

A Study of Adjustment of Students At +2 Stages in Relation to their Academic Achievement

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ABSTRACT

The present study examined the adjustment level of students in relation to their academic achievement. The study was made on 400 students of +2 stage, studying in different degree colleges of Kamrup District of Assam. The sample for study was selected by using stratified random sampling procedure. The tools used in the present investigation were-(i) Tool for academic achievement and (ii) Standardized test. The mean score and S.D. were calculated. The study indicated that students belongs to the category of 'academic consistency' are better adjusted than the students belongs to the category of 'academic fluctuation' and students under the category of 'academic deterioration' are less adjusted than the students of 'academic improvement' category.

Keywords: *Adjustment, Academic achievement, Achievement level, +2 Stages*

Adjustment is a continuous and life-long process and life means continuous adjustment to changes in the physical and social environment. Throughout the life individual faces situations in which prompt and complete satisfaction of his need is not possible. All these situations call for adjustment.

Adjustment is a process by means of which an individual seems to maintain physiological and psychological equilibrium and propels himself towards self-enhancement and represents the quality of an individual's behavior in relation to his interpersonal relationship. Symonds (1946) defined adjustment "as a satisfactory relation of an organism to environment". The word satisfactory relation may mean adaptation to the demand of reality. Thus adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. In addition to his own basic needs, an individual is also subjected to certain demands of society. If he thinks only in terms of satisfying his own needs without thought of the norms, ethics and cultural tradition of society, he will not be adjusted to his environment. Adjustment does not cater only to one's own demands but also to the demands of society. Also adjustment involves gratification of a person's need as governed by the demands of various environmental situations. This is not however a one-day process. An individual

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maintains the balance between himself and his surroundings either by modifying his own behavior or by modifying the environment. In other words, adjustment is an all-inclusive term meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. It includes traits of behavior and motives for behavior as well as adjustment made with these traits and motives.

Adjustment from the point of view of psychology can be defined as a process of need reduction. Every living organism develops his own needs and this must be satisfied by interaction with the environment. But there are so many hindrances to come across in the process of need satisfaction. Unfulfilled needs always create frustration, dissatisfaction or the problem of adjustment. The problem of adjustment of an individual plays an important role in his total development. Particularly, at the stage of adolescence when the students are at the high school or at college, the adjustment problem can have adverse effect upon them. Most students as a person have problems. Many of these problems occur as a result of natural growth process from late boyhood to adolescence or adolescence to early adulthood and they necessitate adjustment. At this stage they also experience a number of inner and outer stresses. The student has to adjust himself to the problem of home, social living, emotional needs and health. These are general problems that confront all adolescents. In addition to these, the students have problems peculiar to his academic environment and its demands. Every student must adjust himself to the problems arising out of his career. The school or college represents an enlarged sphere of self-directed activity and of self-dependence the demands upon the students are much greater during college life than his earlier school life because of lessened direction by instructors. Thus a student's success depends on understanding how to develop his capacities and putting them to maximum use. The adjustment to the environment promotes his efficient functioning but he may not be able to adjust himself normally owing to certain factors. A significantly large number of students has poor adjustment which interferes with their academic work and often leads to poor achievement and even to failure.

Several research studies attributed a strong association between adjustment and academic achievement. Centi (1962) conducted a study on personality factors of college success. A definite relationship was found to be existing between levels of achievement and related adjustment factor in this study. Chawla (1970) carried out a study on 'Adjustment and Academic Achievement' by using Rotter's Incomplete Sentences Blank (ISB). The study clearly indicates that academic achievement is closely related to the adjustment. In their study, Patel and Joshi (1974) concluded that the high achiever in terms of family adjustment are more adjusted than low achievers, girls are better-adjusted than boys. Similar trend was found in personal adjustment and social adjustment. According to Sharma (1983) students with better and poor adjustment do not differ significantly in their academic achievement. This study revealed that level of adjustment and academic progress are not related to each other. Ahluwalia and Kalia (1986) carried out the study on the adjustment differences among high achieving and low achieving adolescents and summarized that high achievers have less adjustment problems on

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emotional and educational areas in comparison to low achievers. Panda (1997) carried out his study to find out the independent contribution of adjustment on academic achievement of high school boys and girls. He reported that adjustment is an essential factor for the progress of academic achievement of a student.

OBJECTIVE

1. To know the achievement level of higher secondary students.
2. To know the adjustment level of higher secondary students in relation to their academic progress.

METHOD

Sample:

A sample of 400 students of later-adolescence, i.e. age group 16+, studying at the higher secondary level was selected by using stratified random sampling procedure from different degree colleges of Kamrup district of Assam.

Tools:

Two types of tools were selected for the present study_

- a) Standardized test (Adjustment Inventory for school student-A.K.P. Sinha and R.P. Singh)
- b) Tool for academic achievement (Marks of examination)

Data Collection:

Before the commencement of the study, Heads of the institutions were requested to permit the investigator to collect data and to conduct the inventory on the subjects.

The examination marks which were taken as a measure of academic achievement of students were collected from the official records maintain in the respective institutions.

