

Relationship between Educational Adjustment and Academic Achievement among Adolescents

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ABSTRACT

The purpose of this research was to learn more about the secondary school students' educational adjustment in Sonipat. The study also attempted to examine Educational Adjustment in terms of sex and types of school. The sample constituted total 100 secondary school students out of which 50 were boys and 50 girls studying in private and government schools of Sonipat. Educational Adjustment Inventory by Rani & Singh (2014) was used for Academic achievement scores have been taken from the ninth-class final exam scores of students. Mean, SD and 't' tests were being calculated. The result showed that according to norms of the Educational Adjustment Inventory manual secondary school students had above average level of adjustment. It was also observed that the girl secondary school students are having more educational adjustment boy secondary school students in Sonipat and the educational adjustment of secondary school students in Sonipat, both private and public, is not significantly different. It was also noted that girl students and students studying in private schools were found to have more academic achievement than their counterparts male and government secondary school students. A significant and positive relationship was also observed between educational adjustment and academic achievement among secondary school students.

Keywords: *Educational Adjustment, Academic Achievement, Male, Female, Government, Private Secondary School Students*

Man is unique in his ability to reflect on and comprehend his own existence. In addition, he is in the rare situation of being a member of a conventional society. Both things make us wonder how people will react to each other. The psychological adjustment of man is at stake here. Adapting to one's physical environment for the sake of survival is where the concept of adjustment got its start in the biological realm. While a person's primary focus should be on adjusting to his physical surroundings, he must also consider the social pressures and expectations of socialization that come with sharing a home with other people.

Adolescents between the ages of 12 and 15 are classified as high school students. Adolescents require social security since they are going through a time of fast physical,

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mental, and emotional development. They seek not only personal fame, but also public acclaim within their own community. Several factors influence today's adolescents' academic performance. Therefore, the researchers chose to investigate the connection between secondary school students' academic success and their psychological well-being in a study titled "on a study of academic performance and adjustment.

Education is the process by which a person acquires the knowledge, skills, attitudes, beliefs, and habits that enable them to contribute effectively to society. Adjustment in one's education refers to the way one is carrying out his responsibilities and the degree to which one is successful. While students who perform well on exams tend to feel more at ease in their educational setting, those who struggle will find it more difficult to adapt. People have an easier time making the adjustment to school when the setting is healthy. A student's level of adjustment is affected by his or her level of satisfaction with the school's administration, faculty, teaching style, discipline policies, and extracurricular offerings.

Adjustment

For psychologists, educators, and parents, understanding the process of adjustment requires a longitudinal examination of a person's development beginning with birth. At birth, a child has little choice but to rely on others to meet his requirements, but as he grows older, he progressively gains the ability to regulate his own wants and desires. The external environment in which he lives will have a significant impact on his adjustment. The world is a large, buzzing, blooming, confusing place for the child when they are born. At this stage in his development, he is unable to tell individual items apart in his environment, but as he grows older, he learns to do so through the sensory, perceptual, and cognitive processes. Their development is entirely based on instinct. The type of the child's adjustment process is determined by a few elements, including the child's internal requirements and the demands of the environment.

When an individual's values and those of the outside world are at odds, he or she can do one of three things: (1) try to modify the value or need on the inside; (2) try to change their environment in order to get what they want; or (3) try to get away from the conflict altogether. The process of adjustment is characterized by the intricate interplay of a wide range of behavioral, ideational, and emotional systems. In turn, the conflict in one's life interacts with the dynamic matrix that makes up one's personality. The individual or his environment does not need to be in a special condition for the adjustment to be satisfactory or optimal. Furthermore, it is not a linear process or a series of processes or relationships between an individual and his environment.

Human adjustment variables, such as personality traits or processes, can be viewed as having either positive or negative values on either side of a theoretical neutral point because adjustment is multidimensional and can be described in terms of several interacting variables. While one may use dimensionless language to describe a given dimension, multidimensionality always characterizes the process.

Educational Adjustment:

The word "adjustment" means "to make suitable," "to adapt," "to arrange," "to modify," "to harmonize," and "to make correspondent" in the dictionary. Thus, to make an adjustment between two things is to change either one or both such that they are in harmony with one another. Seasonally appropriate clothing is one such example. Since we can't alter the weather, we must adapt our wardrobes accordingly. Coleman, James C. writes that

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"Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also, his efforts to maintain harmonious relationships with the environment." And the Carter V Good states, "adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment." The term "adjustment" refers to the process of changing one's actions to achieve harmony with one's environment. Such a reaction is usually the result of a recent shift in circumstances. One attempts to find a new equilibrium or homeostasis between themselves, their environment, and themselves as a result of the stress of this transition. Chopra R. and Kalita R. (2006) discovered that primary school children of single parents have various challenges with their emotional, social, and academic adjustment compared to children from intact households, which has an impact on their child development.

