



A Study of the Effect of Adjustment on the Academic Achievement of Secondary Level Students

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ABSTRACT

The main objective of the present research was to study the effect of adjustment on the academic achievement of secondary level students. A total of 400 students studying in government and non-government schools at secondary level in Ghaziabad district of Uttar Pradesh have been selected as a sample for the research study for the compilation of data. Dr. A.K.P Sinha and Dr. R. P. Singh. Adapted inventory for school students prepared by NCERT has been used and for the measurement of academic achievement the field of border achievers in class 10 has been made. Mean, standard deviation, critical ratio and correlation statistical methods have been used for the analysis of data. After analysis, it was found that there was a positive correlation between academic achievement and adjustment of secondary level students. That is, the students whose academic achievement is high, their ability to generalize is also high and the students whose academic achievement level is low, their generalization ability is also low.

Keywords: NCERT, Correlation, Class, Achievement etc.

Introduction

Education is the basis of human life. Human development and upliftment depends on education only. Education builds personality as well as adorns it. At the time of birth, the child behaves like an animal, at that time he acts inspired by his basic instincts. Education provides maturity by not giving proper guidance to these tendencies. Education develops creative power in the child. Through education, he is not only able to adapt to his environment, but also tries to win over the environment and nature. It is education which propels man to move from untruth to truth, from darkness to light, from ignorance to knowledge, and from death to immortality. In fact, education is that process, which teaches a person to adapt to his circumstances and environment. Human beings are made knowledgeable, skilled in arts and civilized by education. It nurtures like a mother and provides proper guidance like a father. It is only through education that the light of our fame gets fodder and spreads. That is, the way a lotus flower blossoms after getting the light of the sun and withers when the sun sets, in the same way every person blossoms like a flower after getting the light of education and being uneducated leads to poverty remains immersed in the darkness of sorrow and suffering.

The main source of education is the school, where the student learns about the process of adjustment. It can be said that a person with good adjustment becomes successful in future, and he is full of independent thought and self-confidence. Many types of adaptation and adverse situations keep coming in a person's life and he tries to create harmony with his environment and circumstances. The person who adjusts himself to the environment and circumstances, remains happy and is unable to establish adjustment, he becomes a victim of dissatisfaction, frustration, conflict and tension. It deviates from its goal, due to which there is a negative impact on the physical, mental and educational development of the students.

Teachers should teach the students to face the tough and complex problems of life so that the students can feel the vibrations of life and become capable of understanding and examining all kinds of questions. God has given man the amazing ability to create space. By which a man knows and understands his place, by this he keeps his place in the society and this is where the specialty of man's inner potential is that he can have brotherhood and competition relations with people. stays together Schaefer (1991) "Accommodation is the process by which human beings maintain a balance between their needs and their circumstances." In the present circumstances, the school environment hinders the independent functioning of the students. reaches out. Adjustment is a continuous process in life, through which a person changes his behavior to maintain a balanced relationship with his environment. Similarly, the child also tries to get adjusted, but it has been observed that in the present circumstances, most of the children are not able to adjust to their circumstances, as a result of which they suffer from stress, pressure, depression, depression. Mental anger like anxiety starts arising. This affects the learning ability and academic achievement of the students.

Need to study

The past of India is very grand. The country was full of wealth and was unique in bravery and might. There was immense wealth in India because the country was full of knowledge and science. The glory of India was due to its education system. Today education is being linked with development, it is being said that the nation is economically developed which is leading in the field of education. Today's human is surrounded by many situations. His needs are eternal in this material age. He is engaged in fulfilling these needs through his means, but it is a complex question whether today's human can fulfill his needs, which he wants to achieve? This seems impossible considering the scope of today's social disorders. Nevertheless, according to the time, the person keeps fulfilling the needs with his discretion and intelligence and establishes his own adjustment.

Today's century holds its own unique place in the development of human beings. With the explosion of knowledge today, the process of human behavior, its interest, work efficiency, achievement level, personality development and adjustment ability etc. are being studied scientifically by students. Today the question of children's achievement earning capacity, positive environment and tendency to establish harmony is most important. All round development of the students can happen only when they get high academic achievement and by which the student can get adjusted in the right direction and can provide the right direction in life. Keeping the above facts in mind, the researcher has made the basis of the study of the effect of adjustment on the academic achievement of secondary level government and non-government school students.

Objectives of the research study

1. To study the academic achievement of secondary level students.
2. To study the area coverage of secondary level students.
3. To study the co-relation between academic achievement and generalization of secondary level students.

Research Hypothesis

1. There is no significant difference in the academic achievement of secondary level government and non-government school students.
2. There is no significant difference in the adjustment of secondary school students of government and non-government schools.
3. There is no significant co-relation between the academic achievement and the average age of secondary level students.