ACHIEVEMENT LEVELS OF HIGHER SECONDARY STUDENTS

In order to know the achievement levels of higher secondary students, the investigator first collected the total marks of their High School Leaving Certificate(HSLC) examination, ,Higher Secondary First year (HS 1st Year) Examination and Higher Secondary School Leaving Certificate (HSSLC) examination from their respective institutions and analyzed. Then the students were grouped on the basis of marks obtained in the three consecutive final examinations. Table-1 below shows the groupings made on the basis of examination marks.

Table-1-Shows the Grouping Made On Examination Marks

Examination	Academic Achievement							
	1 st Division		2 nd Division		3 rd Division		'D' grade/fail	
	N	%	N	%	N	%	N	%
HSLC	111	27.75	77	19.25	212	53	-----	
HS 1 ST YEAR	15	3.75	112	28	112	28	161*	40.25*
HSSLC	36	9	121	30.25	145	36.25	98	24.5

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*('D' According to the rules of Assam Higher Secondary Education Council, students who failed in one or two subjects, but passed in aggregate marks were awarded 'D' grade in their HS 1st year examination).

From the Table-1 it is revealed that students deteriorated in their Higher Secondary 1st year examination. It was found that out of 27.75% 1st division holder in HSLC examination, only 3.75% students were able to secure first division in their HS 1st year examination. 40.25% students got 'D' grade and the percentage of students getting 2nd division 3rd division was equal (28%).

It is also noticed in the table that the results of HSSLC examination was slightly better in comparison to the HS 1st year examination. 9% students secured first division. The percentages of students getting 2nd and 3rd division were 30.25% and 36.25% respectively. 24.5% students failed in their HSSLC examination.

The investigator further analyzed the marks obtained in the three aforesaid examinations and on the basis of the marks the achievements of students were categorized as follows-

- a) Academic consistency
- b) Academic improvement
- c) Academic deterioration and
- d) Academic fluctuation

In Table-2 different academic categories are shown made on the basis of student's achievement.

Table-2 shows the Academic categories of students:

Category	Division	No of student	Total no of student	% of student
Academic consistency	I.	15	148	37
	II.	24		
	III.	109		
Academic Improvement	II to I	6	18	4.5
	III to II	12		
Academic Deterioration	I to II	55	189	47.25
	II to III	23		
	I to III	13		
	II to fail	8		
	III to fail	85		
	I to fail	5		
Academic Fluctuation	I to II to I	14	45	11.25
	I to III to I	1		
	I to III to II	15		
	II to III to II	15		

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From Table -2 it is observed that 37% students have consistent academic records. Improvement in academic achievement occurred only in case of 4.5% students. Deterioration in academic progress was found in case of 47.25% students. 11.25% students had shown fluctuation in their academic progress.

ADJUSTMENT LEVEL OF STUDENTS IN RELATION TO THEIR ACADEMIC PROGRESS

Here an attempt has been made to find out the adjustment level of students categories on the basis of their academic progress. For the purpose an adjustment inventory, namely “Adjustment Inventory for School Student” was used. It contains questions divided in three areas- emotional, social, and educational. The scoring procedure for the instrument was in this type—if any answer indicative of adjustment ‘O’ is given, otherwise a score of ‘1’ is awarded. The score of an individual in a given area on this instrument is the number of problems checked by the individual in that area. A high score therefore implies less adjustment. Table-3 shows the mean adjustment score of students under different academic categories.

Table-3 Mean adjustment score of students under different academic categories

Category	N	M	SD
Consistency	148	14.48	6.40
Improvement	18	22.27	7.72
Deterioration	189	23.90	7.40
Fluctuation	45	20.22	5.18

Table-3 reveals that mean score is highest in deterioration category(23.90) and the mean is found lowest in consistency category(14.48).As the high score indicate less adjustment therefore it can be said from the table that the student of ‘deterioration category’ has less adjustment and the ‘consistency category’ signifies high adjustment.

CONCLUSION

In view of the foregoing discussions, the following conclusions appear tenable:

1. The academic achievement of students is not enthusiastic. A high percentage (47.25) of students is found in deterioration and a very low percentage (4.5%) of students shows improvement in their academic achievement.
2. In comparison to the Higher Secondary First Year Examination, the achievement of students was better in their Higher Secondary School Leaving Certificate Examination.
3. The achievement of students in Higher Secondary School Leaving Certificate Examination found lower in comparison to their High School Leaving Certificate Examination.
4. Students belongs to the category of ‘academic consistency’ are better adjusted than the students belongs to the category of ‘academic fluctuation.
5. Students under the category of ‘academic deterioration’ are less adjusted than the students of ‘academic improvement’ category.

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It is revealed by the study that most of the students deteriorated in their Higher Secondary First year examination. This is due to the fact that students may not be able to adjust him normally in the new situation of higher secondary level, which may interfere with their academic works and may lead to poor performance. In case of Higher Secondary School Leaving Examination also they have shown lower performance in comparison to their High School Leaving Certificate Examination's performance. The study also revealed significant relationship between adjustment and academic achievement of students. Parikh (1978), Swain and Panda (1982) and Panda (1997) also reported that adjustment and achievement are closely related. It can therefore, be said that a student cannot achieve well without proper adjustment.

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