

# A Comparative Study of Adjustment of Adolescent School Students of Pauri Town In Relation to Their Gender and Academic Achievement



**Taniya Moudgil**

Research Scholar,  
Deptt. of Sociology,  
M C M D A V College for Women,  
Chandigarh



**Garima**

Research Scholar,  
Deptt. of Sociology,  
M C M D A V College for Women,  
Chandigarh

## Abstract

In this time of intolerance, we come across the concept of lack of adjustment which sometimes seems to be the reason of intolerance among youth. Human beings are the most adaptable creatures on this planet since ages and this is the only reason that human growth has been always positive. But nowadays lack of adjustment is becoming a common problem which is creating troubles among human relations. Some people claim that students good in adjustment are able to cope up with their academic problems.

In this paper we are trying to study this concept that is really academic achievement dependent on adjustment ability of a student and up to what extent.

**Keywords:** Adjustment, Academic Achievement, Correlation.

## Introduction

Adjustment in Psychology is the behavioural process by which human and other animals maintain equilibrium among their various needs. The term adjustment is often used as a synonym for accommodation and adaption (Monroe, 2007). It is used to emphasise the individual's struggle to survive in his/her social and physical environment. Robinson (2009) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, and conflicts and meet hi/her desires and demands of environment. The concept of adjustment was biological one. Adaptation to physical environment is of course a person's important concern. However, he/she have also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons (Singh, Shashi Kala, 2013).

School student's adjustment is a phenomenon that is of great concern to educationists as well as health practitioners. Adjustment as an important Psychological variable can be defined as "an index of integration", between need and satisfaction, promote or demote self system, achievement motivation, self acceptance, sex, age, economic as well as social status, social maturity and moral system, hence, adjustment is a process by means of which the individual attempts to maintain a level of psychological and physiological equilibrium (Mankar, J.; 2011).

An individual's activity in the life situation never involves a single mode of operation unaccompanied or uninfluenced by an other type of mental operation. The individual's function has a unit thinking, feeling, striving, simultaneously makes use of one being influenced by a variety of abilities and characteristics both physical and mental, both learnt and unlearnt which contribute to total personality (Crow and Crow, 1951).

An individual is said to be maladjusted when he/she is unable to resolve his/her mental conflicts in a normal manner. Maladjustment is a complex problem of human behaviour and is a result of multifactor of the personality of the child.

The student at school is trained to accept the hierarchy based on achievement. Academic achievement or academic performance is the outcome education which is commonly measured by examinations or continuous assessment. The effectiveness of any educational system is gauged to the content the pupil's involved in the system achieve, whether it is cognitive, conative or psychomotor domain. In general terms

achievement refers to scholastic or academic achievement of the student at the end of the educational program.

It has been indicated that a good number of variable such as personality characteristics of learners, the socio economic status from which he/she hails, the organizational climate of school curriculum planning, etc. to mention a few, influence achievement in different degrees. These variables are generally referred to as co relates to achievement.

### Need of the Study

The proposed study is an attempt to study the adjustment and scholastic achievement of school going students of one school in Pauri town. It is an attempt to see the relationship, if any, between adjustment and scholastic achievement of the child. It would try to compare boys and girls on the basis of their adjustment and achievement scores. It would also try to categorize the students on basis of their adjustment scores as excellent, good, average, unsatisfactory and very unsatisfactory. It would see the emotional, social and educational aspects of human adjustments, thus making an attempt to study the problem of maladjustment among the students.

### Objective of the Study

The objective of the study focuses to make a comparative study of the academic achievement and the emotional, social, educational adjustment of adolescent students of Pauri town so that proper psychological guidance could be planned for maladjusted students.

### Hypothesis

To have a comprehensive understanding of student adjustment & scholastic achievement, following hypothesis have been formulated for the purpose of the study-

1. There is no significant difference between the adjustment of the boys and girls.
2. Boys and girls do not differ significantly as regard to their emotional, social and educational adjustments.
3. There is no significant difference in the scholastic achievement of boys and girls.
4. There is no significant relationship between adjustment and the previous academic achievement of the students who secured more than 80%.
5. There is no significant relationship between adjustment and the previous academic achievement of the students who secured more than 60% and less than 80%.
6. There is no significant relationship between adjustment and the previous academic achievement of the students who secured less than 60%

### De-Limitations of the Study

1. The study will be confined to one school of Pauri town only.
2. The study will be confined to a sample of 30 students.
3. Only the scholastic achievement of the students will be taken into consideration.

