Level of Adjustment in Relation to Academic Achievement among Adolescent Students at Spring Buds Educational Institute, Ompora, Budgam, Kashmir

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Abstract: *This study aimed at assessing thelevel of adjustment in relation to academic achievement among adolescent students. A non-experimental descriptive design was used to conduct the study. Standardized Adjustment Inventory for School Students by Sinha and Singh was used to assess the level of adjustment and the aggregate percentage of marks obtained by the adolescent students in their previous annual year examination was used to assess the academic achievement of adolescent students.The findings revealed that most of the adolescent students 48 (48%) had average overall level of adjustment,36 (36%) had average level of emotional adjustment, 44 (44%) had average level of social adjustment and more of adolescent students 31 (31%) had unsatisfactory level of educational adjustment. Most of adolescent students 28 (28%) had B1 grade (71-80 %). There was a significant positive correlation found between adjustment level and academic achievement among adolescent students (r=0.724).*

Keywords: Adjustment, Emotional adjustment, Social adjustment, Educational adjustment, Academic achievement & Adolescent students

1. Introduction

Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and to his environment. It is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. Adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his way of life according to the demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment.[1]

In this study, adjustment is studied with respect to school. Arkoff defines school adjustment as a person's interaction with his or her environment and covers academic achievement, personal growth and accomplishments outside the classroom such as in art, music, creativity and leadership.[1]School is one of the important pillars on which the child's personality is formed. It is the place where students have contacts with peers, form friendship and participate in social groups with other adolescent students.The young adolescentstudents experience all sorts of pressures, difficulties and circumstances such as peer pressure, breaking relationships with friends, arguments

with parents, struggle for autonomy, not feeling good enough and above all pubertal changes, school truancy, such as from year to year, there are changes in teachers, classrooms, class rules, procedures, performance and expectations, difficulty of the work, exam pressure and failures. So the adolescent has to constantly make change in him/her to make the adjustment possible. Good adjustments make the adolescents proud and self-satisfied, motivate them for future success, encourage them to be an independent thinking person and build their confidence and in turn improve their mental health.Thus adjustment influences the achievement of the students in school.[2]

2. Objectives

1) To assess the level of adjustment among adolescent students of Spring Buds Educational Institute, Ompora, Budgam.
2) To assess the academic achievement among adolescent students of Spring Buds Educational Institute, Ompora, Budgam.
3) To correlate the level of adjustment with academic achievement among adolescent students of Spring Buds Educational Institute, Ompora, Budgam
4) To determine the association of level of adjustment among adolescent students with their selected demographic variables (gender, type of family, age and monthly income of family).
5) To determine the association of academic achievement among adolescent students of Spring Buds Educational Institute, Ompora, Budgam with their selected demographic variables (gender, type of family, qualification of father, qualification of mother and

monthly income of family).

Hypotheses
1) **H₁:**There is significant positive relationship between level of adjustment and academic achievement among adolescent students of Spring Buds Educational Institute, Ompora, Budgam at $p \leq 0.05$ level of significance.
2) **H₂:**There is significant association between level of adjustment and selected demographic variables (gender, type of family, qualification of father, qualification of father and monthly income of family) among adolescent students of Spring Buds Educational Institute, Ompora, Budgam at $p \leq 0.05$ level of significance.
3) **H₃:** There is significant association between academic achievement and selected demographic variables ((gender, type of family, qualification of father, qualification of father and monthly income of family) among adolescent students of Spring Buds Educational Institute, Ompora, Budgam at $p \leq 0.05$ level of significance.

3. Review Literature

Jain P (2017)[3] conducted a descriptive study among 200 students (100 boys and 100 girls) of class 6-12 from schools of Amritsar, Punjab to find out the adjustment of students and its relation with academic achievement. A self prepared questionnaire was used to find adjustment status and academic performance of students was collected from mark sheets of last 2 academic sessions and divided into categories as above 80%, 71-80%, 61-70%, 51-60% and less than 50%. The findings of the study revealed that 41% boys and 47% girls had high adjustment, 31% boys and 34% girls had moderate adjustment and 28% boys and 19% girls had lower adjustment. Thus, there was significant difference of adjustment between boys and girls. Also the results revealed that in the category of high adjustment, above 80% academic performer's strength was 18%, 71-80% was 26%, 61-70% was 29%, 51-60% was 21% and less than 50% in 6% students. For low adjustment of students, academic performance decreased rapidly, 5% students got above 80%, 13% got 71-80%, 36% got 61-70%, 29% got 51-60% and 17% got less than 50%. Thus, the positive relationship existed between adjustment and academic achievement scores of students. Students with better adjustment performed better academic performance.

