"STUDY OF ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENT IN RELATION TO THEIR ADJUSTMENT"

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ABSTRACT

Education trains an individual to adjust with himself and the society. We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm. As education means the all round development of an individual in all aspects, therefore it is the duty of the school and teachers to promote adjustment quality in the students, so that they may achieve their academic goals at the fullest. Achievement is setting a goal either financial or the accomplishment of learning a difficult skill, or improving your health and through hard work accomplishing the desire goal. Achievement could also be something important that we succeed in doing by working hard. The term adjustment is often used as a synonym for accommodation and adaptation. Academic achievement and adjustment are the two factors which are closely related with each other or in other words they both influence each other. Adjustment is the modes of adopting or finding suitable behaviors to environment or the changes in the environment that exists. We know that apart from minimum academic requirements, the quality of scholastic performance depends upon certain adjustment problems. The young student whose scholastic performance is unsatisfactory is a serious loss to the society. This paper may help the parents and teachers to understand the children adjustment problems in a better way.

KEYWORDS: Academic Achievement, Students, Relation, Adjustment

INTRODUCTION

Education aims at human development. It pervades our life from cradle to grave. The general aim of education is to prepare an individual to lead life successfully. Education further aims us to overcome the problems and obstacles which we face in life. Modern society has become complex and competitive. This is an age of space, rapid industrialization and technical advancement. So, educational helps us to cope up with the dynamic society, it helps us to keep balance with the complex and competitive world. Present time expects from pupils to have high sensitivity, general ability and superior excellence through education. Education trains an individual to adjust with himself and the society. We human being attempt and struggle to adjust to the physical needs such as hunger and protection from harm. We also try to satisfy psychological needs as those for emotional security, acceptance etc. With various needs and requirements to satisfy and live a luxurious life in such complex environment, there is process of interaction between ourselves and our environment, in this process we either try or struggle to modify our surroundings or we try to keep our own complex environment neat and clean. Their adjustments can be said as harmony between person and his environment and maladjustment between the person and his environment.

Achievement is setting a goal either financial or the accomplishment of learning a difficult skill, or improving your health and through hard work accomplishing the desire goal. This could be as simple as losing weight, learning a foreign language, learning to play an instrument, getting a college degree, getting certified some area etc. Achievement is

something successfully attained. It is based on persistence dexterity. It has to be carried out, but cannot be constrained. Achievement could also be something important that we succeed in doing by working hard. From the foregoing, Academic achievement has to do with success relating to education, both theoretical and practical. Academic achievement represents a performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. Specially in school, college, and University. School system mostly defines cognitive goals that either apply across multiple subject areas (e.g. Critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (eg. numeracy, literacy, science, history).

Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers broad verity of educational outcomes, the definition of academic achievement depends on the indicators used to measure it. Among the many criteria that indicate academic achievement, there are very general indicates such as procedural and declarative knowledge acquired in an educational system, more curricular based criteria such as grades or performance on an educational achievement test, and cumulative indicates of academic achievement such as educational degrees and certificates. All criteria have in common that they represent intellectual endeavors and thus, more or less, mirror the intellectual capacity of a person. In develop societies, Academic Achievement plays an important role in every person's life. The term adjustment is often used as a synonym for accommodation and adaptation. It is used to emphasise the individuals struggle to survive in his social and physical environment. Through adjustment an organism maintains a balance between its need and the circumstances that influence the satisfaction of those needs, the individual also makes effort to maintain harmonious relationship with the environment. In adjustment, the two crucial factors are the individual and the environment.

Every individual form the time he steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. The adherent desires of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one's personality. Thus adjustment is the maintenance of a harmonious relationship between man and his environment. Academic achievement represents a performance outcome that indicates the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments. Specially in school, college, and University. School system mostly defines cognitive goals that either apply across multiple subject areas. Academic achievement is understood as the level to which an individual has achieved the educational goals. To achieve the academic goals one has to be adjusted according to the demands of the situation or in other words adjustment leads an individual to success in achieving the educational goals or any other goals in life. Hence adjustment is a very important factor that leads towards success of the individual in his every field specially the academic field.

Adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment to make it suitable, adapt, arrange, modify harmonize or make correspond. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. Adjustment is the modes of adopting or finding suitable behaviors to environment or the changes in the environment that exists.

Academic achievement and adjustment are the two factors which are closely related with each other or in other words they both influences each other. If a student lacks in his adjustment ability then it is obvious that he will tend to fail or reach his educational goals, and this will ultimately lead to fail the objective of education as education imparts full and harmonious development of the whole personality. Therefore, it is the responsibility of the school and teacher to impart good adjustment skills because without having a good adjustment qualities the individual might never be able to reach his educational goals.

Operational Definitions

The different key terms used in the title of the study and used in the body of the report are operationally defined as follows:

Academic Achievement: In the present study academic achievement means the scores obtained by the students in last year academic grade.

Adjustment: In the present study adjustment refers to the total scores obtained by the students in 'Adjustment Inventory for school students' developed by Prof. A.K.P. Sinha and Prof. R.P. Singh.