4. The study will be confined to only three aspects of adjustment- emotional, social and educational.

### Details of Tool Used

The tool used in the study was "Adjustment Inventory for School Students (Sinha and Singh)".

The inventory seeks to segregate well adjusted school students from poorly adjusted students in three areas of adjustment: Emotional, Social and Educational.

The students were selected by Random Sampling Method.

### Reliability

Co-efficient of reliability was determined by

1. Split-half method
2. Test retest method
3. K-R Formula 20

### Reliability Coefficients of the Inventory

Table 1

S. 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 bi-serial correlation method and only such items were retained which yielded bi-serial correlation with both the criteria

1. Total score
2. Area score

Significant level being .001.

### Correlation Matrix of the Three Areas

Table 2

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

### Design of the Study

The present study entitled "A Comparative Study of Adjustment of Adolescent School Students of Pauri Town in Relation to their Gender and Academic Achievement" was completed in following three stages-

#### Phase One

It constituted the selection of sample for which school students of Pauri town were taken into consideration. A school of Pauri town was selected for the purpose of the study. A sample of 30 students by random sampling method were considered for study.

#### Phase Two

It consists of administration of the tool i.e. "Adjustment Inventory for School Students" (AISS, Sinha and Singh) over the selected sample. Data was also collected as regards the "Previous achievement Scores" i.e. half yearly examination scores. The analysis of data was undertaken in the following stages:

# Asian Resonance

### Stage One

In this stage a comparison was made between boys and girls on the basis of their adjustment scores.

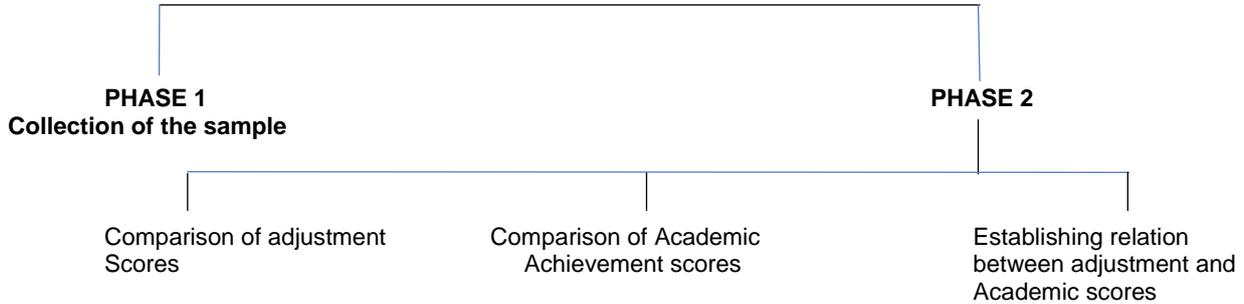
### Stage Two

In this stage a comparison was made between the previous achievement scores, indicating scholastic achievement of boys and girls.

### Stage Three

It consisted the study of relationship between the adjustment and scholastic achievement of the students.

The design of the study is expressed diagrammatically as under:



### Data Analysis

**Table 3**  
Showing Number of Boys and Girls and Their Percentage in Different Categories of Adjustment

S. No.	Adjustment	No. of Boys	Percentage	No. of Girls	Percentage
1.	Excellent	0	0.00	0	0.00
2.	Good	2	13.33	6	40
3.	Average	8	53.33	6	40
4.	Unsatisfactory	5	33.33	3	20
5.	Very Unsatisfactory	0	0.00	0	0.00

**Table 4**  
Showing Number of Boys and Girls and Their Percentage in Different Categories of Emotional Adjustment

S. No.	Adjustment	No. of Boys	Percentage	No. of Girls	Percentage
1.	Excellent	5	33.33	1	6.67
2.	Good	4	26.67	12	80
3.	Average	4	26.67	2	13.33
4.	Unsatisfactory	2	13.33	0	0.00
5.	Very Unsatisfactory	0	0.00	0	0.00

