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## **STUDY ON SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY SCHOOL STUDENTS**

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### **Abstract**

The main objectives of this study are to find out the relationship between academic achievement and school adjustment of the higher secondary students and to explore the significant differences between male-female, rural-urban and arts-science stream students regarding their school adjustment. The researcher used descriptive survey type research method to conduct this study. A total of 1009 higher secondary school students of West Bengal were selected as a sample through the use of multistage cluster sampling technique. A self standardized adjustment ability inventory has been used by the researcher to collect responses from the respondents. The findings of this study revealed that there is a significant negative correlation exists between academic achievement and school adjustment of the higher secondary school students. Others findings of this study also revealed that there is a significant difference exists in school adjustment between male and female students of higher secondary school. But, there is no significant difference exists between rural-urban and arts-science stream students of higher secondary school regarding their school adjustment.

**Key words:** *School Adjustment, Academic Achievement, Adjustment Ability Inventory, Sample*

### **Introduction**

Adjustment is a behavioural process by which human and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. It is a process which helps individuals to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desire goals. School adjustment refers to the process of acquainting the students with the various norms and rules of the school environment which helps them to the successfully adapting to the school environment. School adjustment is emphasized through pupil's positive performance in his/her actions to solve the tasks imposed by the educational environment. Properly meeting the diverse needs of students in the school environment is a very important task. Rajput and Bala (2023) revealed a significant and positive relationship between educational adjustment and academic achievement among secondary school students.

### **Review of the Related Literature**

- **Review Related to Adjustment**

Ansary (2023) showed a significant negative correlation between academic achievement and social adjustment of the higher secondary school students. Sharma (2019) revealed a significant relationship of

social adjustment with emotional intelligence and spiritual intelligence. Gorain et al. (2018) revealed that high internet user is more socially isolated than that high internet user. Kundu, Saha and Mondal (2015) found that male and female as well as science and humanities students of undergraduate students did not differ significantly with regards to their adjustment ability. Gupta and Mehtani (2017) revealed the main and interaction effect of academic achievement and gender on the adjustment of secondary school students. Ansary and Saha (2023) explained that the adjustment ability of the students is largely affected by some psychological factors. Ansary, Ansary and Adhikari (2022) found that there is no significant difference between adjustments of students residing either at rural or urban areas. Mahanti, Mondal and Saha (2016) revealed that internet use pattern varies according to gender and stream but not for residence. Ansary (2023) explained that a person's social attitudes are how they perceive social issues. Mondal et al. (2018), Saha and Adhikari (2021) have also conducted a variety of research studies in this field. Adjustment has also been studied in varied ways such as, in relation to the adjustment ability in the institutions and their climate (Mohanta et al., 2023a; 2023b; Sen et al., 2023a; 2023b).

- **Review Related to 't'-Test**

Sen, Mondal and Saha (2013) revealed that difference exists among secondary and higher secondary students in the basis of academic achievement of the students in physical science. Mondal and Saha (2013) explained that there is a significant difference exists in urban-rural, urban-rural male, urban-rural female, urban male-rural female and urban female-rural male on achievement in science students. Sen and Samanta (2013) concluded with a significant difference in different grades and subjects. Mahato and Sen (2023) explore no difference in gender and residence on Attitude towards Creative Teaching or the Pre-Service Mathematics Trainee Teachers in Rarh Region of West Bengal. Roy and Saha (2022) explored no difference in gender, residence and stream on Achievement Motivation. Paul et al. (2017), Roy and Saha (2023), Roy, Saha and Maji (2017), Gayen et al. (2021), Mahato and Sen (2021), Mondal et al. (2014), Mondal and Saha (2017), Paramanik, Saha and Mondal (2014), Mondal and Sutradhar (2015), Mahanti, Mondal and Saha (2016), Khan et al. (2023), Khatun, Ansary and Adhikari (2022), Saha (2021), Ansary, Ansary and Adhikari (2022), Ansary, Saha and Gorain (2021), Ansary, Gorain and Saha (2023), Adhikari et al. (2023a; 2023b; 2023c), Halder et al. (2022) have also conducted a variety of research studies in this field.