Although girls' academic performance is often lower than boys', Winga Maureen Adhiambo, Agak John Odwar, and Ayere A. Mildred (2011) found no such variations in school adjustment among this population. The high achievers and the low achievers showed clear differences in their school adjustment. As a result, when making a school adjustment, it was crucial to take into account the student's academic success.

Academic Achievement

To achieve means to succeed at or acquire via effort. The term "achievement" in the context of education is used to describe the degree of accomplishment in various academic endeavors. The ability to complete schoolwork, which might be broad or narrowly focused on a single subject, is what is meant by the term "academic achievement." To what extent a student has succeeded in meeting his or her educational objectives is the measure of academic achievement. The student's learning output, or academic achievement, reflects their academic work. Exams, ongoing evaluations, and other specialized methods are frequently used to gauge academic achievement. The term "academic achievement" can refer to a student's performance in all academic contexts, including but not limited to classroom work, extracurricular activities, and projects. "Academic performance includes both the curricular and co-curricular performance of the students," according to Mehta (1969) when defining academic achievement. It reveals how much the students have learned. The classroom is a place where learning takes place because students can fully realize their potential there.

Academic Achievement and Adjustment in Students

There are several correlations between how well or poorly a student does in secondary school. Because they aid in predicting how well students will perform in college, these variables might be referred to as "Predictors." "Academic achievement is poorly understood, and it is difficult to forecast. It turns out that some students are overachievers, doing more than was expected based on what was already known about them, while others are underachievers, performing less than was anticipated. School achievement is significantly influenced by a number of factors. Understanding these factors associated with academic achievement may lead to novel insights into the college experience and fresh ideas for enhancing it. Increased capacity for adjustment is another benefit.

REVIEW OF RELATED LITERATURE

According to the findings of Thakar (2014), there is a statistically significant gender gap in the academic and social outcomes of male and female students due to differences in both adjustment and academic achievement. The correlation between adjustment and academic achievement is also found to be weakly positive.

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Jain (2017) pointed out that adjustment and academic achievement were found to be positively correlated. Academic success is higher for students who have a higher degree of social and emotional adjustment. Better academic success is correlated with a student's level of adjustment in these areas: home, health, social, emotional, and school.

Swapna and Bharati (2018) stated that the emotional, social, and intellectual adjustment of higher secondary school students is significantly correlated with academic achievement, Kaur, Kaur, and Singh (2019) in their study found that there is no statistically significant difference between the mean scores of male and female adolescents on measures of educational adjustment, Additionally, they found no statistically significant difference in the mean scores of male and female adolescents on the topic of parental encouragement.

Manjula, Kadapatti, and Meena (2020) discovered a noteworthy distinction when they divided their respondents into older and younger categories. The results show that both males and females have equal levels of academic adjustment in terms of their ability to pay attention in class, grasp new material presented in lectures, and like learning in general. The total adjustment level and age group were also found to be related. The chi-square test of relationship between total adjustment score and age group returns a null result. The results demonstrate that boys and girls of the same age (14, 15, and 16) have similar reactions in terms of their overall degree of adjustment. As a result, we accept the null hypothesis, which claims that there is no age-related difference in the mean levels of adjustment between boys and girls.

Panchal and Desai (2021) found that, among students in India's public schools, boys in fifth and seventh grade exhibited greater educational adjustment than girls, while there was no difference in the mean score of educational adjustment between students in these two grades at the elementary school level.

Kumar and Kamala (2022) in their research paper stated that the adjustment of students is unaffected by factors such as gender, class, school location, or management style, for students to succeed academically, the study found that both their home and school environments needed to be supportive.

Justification of the Study

The review of related literature indicated that an educational adjustment is related to academic achievement of adolescents. Better adjustment in educational environment helps the students to score better in their academics. So, to ensure better academic achievement focus should be given on improving the educational adjustment. Assessment of the level of educational adjustment is the first step to its improvement. Keeping this in view, the researcher planned to study the level of educational adjustment among the adolescents of Sonipat.

Statement of the Problem

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Objectives

1. To compare the educational adjustment of boys and girls of secondary schools in Sonipat.

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2. To compare the educational adjustment of boys and girls of secondary schools in Sonipat.
3. To compare the educational adjustment of boys and girls of secondary schools in Sonipat
4. To compare the academic achievement of government and private students at secondary schools.
5. To study the association between academic achievement and educational achievement of students of secondary level.