Explanation of technical terms

1. Scholastic Achievement:- Scholastic achievement refers to the knowledge acquired or skill developed in school subjects as specified by the teacher through examination scores or marks. To what extent the students have developed their competencies, its presentation in numerical form is the indicator of their academic achievement.
2. Adjustment: - Harmonious behavior by a person with the environment in favorable and unfavorable circumstances for the achievement of the goal is called adjustment. Here adjustment refers to the academic, social and emotional adjustment of secondary level students.
3. Secondary School:- Such schools in which education is done for the students of class 9 and 10, are called secondary level schools. Here the students of class 10th have been taken in the secondary level.

Sample

In the present research study, a total of 400 students studying in secondary level government and non-government schools of Ghaziabad district of Uttar Pradesh have been selected by random sampling technique. Of these, 200 students have been taken from government schools and 200 students from non-government schools.

Study method

Survey method has been used in the present research study used equipment in the present research study, Dr. A.K.P. Sinha and an Adaptation list for school students prepared by Dr. R.P.Singh has been taken. And for the measurement of academic achievement, the barred marks in class 10th have been taken.

Reliability and Validity of the Test

The reliability of this test was ascertained with the help of several methods. As a result, the reliability coefficient obtained by the split-half method was 0.94 for emotional adjustment, 0.93 for social adjustment, 0.96 for academic adjustment and 0.95 for ya. Reliability coefficient obtained by test-retest method, emotional adjustment 0.96, social adjustment 0.96. An academic adjustment 0.93 and sum 0.93 were obtained. K.R. Reliability coefficient of

emotional adjustment range 0.92, social adjustment range 0.92, educational adjustment range 0.96 and total 0.94 were obtained through formula-20. The post-analysis and validity coefficients were determined by biserial method for the items of this test which were significant at 0.001 level statistics as applied to science Mean, standard deviation, critical ratio, correlation have been used in the context of the objectives set under the present research study.

Data analysis and interpretation

Hypothesis number 1 - Table showing the significance of the difference in the mean values of academic achievement of secondary level government and non-government school students -

Table No. 1

Sr. No.	Types of Schools	N	Mean value	Standard deviation	Critical ratio	Significance level
1	Govt.	200	354.5	1.24	10.63	0.05 Significance
2	Non Govt.	200	373.5	1.40		

In the above table number 1, the mean of the data related to the educational achievement of secondary level government and non-government school students is 354.5 and 373.5 respectively and the standard deviation is 1.24 and 1.40 respectively. On the basis of calculation of marks, the value of critical ratio has been obtained as 10.63. Which degree of freedom is 398 and at 0.05 confidence level the value given in the table is more than 1.97. It is clear from this that there is a significant difference in the academic achievement of secondary level government and non-government school students. Hence the hypothesis is rejected.

Hypothesis No. 2 - There is no significant difference between the coverage area of government and non-government school students of secondary level.

Table – 2

Sr. No.	Types of Schools	N	Mean value	Standard deviation	Critical ratio	Significance level
1	ljdkjh	200	16.92	2.25	3.37	0.05 Significance
2	xSj&ljdkjh	200	17.67	2.20		

In the above table number 2, the average of the data related to the average level of government and non-government school students of secondary level is 16.92 and 17.67 respectively and the standard deviation is 2.25 and 2.20 respectively. On the basis of obtained marks, the value of critical ratio has been obtained as 3.37. The degrees of freedom are 398 and the values given in the table are greater than 1.97 at the 0.05 confidence level. Therefore, it is clear that there is a significant difference between the mean scores of government and non-government school students of secondary level. Hence the hypothesis is rejected.

Hypothesis number 3 - There is no significant correlation between the academic achievement of the secondary level students and the average age.

Table-3

Group	Sample	Correlation coefficient (p)	Significance level
School environment and adjustment	400	+0.54	0.05 Significance

Table number 3 shows the co-relation between the school environment and adjustment of secondary level government and non-government school students. From the calculation of the obtained data, the value of correlation coefficient has been obtained as 0.54. On 398 degrees of freedom the table value is greater than 0.098. Hence, the variables on the right hand side have a positive correlation of meaning. Hence the hypothesis is rejected.

Conclusion

- There is a significant difference in the academic achievement of secondary level government and non-government school students. That is, the educational achievement level of non-government school students was found to be higher than that of government schools.
- There is a significant difference in the adjustment of secondary level government and non-government school students. That is, the students of non-government schools were found to be more adjusted than the students of government schools.

- A positive co-relation was found between the academic achievement and adjustment of secondary level students. That is, the students whose level of academic achievement was found to be high, the ability to make adjustments was also found to be high and the students whose level of academic achievement was found to be low, the ability to make adjustments was also found to be low.

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