment to school is influenced by a combination of the child's personal characteristics, their experiences, and the interconnections between home, preschool and school. How well a child makes the adjustment to school can have implications for their ongoing social, emotional/behavioral and academic progress.

With respect to friendship quality, research shows that children and adolescents whose friendships have a positive quality display greater pro-social behavior, are more popular, hold higher self-esteem, have fewer emotional problems, have better attitudes toward school, and achieve at a higher level in school, compared with other students. Friendships with negative qualities lead to less student classroom involvement and more disruptive behavior. Interestingly, a number of friends are weakly correlated with school adjustment.

Thus, relationship quality is more influential than quantity. In sum, there is good evidence that peers play a dynamic role in students' school adjustment. Children who are adjusting well have a sense of belonging to the new school they feel comfortable, secure and relaxed rather than anxious, fearful or upset. They listen to and follow instructions, interact well with others, share and take turns, cope with normal day-to-conflicts and are able to manage their feelings and emotions appropriately. They are interested in learning and are motivated to take part in school activities.

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance

expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict school success. In the classroom, achievement drives many behaviors and it is important to understand the importance of achievement in an educational environment.

ACADEMIC ACHIEVEMENT

When students feel safe, engaged and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character or moral education is the foundation upon which students can reach academic achievement. It is not just about teaching kids to be good. It is teaching them to be their best. Academic achievement is a cumulative function of current and prior family community and school experiences. Academic achievement is important because it is strongly linked to positive outcomes we value. Adults, who are academically successful and with high level of education are more likely to be employed, have suitable employment, have more employment opportunities than those with less education. They are also less involved in criminal activities. And are more active as citizens and are healthier and happier. Academic success is important because working people will need higher level of education to tackle the technologically demand occupations of the future.

Nowadays, an individual needs post secondary education in order to get a job. Academic performance measures qualities of a student. The written exam test students' ability to master knowledge. The oral exam provides another means to train the student's courage and ability to demonstrate their ideas accurately. If a student wants good grades, he or she has to be both industrious and intelligent. Thus, academic performance measures the qualities that are crucial to students' later success.

Academically successful students have higher self esteem, lower level of depression. They are socially inclined and are less likely to abuse alcohol and engage in alcohol abuse. Individuals, who are better organized, better prepared and have a plan or a planner did better in school and will continue to be like that in their career.

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve educational, occupational and economic success. Academic achievement also allows students to enter competitive fields. Those who wish to enter the medical field need a thorough

educational background in biology, and engineering certification requires adequate educational credentials. Those looking to enter academia need strong academic achievements. Academic achievement also helps shape the minds of students. Knowledge about history helps people interpret news events while mathematical knowledge helps people learn about mortgages and car loans. Critical thinking also helps people interpret the world around them, and colleges place an emphasis on teaching students how to work through problems. While the lessons learned in class give students specific skills, the process by which they learn this material and the original ideas they are asked to consider have an effect on many aspects of their lives as well.

OBJECTIVES OF THE STUDY

- Study the school adjustment and academic achievement among school student
- The compare male and female school students on social attachment
- To compare male and female school student on social adjustment
- To compare male and female school students on emotional adjustment
- To compare male and female school students on academic achievement

HYPOTHESES OF THE STUDY

1. There will be a positive correlation between class achievement among school students of Public school Dharawad
2. There will be a positive correlation between classroom achievement and social adjustment among school students of Public school Dharawad.
3. There will be a positive correlation between classroom achievement and emotional adjustment among school students of. Public school Dharawad.
4. There will be a positive correlation between Social adjustment among school students of Public school Dharawad.
5. There will be a positive correlation between Social adjustment and Emotional adjustment among school students of Public school Dharawad.
6. There will be a positive correlation between Emotional adjustments among school students of Public school Dharawad.
7. Girls will score higher than boys on Social science achievement test among students of.. Public school Dharawad.

8. Boys will score higher than girls on English achievement test among students of Public school Dharawad.
9. Girls will be more social than boys among students of. Public school Dharawad.
10. Boys will score higher than girls on Science achievement test among students of Public school Dharawad.

SAMPLE

In the present study, 60 males and 60 females of secondary classes from University Public school Dharawad.

VARIABLE

In the present study, gender (Male and Female) is considered as Independent variable and scores of various components like Emotional adjustment, Social adjustment, Educational adjustment, English achievement test, Science achievement test, Social science achievement test and overall academic adjustment and Academic achievement are considered as Dependent variable.