High school students: In the present study high school students means the students studying in IX class of Govt. and private Schools of east district of Sikkim.

Objectives of the Study

The objectives of the study are as follows:

- To study the male and female high school students with respect to their academic achievement.

- To study the difference between academic achievement and adjustment of high school students.

- To study the relationship between academic achievement and adjustment of high school student.

Hypotheses

- Male and female high school students do not differ significantly with respect to their Academic Achievement.

- There is no significant different between Academic Achievement and Adjustment of high school students.

- There is no significant relationship between Academic Achievement and Adjustment of high school students.

Research Method

To carry out any type of research, the researcher must gather data with which to test the hypotheses or answer the questions. Many different methods and procedures have been developed to aid in the acquisition of data. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data about Academic Achievement and their Adjustment of high school students.

Descriptive survey method is designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered.

Population

The entire group from which the sample is drawn is known as population. A population is a well-defined group of individuals or observations. It consists of all aspects of individuals of their attributes that can be described as having as unique type characteristics or qualities. The present study was drawn from class IX students of Govt. and private school of east district of Sikkim, Gangtok.

Sample

The representative proportion of the population is called sample. A good sample ensures three things; freedom from bias, representativeness of population, characteristics and adequacy in terms of population qualities. In this content, the investigator of the present study in view of the objectives of the present study decided to collect data from the Govt. and private Schools of Gangtok, Sikkim east district. As such 180 students of IXth class (80 Boys and 80 Girls from Govt. and private school) constituted as the sample of the present study. As the sample has been selected purposively hence, it comes under purposive sampling. A detailed structure of the sample has been provided in the following table no.-1

Table 1: Details of Sample Distribution

Sl. no	School Name	Boys		Girls		Total
		Govt.	Private	Govt.	Private	
1.	Syari Govt.sec.school	10	00	10	00	20
2.	Modern Govt. sec. school	10	00	10	00	20
3.	West.point sec. school	10	00	10	00	20
4.	Sichey Govt.sec.schol	10	00	10	00	20
5.	Grandle sr.school	00	10	00	10	20
6.	Prashanti mandir school.	00	10	00	10	20
7.	Bhai sr.school	00	10	00	10	20
8.	Holy cross sr.school	00	10	00	10	20
	TOTAL	40	40	40	40	160

Instrumentation

In conducting a research many data gathering tools are required. The tool selected must be appropriate for the collection of certain type of evidence or information or data from the relevant field. Thus the research tools are the data gathering devices. Keeping in view the abovementioned requirement of effective research tools, the investigator, in the present study selected and used. Adjustment inventory for school students (AISS) develop Prof. A.K.P. Sinha and Prof. R.P. Singh.

A detailed structure of the Statements on (AISS) Adjustment Inventory Scale has been provided in the following table no-.2

Table 2: Distribution of Statements on (AISS) Adjustment Inventory Scale

Sr. No.	Adjustment Areas	Item Sr. No.	Total
1.	Emotional	1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, 58	20
2.	Social	2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, 59	20
3.	Educational	3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, 60	20
	TOTAL		60

Reliability

Coefficient of reliability was determined by (i) Split-half method, (ii) Test retest method, and (iii) K-R formula-20. Table-3 gives the reliability coefficients of the total test and of sub-tests by different methods.

Table 3: Reliability Coefficients of the Inventory

Sr. No.	Method Used	Emotional	Social	Educational	Total
1.	Split-half	0.94	0.93	0.96	0.95
2.	Test-retest	0.96	0.90	0.93	0.93
3.	K-R Formula-20	0.92	0.92	0.96	0.94

Validity

In item-analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biseral correlation with both the criteria (i) total score and (ii) area score, significant level being 001. Inter-correlation among the three areas of the inventory were calculated. The correlation matrix is being presented in Table 4.

Table 4: Correlation Matrix of the Three Areas

Sr. No.	Adjustment Areas	I	II	III
1.	Emotional	-	20	19
2.	Social	20	-	24
3.	Educational	19	24	-

The inventor was also validated by correlating inventory scores with rating by the Hostel Superintendent. This was done on the data of 60 pupils living in the hostel of Patna Collegiate Multipurpose Higher Secondary School. The Hostel Superintendent rated the pupils on a five point scale, namely, Excellent, Good, Average, Poor, and Very Poor in respect of their adjustments. The product moment coefficient of correlation between inventory scores and superintendent's ratings was obtained to be 0.51.

Statistical Techniques Used

The main objective of the study is to study the adjustment and academic achievement of high school students. The technique of the study is therefore testing through questionnaire. Scoring is done as per the scoring procedure. After data collection for the purpose of analysis of the obtained data, the investigator has taken the help of both the descriptive as well as inferential statistics. Here in the present study 't' test is used to find out the differences in between groups and 'r' correlation is used to find out the relationship between adjustment and academic achievement of high school students.

Analysis and interpretation of Data

Analysis and interpretation considered as the heart of the research work. It is associated with the drawing of inference from the collected facts after an analytical study. Analysis of data means studying the organized material in order to discover inherent facts. These data are studied from various angles in accordance with the objectives of the study either to explore new facts or to interpret already existed facts. The utility of collected information is in its proper analysis and interpretation.

