



## **Social Adjustment and Academic Achievement of Secondary School Students**

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### **ABSTRACT:**

Adjustment is a popular expression used by the people in day to day life. It gives peace and harmony in home, school and society. Every human being has adjustment at every stage in his life. That is why the adjustment is natural and also every human being adjust with the environment prevailed in the society. In the same way we have to know that how the students are having adjustment. The main purpose of this study was to find out the social adjustment of Secondary school students. The study was conducted on a sample of 100 students studying 8<sup>th</sup> class in Government and Private Schools of Guntur District. For data collection, the investigator had used questionnaire consists of 40 questions, constructed and standardized by the researcher. The collected data was analyzed by using Mean, S.D. and "t" values. Results revealed that there is no significant difference in the social adjustment of students.

**Keywords:** *Adjustment, Secondary school students, Social adjustment*

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### **Introduction:**

In psychology, the term "adjustment" refers to the behavioral process through which people and other animals maintain balance among their many requirements. Humans have the capacity to adapt to the physical, social, and psychological demands that come with being dependent on other people. The process of adjustment describes and explains how a person adapts to themselves and their surroundings without making any distinctions on the success or failure of the adjustment. It supports achieving desired goals, believing in one's own skills, and controlling basic impulses to manageable levels. Therefore, adjustment promotes self-initiated intellectual, emotional, social, and physical growth and development.

Darwin introduced the idea of adjustment for the first time and used it as a strategy for surviving in the physical world. Success is nothing more than the outcome of one's adjustment. Academic success is the result of education and measures how far a student has progressed in reaching his academic objectives. Exams and ongoing evaluation are standard ways to gauge academic success. Academic success can be characterized as excellence in all academic subjects both in and outside of the classroom. Academic achievement is the knowledge or competence acquired in academic disciplines, which is typically determined by test results or instructor evaluations. High academic achievement is influenced by a variety of factors, one of which is adjustment.

As social beings we live in a society, we form opinions about others and others have opinion about us. Everybody wants acceptance and recognition from and within the society. We try to behave according to the norms of the society so that we can adjust with others.

Nowadays, every student adjusts mainly in these three aspects. Every family faces financial problems and other problems. So, there is a necessity to adjust to these situations. Every student should adjust with the school environment, and also follow the rules and regulations of the school and what the teacher taught. There must be need of adjustment with the peer group. A man cannot live in the society without adjustment. Everyone should follow the customs and traditions of our society. At the adolescence stage, the students are facing emotional problems. So, there is a necessity to research how the students are facing emotional problems and how to make them to adjust with the society and school.

The issue of students' adjustment has gotten worse quickly, leading to unrest and indiscipline among them and having a detrimental effect on both their academic performance and personal growth. Teenagers who fail to make the necessary adjustments become frustrated and lose their sense of self-worth and confidence throughout their academic careers, as opposed to someone who has made the necessary adjustments and is more determined to face life's challenges head-on and find more inner peace and happiness. The goal of the current study is to assess how well college students are adjusting to their academic lives and to offer decision-makers and higher education managers with the data they need to improve students' adjustment levels and spur them on to achieve better results.

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## Review of related literature:

Velmurugan and Balakrishnan (2011) examined the relationship between the social adjustment and self concept of the higher secondary school students with respect to gender and locality and they found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self concept is found to be negligible.

Winga Maureen Adhiambo, Agak John Odwar and Ayere A. Mildred (2011) investigated the levels of school adjustment and its relationship with academic achievement. The results showed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment.

Roy and Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Yellaiah (2012) conducted a study of adjustment on academic achievement of high school students. Sample of the study consists of 300 students studying in class IX from various government and private schools, rural and urban areas of Mahabubnagar district in Andhra Pradesh. He concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students.

Joymalya Paramanik, Birbal Saha, Bhim Chandra Mondal (2014), studied the adjustment ability among secondary school students in relation to gender and residence. The study revealed that there is no significant difference between adjustments of students residing either at urban or rural area.

Dr.Subhash Sarkar , Sangita Banik (2017), to investigate the adjustment of the student of adolescence period in West Tripura in relation to their academic achievement, age, gender etc. in a sample of 120 adolescents (60 boys & 60 girls). Data was analyzed by using Standard Deviation, Mean, Percentile, t-test, Pearson Product Moment Correlation. The result of the study indicated that there were no significant differences between boys and girls in adjustment and academic achievement in adolescence period. The result also revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment and academic achievement in adolescent period. The researcher also found that there exist positive relationship between adjustment & academic achievement of boys& girls in adolescence period of West Tripura District. The study has implications for students of adolescence period, teacher, parents and policy makers as well.

G. Pugazhenth (2019), studies the social adjustment and academic achievement of high school students. The population for the present study is consists of 640) ninth standard students are studying in the secondary classes in Thanjavur district of Tamil Nadu. Using simple random procedure from the list of schools the researcher identified 27 schools and 640 high school students from Thanjavur district. The present study found out there is a significant difference in the mean scores of social adjustment between the groups of high school students with regard to gender, medium of instruction, residence of the student, locality of the school and type of family. The present study found out there is a significant difference in the mean scores of social adjustment among the groups of high school students with regard to type of school and fathers educational qualification.

Yousef Jahannejadi, Davood Taghvaei, Zabih Pirani (2020), found that there was a significant mediating role of self-efficacy in the relationship between social adjustment and hope with academic well-being in students.

### Title of the study:

*“Social Adjustment and Academic Achievement of Secondary School Students”*

### Operational Definitions:

**Social Adjustment:** Adaptation of the person to the social environment. Adjustment may take place by adapting the self to the environment or by changing the environment.