RESEARCH TOOLS

GENERAL CLASSROOM ACHIEVEMENT TEST

General Classroom Achievement Test by Dr. A. K. Singh was used to measure classroom achievement. It contained 30 questions. The test consisted of three sections namely Science Achievement Test (SAT), English Achievement Test (EAT), and Social Studies Achievement Test (SSAT). The SAT and EAT had a maximum score of 35, and SSAT had a maximum score of 30. Each incorrect answer of the test was awarded a score of 0. The maximum possible score of the test was 100. The test contained Test-Retest and Spilt of reliability of 0.782 and 0.754. Percentile norms were used for this test.

ADJUSTMENT INVENTORY OF SCHOOL STUDENTS

For this research, Adjustment Inventory for School students by A.K.P Sinha and R.P Singh was used. It contained 58 questions with Y/N response. It measured various adjustment areas like Emotional, Social and Educational. This inventory was designed for the age group between 14- 18 years. The spilit half reliability, Test-Retest and K-R formula were 0.95, 0.93 and 0.94 respectively. The validity coefficient was determined by serial correlation. Percentile norms were computed for both males and females. Percentile norms were

computed for both males and females of all three areas (Emotional, Social and Educational) of the adjustment separately as also for the whole inventory.

ACHIEVEMENT MOTIVE TEST

Achievement Motive Test by V. P. Bhargava was conducted for this research. It was a sentence completion test. The reliability of the test was 0.91 and 0.78, and validity an index was 0.75. The scoring of the test was very easy. Each item indicating Achievement was given a score of 1. Percentile and age norms were used for this test.

PROCEDURE

Data were gathered from seventh to tenth standard of university Public School, Dharawad. Questionnaires were administered during regular class sessions. Students were told that all of their answers would be confidential, so that they didn't have to leave any of the questions. Teachers remained in the classrooms to create a sense of familiarity among students.

STATISTICAL ANALYSIS

To analyze the data, correlation and "t" test were used.

RESULTS AND ANALYSIS

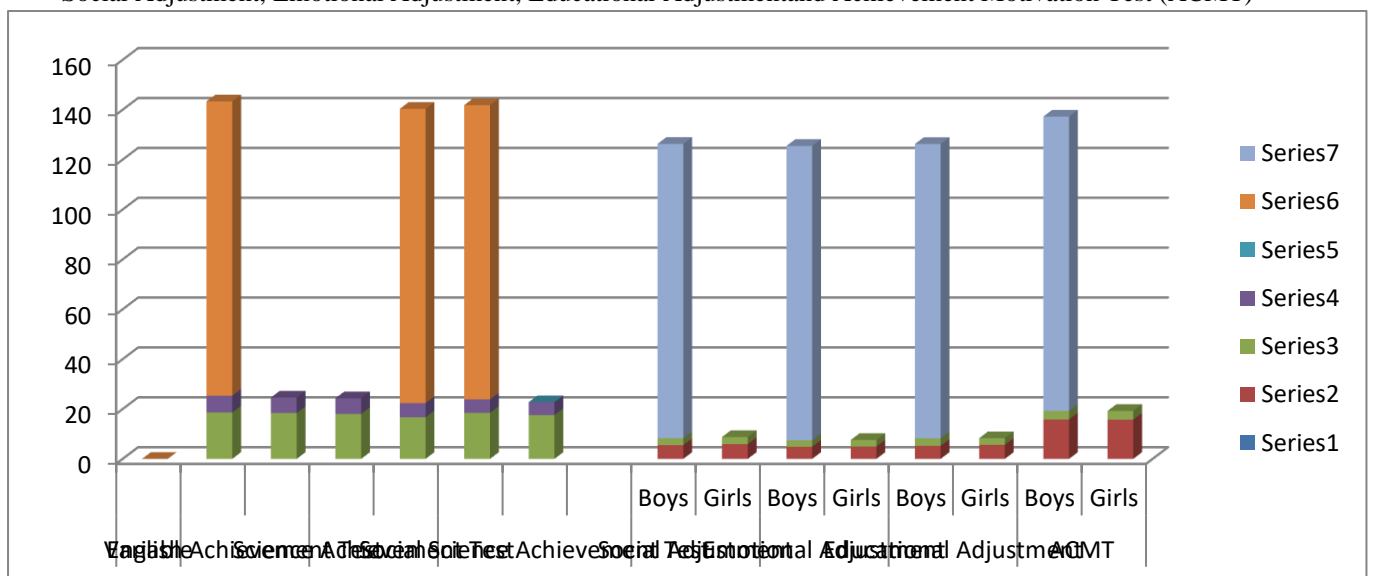
Table 1. Correlation between Classroom Achievement Tests, Social Adjustment, Emotional Adjustment, Educational Adjustment Test