**Table 5**  
Showing Number of Boys and Girls and Their Percentage in Different Categories of Social Adjustment

S. No.	Adjustment	No. of Boys	Percentage	No. of Girls	Percentage
1.	Excellent	1	6.67	0	0.00
2.	Good	3	20	3	20
3.	Average	7	46.67	6	40
4.	Unsatisfactory	3	20	4	26.67
5.	Very Unsatisfactory	1	6.67	2	13.33

**Table 6**  
Showing Number of Boys and Girls and Their Percentage in Different Categories of Educational Adjustment

S. No.	Adjustment	No. of Boys	Percentage	No. of Girls	Percentage
1.	Excellent	0	0.00	0.00	0.00
2.	Good	0	0.00	5	33.33
3.	Average	3	20	4	26.67
4.	Unsatisfactory	6	40	5	33.33
5.	Very Unsatisfactory	6	40	1	6.67

**Table 7**  
Showing Number of Boys and Girls and Their Percentage in Different Categories of Academic Achievement

S. No.	Category	No. of Boys	Percentage	No. of Girls	Percentage
1.	Above 80%	3	20	2	13.33
2.	60%-80%	5	33.33	13	86.67
3.	Below 60%	7	46.67	0	0.00

# Asian Resonance

**Statistical Technique**

The following statistical technique was used in the analysis of data:

**Co-efficient of Correlation**

Coefficient of correlation r is to examine the relationship of one variable to another. The Karl Pearson's coefficient of correlation is expressed as:

$$r = \frac{n \sum xy - \sum x \sum y}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}, \text{ where}$$

*n* = total number of observations.

$\sum x$  = sum of first series.

$\sum y$  = sum of second series.

$\sum x^2$  = sum of first squared series

$\sum y^2$  = sum of second squared series.

$\sum xy$  = sum of product.

**Table 8**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement of Total Students**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	30	0.18
2	Previous achievement scores	30	

**Table 9**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement of Boys**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	15	0.062
2	Previous achievement scores	15	

**Table 10**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement Of Girls**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	15	-0.42
2	Previous achievement scores	15	

**Table 11**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement of above 80% Scorers**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	5	-0.15
2	Previous achievement scores	5	

**Table 12**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement of 60% to 80% Scorers**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	18	-0.18
2	Previous achievement scores	18	

**Table 13**

**Showing Karl Pearson's Coefficient of Correlation between Adjustment and Academic Achievement of below 60% Scorers**

S.No.	Variables	No. of Students	Coefficient of Correlation
1	Adjustment	7	-0.69
2	Previous achievement scores	7	

**Summary and Conclusion**

The present study entitled "A Comparative Study of Adjustment of Adolescent School Students of Pauri Town in Relation to their Gender and Academic Achievement" was carried out to study the adjustment and scholastic achievement of students of one school of Pauri town, to compare boys and girls on the basis of their scholastic achievement and adjustments and to establish a relationship between these two variables i.e. adjustment and achievement. This is the stage where boys and girls pass through a state of physical, mental and emotional stresses and strains. Besides, facing the diversification of different school subjects the student is subjected to face difficulties in adjustments of life. The study is therefore focused on these two variables, which have a paramount significance to the students.

The study was confined 30 students of Pauri town. The data was collected by using the tool "Adjustment Inventory of School Students" (Sinha and Singh). The inventory seeks to segregate well adjusted school students from poorly adjusted school students in three areas of adjustment; namely Emotional, Social and Educational. Besides the tool previous achievement scores i.e. total percentage obtained by students in their previous class

examination were collected, which indicated the scholastic achievement of the students.

The analysis of the data consisted of the comparison of boys and girls on the basis of their previous academic achievement scores. In the stage two the comparison was made between the academic achievement of boys and girls; and in the final stage the relationship if any, was studied between the adjustment and academic achievement of the students.

### Conclusion Based on the Relationship of Adjustment and Academic Achievement

There is negligible significant relationship between adjustment and academic achievement of students scoring above 80% and between 60% to 80%. However, there is a significant relationship between adjustment and academic achievement of students scoring below 60%.

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