**Secondary School Students:** secondary school refers to the schools in Guntur that ranges its classes from 8<sup>th</sup> to 10<sup>th</sup>. For the present study the research had taken 8<sup>th</sup> class students.

**Academic Achievement:** “Knowledge attained or skills developed in school subjects, usually designed by test scores or by marks assigned by teachers.” At present the definition of academic achievement is attainment of marks in total subjects of the students.

### Objectives:

1. To find out the social adjustment of secondary school students with respect to the Gender.
2. To find out the social adjustment of secondary school students with respect to the Locality.
3. To find out the social adjustment of secondary school students with respect to the Type of Management.
4. To find out the relationship between social adjustment and academic achievement of secondary school students.

### Hypotheses:

1. There is no significant difference in social adjustment of male and female secondary school students.
2. There is no significant difference in social adjustment of rural and urban secondary school students.

3. There is no significant difference in social adjustment of Government and Private secondary school students.
4. There is no significant relationship between social adjustment and academic achievement of secondary school students.

**Delimitations:**

1. The study is confined to Guntur District only.
2. The study is limited to 100 secondary school students only.
3. The study is limited to 8<sup>th</sup> class students only.

**Plan and procedure of investigation:**

The present investigation falls under normative survey method. It deals with clearly defined problems and has definite objectives. The researcher had taken up a random sample of 100 students studying 8<sup>th</sup> class in rural and urban areas belonging to the Guntur District. The researcher used the tool questionnaire for collecting the data and the tool consists of 40 questions.

**Analysis and Interpretation of the Data:**

**Hypothesis:** There is no significant difference in social adjustment of secondary school students with respect to Gender, Locality and Type of Management.

S.No	Variable	Sample	Mean	S.D	t – Value
1.	Male	50	80	5.31	1.53*
	Female	50	78.8	5.82	
2.	Urban	50	77.8	5.77	4.05**
	Rural	50	81.0	5.41	
3.	Government	50	80.60	5.23	2.93**
	Private	50	78.25	5.62	

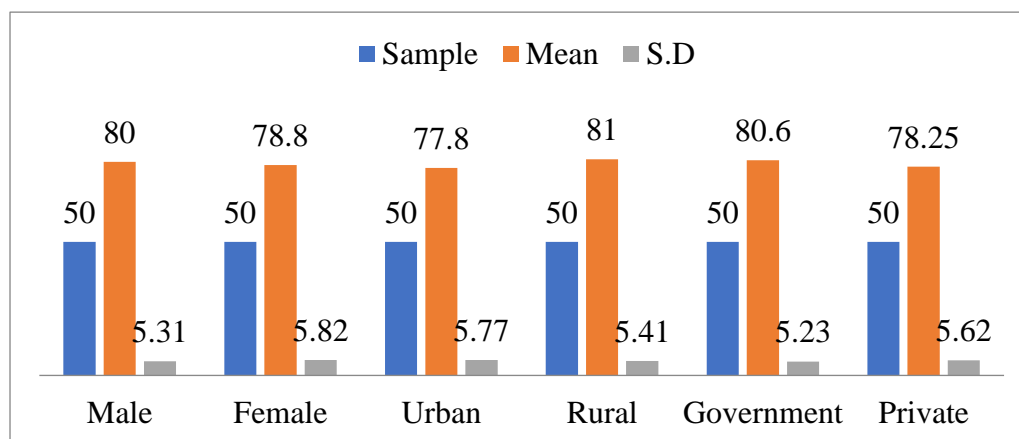
\* Significant at 0.05 level

\*\* Not Significant at 0.05 level

From the above table, it is observed that the number of students is 100. The mean of the male students is 80 and S.D. is 5.31 and the mean of female students is 78.8 and S.D. is 5.82 and t-value is 1.53 was not significant at 0.05 level. It was concluded that there is no significant difference between the male and female students. Hence, the variable Gender has no influence on the social adjustment of secondary school students.

The mean of the urban students is 77.8 and S.D. is 5.77 and the mean of rural students is 81.0 and S.D. is 5.41 and t-value is 4.05 was significant at 0.05 level. It was concluded that there is a significant difference between the rural and urban students. Hence, the variable Locality has influence on the social adjustment of secondary school students.

The mean of the Government students is 80.60 and S.D. is 5.83 and the mean of Private students is 78.25 and S.D. is 5.62 and t-value is 2.93 was significant at 0.05 level. It was concluded that there is a significant difference between the government and private students. Hence, the variable Type of management has influence on the social adjustment of secondary school students.



**Hypothesis:** There is no significant relationship between social adjustment and Academic achievement of secondary school students.

Variable	Sample	Academic Achievement	Level of Significance
Social Adjustment	100	0.832	Significant

The coefficient of correlation between social adjustment and Academic achievement was 0.832. It was significant at 0.01 level. It indicates that there was significant and positive correlation between these two variables. Hence, the hypothesis was rejected.

### Major Findings:

1. The variable Gender has no influence on the social adjustment of secondary school students.
2. The variable Locality has influence on the social adjustment of secondary school students.
3. The variable Type of Management has influence on the social adjustment of secondary school students.
4. There is a significant and positive correlation between social adjustment and academic achievement of secondary school students.

### Educational Implications:

1. Teachers must be aware of home environment, social environment, and child psychology.
2. Government and private schools should keep counselors to guide secondary school students.
3. Parents should not beat their children and abuse with coarse and offensive words.
4. Parents should listen patiently whatever their children say and correct them with the norms of social phenomenon.

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