Variable	Class AT	Soc Adj	Em Adj	Edu Adj	ACMT
Class AT	1	0.065	-0.012	0.056	-0.159
Soc Adj	0.065	1	0.121	0.022	-0.140
Em Adj	-0.012	0.121	1	0.079	0.118
Edu Adj	0.056	0.022	0.079	1	-0.145
ACMT	-0.159	-0.140	0.118	-0.145	1

Table 2. Gender Difference on English Achievement Test, Science Achievement Test, Social Science Achievement Test, Social Adjustment, Emotional Adjustment, Educational Adjustment and Achievement Motivation Test (ACMT)

Variable	Gender	Mean	SD	't' value	df
English Achievement Test	Boys	18.60	6.71	0.17 (N.S)	118
	Girls	18.40	6.19		
Science Achievement Test	Boys	18.02	6.26	1.24 (N.S)	118
	Girls	16.66	5.67		
Social Science Achievement Test	Boys	18.47	5.35	0.93 (N.S)	118
	Girls	17.56	5.16		
Social Adjustment	Boys	5.53	2.76	0.71 (N.S)	118
	Girls	5.90	2.85		
Emotional Adjustment	Boys	4.86	2.60	0.14 (N.S)	118
	Girls	4.93	2.65		
Educational Adjustment	Boys	5.23	3.02	0.77(N.S)	118
	Girls	5.63	2.66		
ACMT	Boys	15.78	3.46	0.13 (N.S)	118
	Girls	15.70	3.52		

Graph-1 Gender Difference on English Achievement Test, Science Achievement Test, Social Science Achievement Test, Social Adjustment, Emotional Adjustment, Educational Adjustment and Achievement Motivation Test (ACMT)



RESULT

H1- There will be a positive correlation between class achievements

Rejected - Pearson's correlation coefficient showed that the class achievement ($r = 1$) was statistically non significant and not correlated with achievement. Therefore, hypothesis 1 was rejected.

H2- There is a positive correlation between classroom achievement and social adjustment

Rejected - Pearson's correlation coefficient showed that the class achievement ($r = 1$) was statistically non significant and not correlated with social adjustment ($r = 0.065$). Therefore, hypothesis 2 was rejected.

H3 - There is a positive correlation between classroom achievement and emotional adjustment

Rejected - Pearson's correlation coefficient showed that the class achievement ($r = 1$) was statistically non significant and not correlated with emotional adjustment ($r = 0.065$). Therefore, hypothesis 3 was rejected.

H4 - There is a positive correlation between Social adjustment and achievement

Rejected - Pearson's correlation coefficient showed that the social adjustment ($r = 0.065$) was statistically non significant and not correlated with achievement ($r = 0.159$). Therefore, hypothesis 4 was rejected.

H5- There is a positive correlation between Social adjustment and Emotional adjustment

Rejected - Pearson's correlation coefficient showed that the social adjustment ($r = 0.065$) was statistically non significant and not correlated with emotional adjustment ($r = -0.012$). Therefore, hypothesis 5 was rejected.

H6- There is a positive correlation between Emotional adjustment and achievement

Rejected - Pearson's correlation coefficient showed that the emotional adjustment ($r = -0.012$) was statistically non significant and not correlated with achievement ($r = 0.158$). Therefore, hypothesis 6 was rejected.

H7- Girls will score higher than boys on Social science achievement test

Not Significant - The "t" ratio of male and female adolescent on Social Science achievement test was 0.93 which was not Significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent

was 18.47 (SD= 2.76) and mean score of girls was 17.56 (SD=5.16).

H8- Boys will score higher than girls on English achievement

Not Significant - The "t" ratio of boys and girls adolescent on English achievement test was 0.17 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 18.60 (SD=6.71) and mean score of girls was 18.40 (SD=6.19).

H10- Boys will score higher than girls on Science achievement test

Not Significant - The "t" ratio of male and female adolescent on Science achievement test was 1.24 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 18.02 (SD = 6.26) and mean score of girls was 16.66 (SD = 5.67).

CONCLUSION

Students who have high academic achievement will excel most of the times in classroom activities. It can be related to studies or other activities, but as per the study, it is not necessary. It is also worth noticing that class achievement and achievement are not related to each other at all. Less motivated students also stand out in their classroom activities. Students who are less socially adjustable may excel in their studies and can do better with their life too. Emotional adjustment is an important factor, but it has nothing to do with class achievement. However, it plays a vital role in nourishing our valuable life. It is not always necessary that students who are socially adjusted exhibits academic achievement. At times, locus of control can be internal too. There is no correlation between social adjustment and emotional adjustment. It means socially adjusted students are not always emotionally adjusted or vice-versa. There is not any significant difference between boys and girls in various subjects like Social Science, English, and Science. Both can excel equally in these subjects. It is not the gender that determines academic achievement, but their nurturing remains the most important factor.

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