Sarkar S, Banik S (2017)[4]conducted a descriptive study among 120 adolescents (60 boys and 60 girls), selected randomly from six schools of West Tripura, district India. The aim of the study was to investigate the adjustment and academic achievement of adolescent students and the tools used were adjustment inventory for school students by Sinha and Singh and total marks of common subjects obtained in the previous year were taken as criterion of academic achievement. The results revealed that girls (3.33%) and (63.33) were leading boys (0%) and (40%) in "excellent" and "good" levels of total adjustment but girls (25%), (6.66%) and (1.66%) were lagging behind boys (41.67%), (11.67%) and (6.67%) in "average", "unsatisfactory" and "very unsatisfactory" levels of total

adjustment. The boys (48.33%) score better than girls (25%) in their academic achievement. The findings revealed that there was significant low positive relationship between adjustment and academic achievement of girls as coefficient of correlation was 0.28 and a positive relation between adjustment and academic achievement of boys as coefficient of correlation was 0.02, though it was negligible.

Alam K, Halder UK (2017)[5]conducted a descriptive study among 200 students of class IX, selected randomly from four Bengali Medium Secondary Schools in Dakshin Dinajpur district, West Bengal, India. The aim of the study was to explore difference in adjustment and academic achievement among the secondary students with respect to gender and religion and the tool used was adjustment inventory for school students by Sinha and Singh. The findings revealed that there was no significant difference between the boy and girl students in terms of emotional adjustment (t = .672, p > 0.05); social adjustment (t = .530, p > 0.05); educational adjustment (t = 1.828, p > 0.05); and overall adjustment (t = 1.352, p > 0.05). Thus, there was no significant difference in adjustment due to the gender of the students but there was significant difference between the boy and girl students in terms of their academic achievement (F = 4.693, p < 0.05). Moreover, the findings showed significant correlations between academic achievement and emotional adjustment (r = .413, p < 0.01); academic achievement and social adjustment(r = .139, p < 0.05); academic achievement and educational adjustment(r = .399, p < 0.01); academic achievement and over all adjustment (r = .435, p < 0.01); emotional and social adjustment (r = .275, p < 0.05); emotional and educational adjustment (r = .560, p < 0.01); emotional adjustment and over all adjustment (r = .845, p < 0.01); social adjustment and educational adjustment (r = .254, p < 0.01); social adjustment and over all adjustment (r = .597 p < 0.01) and educational adjustment and over all adjustment (r = .823, p < 0.01) of the students of class IX.

Devi CB (2015)[6]conducted a descriptive study among 629 XI standard tribal adolescent students, selected through random sampling technique at Ukhril district, Manipur, India. The aim of the study was to examine the school adjustment and academic achievement among tribal adolescent students and the tools used were standardized adjustment inventory and photocopy of last X class report cards. The findings revealed that a low positive correlation (correlation coefficient 0.23) existed between school adjustment and academic achievement. It was also revealed that high academic achievers (mean-19.73, SD-5.60) had better adaptability in school than that of low academic achievers (mean-20.15, SD-17.54).

4. Methodology

A non-experimental descriptive design was used to conduct the study. 100 adolescent students of 9th and 10thclasses studying at Spring Buds Educational Institute, Ompora, Budgam, Kashmir, were selected by purposive non-probability sampling technique.Standardized Adjustment Inventory for School Students by Sinha and Singh was used to assess the level of adjustment and the aggregate
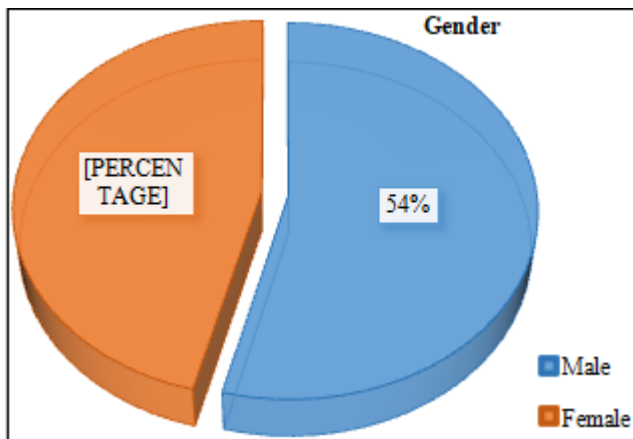
percentage of marks obtained by the adolescent students in their previous annual year examination was used to assess the academic achievement of adolescent students.

5. Results

The results of study were presented under following sections:

Section-I: Describes the distribution of demographic variables of study subjects, which include gender, type of family, age and monthly income of family.

Figure 1: Pie diagram showing percentage distribution of study subjects according to their gender