Hypotheses

1. There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat.
2. There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat.
3. There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat
4. There exists no significant difference in the academic achievement of government and private students at secondary schools.
5. There exists no significant association between academic achievement and educational achievement of students of secondary level.

METHOD

Keeping in view the objectives and nature of the study, the Descriptive Survey Method was used.

Population and Sample

The population of the study consisted of secondary school students studying in government and private institutions in the Sonipat. A sample of 100 students (50 boys + 50 girls) was taken based on random sampling method.

Tools used

- Educational Adjustment Inventory by Rani and Singh (2014) was used to assess the students' educational adjustment.
- Obtained marks in annual examination of ninth class were considered academic achievement score of students.

Statistical Techniques Used

Statistical techniques such as Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Coefficient Correlation were used to analyze the data.

Data Analysis

Table 1: Mean, Standard Deviation and 't' value of educational adjustment of boys and girls of secondary schools.

Gender	Number	Mean score	Standard deviation	't' value
Boy students	50	39.66	5.56	3.872**
Girl Students	50	45.08	5.08	

**Significant at 0.01 level

Table 1 Illustrates the mean educational adjustment score for secondary school students are 39.66 for boys and 45.08 for girls, respectively. The 't' value (3.872) is significant at 0.01

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level. It should be remembered here that, according to scoring pattern, higher score indicates higher educational adjustment. Thus, from the result it could be said that the girl secondary school students are having more educational adjustment boy secondary school students. Therefore, hypothesis no. 1 that, "There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat" is rejected.

Table 2: Mean, Standard Deviation and 't' value of educational adjustment of private and government secondary school students.

Gender	Number	Mean score	Standard deviation	't' value
Private school students	50	43.19	5.87	1.653 ^{NS}
Government School students	50	41.55	4.77	

NS=Not Significant

Table 2 REVEALS THE mean educational adjustment score for secondary school students are 39.66 for government and 45.08 for private school students, respectively. The 't' value (1.653) is not significant at any level of significance. Thus, from the result it could be said that the private and government secondary school students are having almost the same type of educational adjustment. Therefore, hypothesis no. 2 that, "There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat" is accepted.

Table 3: Mean, Standard Deviation and 't' value of academic achievement of boys and girls of secondary schools.

Gender	Number	Mean score	Standard deviation	't' value
Boy students	50	76.86	11.32	3.941**
Girl Students	50	82.73	12.41	

**Significant at 0.01 level

Table 3 ILLUSTRATES the mean academic achievement score for secondary school students are 76.86 for boys and 82.73 for girls, respectively. The 't' value (3.941) is significant at 0.01 level. Thus, from the result it could be said that the girl secondary school students are having more academic achievement in comparison to boy secondary school students. Therefore, hypothesis no. 3 that, "There exists no significant difference in the educational adjustment of boys and girls of secondary schools in Sonipat" is rejected.

Table 4: Mean, Standard Deviation and 't' value of academic achievement of private and government secondary school students.

Gender	Number	Mean score	Standard deviation	't' value
Private school students	50	84.89	10.37	4.763**
Government School students	50	74.70	13.36	

**Significant at 0.01 level

Table 4 reveals the mean educational adjustment score for secondary school students are 84.89 for private and 74.70 for government school students, respectively. The 't' value (4.763) is significant at 0.01 level. Thus, from the result it could be said that the private secondary school students were found to have more academic achievement than government secondary school students. Therefore, hypothesis no. 4 that, "There exists no significant

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difference in the academic achievement of government and private students of secondary schools” is rejected.

Table 5: Relationship between educational adjustment and academic achievement of secondary school students in Sonipat

Gender	Number	'r' value
Educational Adjustment	100	0.674**
Academic Achievement	100	

**= Significant at 0.01 level

Table 5 reveals that the 'r' value (0.674) between educational adjustment and academic achievement are significant at 0.01 level of significance. It indicates that there is a significant and positive relationship between educational adjustment and academic achievement of secondary school students concluding that increased in educational adjustment also increase the academic achievement scores of secondary school students. Hence the hypothesis 5 that “There exists no significant association between academic achievement and educational achievement of students of secondary level.” is rejected.

Findings of the Study

- From the result it was observed that the girl secondary school students have higher educational adjustment than boy secondary school students in Sonipat.
- There is no significant difference between educational adjustment of private and government secondary school students in Sonipat.
- The girl secondary school students were found to have more academic achievement than boy secondary school students in Sonipat.
- The private secondary school students were found to have more academic achievement than government secondary school students in Sonipat.
- There exists a significant and positive relationship between educational adjustment and academic achievement of secondary school students.

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Conflict of Interest

The author(s) declared no conflict of interest.

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