- **Review Related to Co-relation**

Mahato and Sen (2023) studied the relationship among three variables Contexts Knowledge (CK1), Technological Pedagogical Content Knowledge (TPCK) and Attitude towards Creative Teaching (ACT) considering two variables at a time and found significant relationship in most of the cases. Sutradhar and Sen (2022b) found significant relationship between emotional maturity and study habits. Gorain et al. (2018) found positive relationship between internet dependency and social isolation. Saha (2012) revealed that creativity is positively correlated with socio-economic status. Sutradhar et al. (2023) projects a detailed review of the varied uses of correlation which is used in different fields. . Karmakar et al. (2016) showed significant relationship between IQ and height; and low significant relationship between IQ and weight; and also, no significant relationship between IQ and BMI. Mondal et al. (2018) revealed that neuroticism is highly correlated with internet affinity, whereas the other four personality factors are either negatively correlated with internet affinity or are not correlated at all, and that males have a higher internet affinity than their female counterparts. Sutradhar and Sen (2022a) revealed that emotional maturity and its dimensions have a significant effect on academic achievement of B.Ed. trainees. Gayen and Sen (2021) found significant relationship between anxiety and depression. Kar and Saha (2021a) showed significant relationship between emotional intelligence and leadership style of undergraduate students of West Bengal. Kar and Saha (2021b) revealed significant relationship between Adjustment Ability and Leadership style of undergraduate students of West Bengal. Adhikari and Sen (2023a; 2023b), Mahato, Gayen and Mahato (2023b), Mahato, Gayen and Mahato (2023c), Mahato, Gayen and

Mahato (2023a), Ansary (2023), Saha (2012), Mahato et al. (2022), Saha (2013) and Ansary et al. (2023) have also conducted a variety of research studies in this field.

### **Objectives of the Study**

- i. To study the relationship between academic achievement and school adjustment of higher secondary school students
- ii. To find out the difference between male and female students of higher secondary school regarding their school adjustment
- iii. To explore the difference between rural and urban students of higher secondary school regarding their school adjustment
- iv. To determine the difference between arts and science stream students of higher secondary school regarding their school adjustment

### **Hypotheses of the Study**

- H<sub>0</sub>1: There is no significant relationship between academic achievement and school adjustment of higher secondary school students
- H<sub>0</sub>2: There is no significant difference between male and female students of higher secondary school regarding their school adjustment
- H<sub>0</sub>3: There is no significant difference between rural and urban students of higher secondary school regarding their school adjustment
- H<sub>0</sub>4: There is no significant difference between arts and science stream students of higher secondary school regarding their school adjustment

**Research Design:** A descriptive survey type research method has been used by the researcher to conduct this study.

**Population of the Study:** All the higher secondary level school students of West Bengal are considered as the population of this study.

**Sample and Sampling of the Study:** In this study a total of 1009 higher secondary school students are selected as a sample through the used multistage cluster sampling technique.

### **Variables of the Study**

- i. Independent variable: School Adjustment
- ii. Dependent variable: Academic Achievement

### **Delimitations of the Study**

- i. This study is delimited to the higher secondary school students of West Bengal.
- ii. This study is also delimited to the Bengali-knowing higher secondary school students.
- iii. This study is also delimited to the students of the West Bengal Council of Higher Secondary Education (WBCHSE).

### **Tool of the Study**

A self-standardized adjustment ability inventory has been used by the researcher to measure the school adjustment of the higher secondary school students.

### **Statistical Techniques Used for the Study**

In this study Mean, SD, t-test and correlation has been used by the investigator to analyze the collected data.

### Hypothesis Wise Data Analysis

H<sub>0</sub>1: There is no significant relationship between academic achievement and school adjustment of higher secondary school students

To test this hypothesis following table was used

**Table 1: Presenting Co-efficient of Correlation between School Adjustment and Academic Achievement of Higher Secondary School Students**

Correlations			
		Academic Achievement	School Adjustment
Academic Achievement	Pearson Correlation	1	-.103**
	Sig. (2-tailed)		.001
	N	1009	1009
School Adjustment	Pearson Correlation	-.103**	1
	Sig. (2-tailed)	.001	
	N	1009	1009

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From Table 1, it has been revealed that the co-efficient of correlation between school adjustment and academic achievement of higher secondary school students is -.103 which is significant at .01 level of significance. So, the null hypothesis, “*There is no significant relationship between academic achievement and school adjustment of higher secondary school students*” is rejected at .01 level of significance. Hence, there exists a significant negative correlation between academic achievement and school adjustment of higher secondary school students. It indicates that school adjustment and academic achievement of higher secondary school students are negatively correlated with each other.