The major objective of the present study is to find out the achievement of high school students in relation to their adjustment. Here the investigator utilized both descriptive as well as inferential statistics for analysis and interpretation of the obtained data.

A. Comparison of Male and Female Students on the Variable of Academic Achievement

Table 5: T-Value for Male and Female Student in Respect of Their Mean Score on Academic Achievement

Group	N	M	S.D	SEM	T-Value
Male	80	59.70	20.69	2.31	1.59
Female	80	54.90	17.24	1.92	

It is revealed from Table 5 that t-value came out to be 1.59, which is not significant. This indicates that male and female students do not differ significantly with respect to their mean scores on academic achievement. Hence, the hypothesis that *"There is no significant difference in the academic achievement of male and female students"* is accepted.

Hence, it may be inferred that male and female students exhibit more or less similar level of academic achievement.

B. Studying the Differences between Academic Achievement and Adjustment of Male and Female High School Students

The obtained statistics pertaining to scores of academic achievement and adjustment of male and female high school students have been given in table 6

Table 6: T-Value for Male and Female Students in Respect of Their Differences between Academic Achievement and Adjustment

Group	N	Mean	SD	SE$_M$	t-value
Male	80	150.20	27.12	3.03	1.05
Female	80	145.55	28.39	3.17	

It is revealed from Table 6 that t-value came out to be 1.05, which is not significant. This indicates that male and female students do not differ significantly in respect of their differences between academic achievement and adjustment.

Hence, the hypothesis that *"There is no significant difference between academic achievement and adjustment of male and female high school students is accepted.*

Hence, it may be inferred that male and female students exhibit more or less similar level of adjustment.

C. Studying the Relationship between Academic Achievement and Relation to Their Adjustment

The Table 7 presents the relationship in terms of product moment correlation between the variables of Academic Achievement and relation to their adjustment for high school students.

Table 7: The Values of Product Moment Correlation between Academic Achievement and Adjustment

Variable	N	Df	r	Remarks
Academic Achievement	160	318	0.09	Not Significant
Adjustment	160			

It is revealed from Table 7 that the relationship between Academic Achievement and Adjustment in terms of product moment correlation came out to be 0.09 which is not significant and indicating that change in adjustment in this group is not associated with a change in their level of Academic Achievement. Hence, the hypothesis that *"There is no significant relationship between scores on the variables of Academic Achievement and adjustment for high school students." i*s accepted.

Finding for the study

On the basis of the statistical analysis the investigator has arrived on the following findings:

- There does not exist any significant difference in the adjustment of students from Govt. and private school.

- Boys from Govt. and private schools do not differ significantly in their adjustment.

- Girls from govt. and private schools do not differ significantly in their relation to academic achievement.

- There exists significant difference in the emotional maturity of students from govt. and private school.

- Boys from govt. and private schools do not differ significantly in their adjustment.

- Girls from Govt. and private schools differ significantly in their adjustment.

Recommendations

In the view of the findings of the study the investigator inclined to give the following recommendations for both the teachers and parents;

- Both the parents and teachers should not make any differentiation in giving proper training of adjustment to the boys and girls.

- Both the boys and girls need to be given maximum opportunity for divergent thinking and Adjustment.

- The training of emotions should be provided to the students in such a way so that the adjustment of the students can be enhanced.

- Both the Govt. and private students need to be given maximum opportunity for divergent thinking and Adjustment.

Suggestions for Further Research

The present study is confined to only two variables namely the academic achievement and adjustment. But academic achievement is not the only variable which affects the adjustment. Research is never ending process and as such the following suggestions may be made for further study or research:

- In this study the investigator has taken 160 students as sample for the study from east district of Gangtok Sikkim.

- In this connection for ensuring better sampling more students can be taken from more schools on district or state wise basis.

- The further study can be done by taking tribal, non-tribal areas.

- This study is done on high school students of IXth class. The further study can be conducted by taking other class students.

- Further study can be conducted by taking independent variables 'adjustment' with dependent variables like emotional stability, intelligence, personality, I.Q. etc.

- The further study can be conducted by taking dependent variables 'academic achievement' with independent

variables like creativity, mathematical ability, intelligence, academic achievement etc.

CONCLUSIONS

As education means the all round development of an individual in all aspects, therefore it is the duty of the school and teachers to promote adjustment quality in the students, so that they may achieve their academic goals at the fullest. We know that apart from minimum academic requirements, the quality of scholastic performance depends upon certain adjustment problems. The finding of this study indicates towards the importance of adjustment problems related to home, health, emotions, social, school etc. The young student whose scholastic performance is unsatisfactory is a serious loss to the society. Hence it is justified from educational point of view that the fundamental purpose of teaching is to help the learner to do better academically. Low achievement problem needs an urgent solution. It should not remain neglected for long. Therefore, as the adjustment has been essential criteria for the development of the academic achievement of the student the investigator has made an attempt to study the academic achievement among high school students in relation to adjustments. The society requires well-adjusted and mentally healthy citizens. The present study may help the parents and teachers to understand the children adjustment problems in a better way.

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