H<sub>0</sub>2: There is no significant difference between male and female students of higher secondary school regarding their school adjustment.

To test this hypothesis following table was used

**Table 2: Presenting ‘t’-Test for School Adjustment between Male and Female Students of Higher Secondary School**

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Male	423	55.37	8.18	1007	2.24	Significant at .05 & .01 level
Female	586	56.48	7.50			

From Table 2, it has been found that the mean scores of both male and female students of higher secondary schools regarding their school adjustment are 55.37 and 56.48 respectively. The standard deviation is 8.18 for male and 7.50 for female students respectively. The calculated ‘t’ value between male and female students of higher secondary school in respect to their school adjustment is 2.24 with df =1007, which is significant at .05 and .01 level of significance. The above calculated ‘t’ value indicates that there is a significant difference exists in school adjustment between male and female students of higher secondary school. So, the null hypothesis, “*There is no significant difference between male and*

female students of higher secondary school regarding their school adjustment” is not retained. Hence, significantly higher school adjustment is possessed by female students than their male counterpart of higher secondary level school students.

H<sub>03</sub>: There is no significant difference between rural and urban students of higher secondary school regarding their school adjustment

To test this hypothesis following table was used

**Table 3: Presenting ‘t’-Test for school Adjustment between Rural and Urban Students of Higher Secondary School**

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Rural	716	55.80	7.88	1007	1.38	Not Significant at .05 & .01 level
Urban	293	56.54	7.63			

From Table 3, it has been found that the mean scores of both rural and urban students are 55.80 and 56.54 respectively. The standard deviation is 7.88 for rural and 7.63 for urban students respectively. The obtained value of ‘t’ test is 1.38 with df =1007 and is not significant at .05 and .01 level of significance. The above computed data indicates that there is no significant difference exists in school adjustment between rural and urban students of higher secondary school. So, the null hypothesis, “*There is no significant difference between rural and urban students of higher secondary school regarding their school adjustment*” is retained. Hence, no significant difference exists in school adjustment between rural and urban students of higher secondary school.

H<sub>04</sub>: There is no significant difference between arts and science stream students of higher secondary school regarding their school adjustment

To test this hypothesis following table was used

**Table 4: Presenting ‘t’-Test for School Adjustment between Arts and Science Students of Higher Secondary School**

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Arts	818	56.08	7.73	1007	.56	Not Significant at .05 and .01 level
Science	191	55.73	8.14			

From Table 4, it has been found that the mean scores of both arts and science stream students are 56.08 and 55.73 respectively. The standard deviation is 7.73 for arts and 8.14 for science students respectively. The obtained value of ‘t’ test is .56 with df =1007, which is not significant at .05 and .01 level of significance. The above computed data indicates that there is no significant difference exists in school adjustment between arts and science stream students of higher secondary school. So, the null hypothesis, “*There is no significant difference between arts and science stream students of higher secondary school regarding their school adjustment*” is retained. Hence, no significant difference exists in school adjustment between arts and science stream students of higher secondary school.

### Findings of the Study

- i. There is a significant negative correlation exists between school adjustment and academic achievement of the higher secondary school students. It means higher the social adjustment indicates lower the academic achievement or vice versa.

- ii. There is a significant difference exists between male and female students of higher secondary school regarding their school adjustment. The level of school adjustment of female higher secondary school students is better than male students.
- iii. There is no significant difference exists between rural and urban students of higher secondary school regarding their school adjustment.
- iv. There is no significant difference exists between arts and science stream students of higher secondary school regarding their school adjustment.

## **Conclusion**

The objectives of this study are to study the relationship between school adjustment and academic achievement of the higher secondary school students and compare school adjustment for different dichotomous variables viz. male-female, rural-urban and science-arts students. The finding of this study revealed that there is a significant negative correlation exists between school adjustment and academic achievement of the higher secondary school students. Others findings of this study also revealed that there is a significant difference exists in school adjustment between male and female students of higher secondary school. The female higher secondary school students are possessed better school adjustment than male students. But there is no significant difference exists between rural vs. urban and arts vs. Science stream students regarding their social adjustment.

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