The data in Figure 1 shows that **54 (54%)** of the study subjects were males and 46 (46%) of study subjects were females out of the total sample of 100.
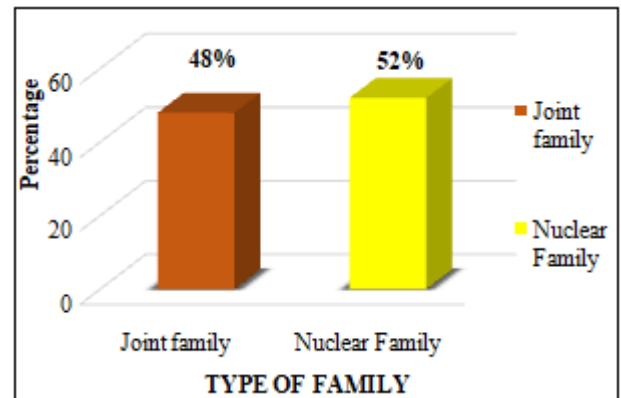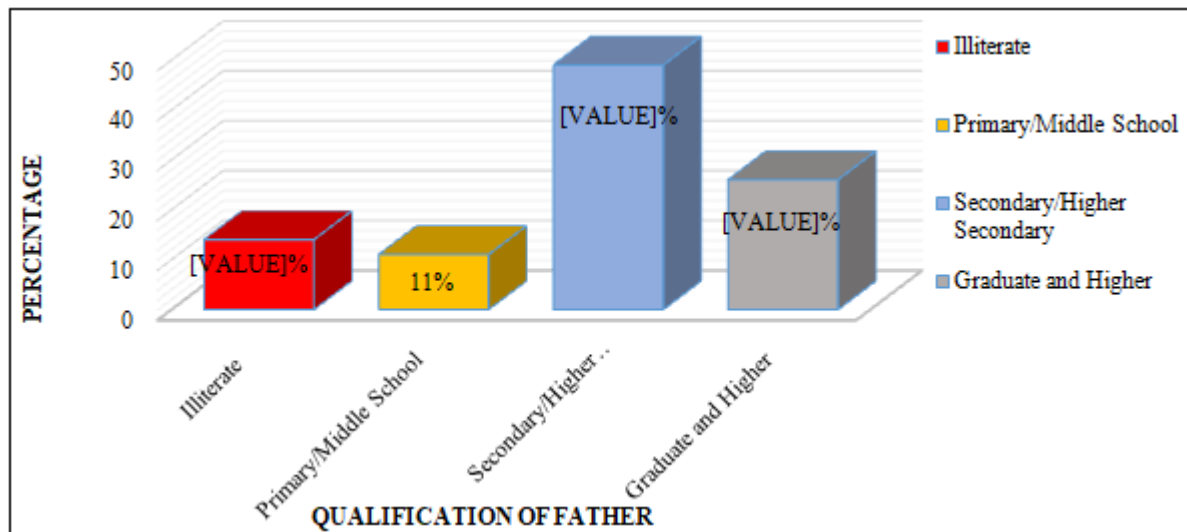

Figure 2: Bar diagram showing percentage distribution of study subjects according to the type of their family

The data in Figure 2 shows that **52 (52%)** of the study subjects belonged to nuclear family and 48 (48%) of study subjects belonged to joint family out of the total sample of 100.

Figure 3: Bar diagram showing percentage distribution of study subjects according to the qualification of their father

The data in Figure 3 shows that majority **49 (49%)** of the study subjects' fathers were secondary/higher secondary qualified, 26(26%) were graduate and higher qualified, 14 (14%) were illiterate and 11 (11%) were primary/middle school qualified out of the total sample of 100.
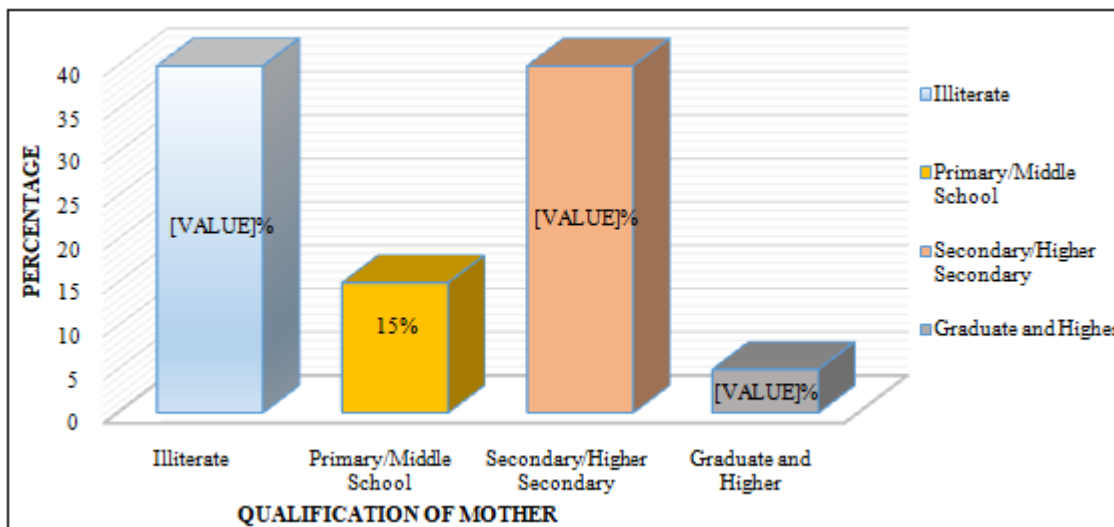
Figure 4: Bar diagram showing percentage distribution of study subjects according to the qualification of their mother

The data in Figure 4 shows that the majority **40 (40%)** of study subjects' mothers were secondary/higher secondary qualified, 40(40%) were illiterate, 15(15%) were primary/middle school qualified and 5(5%) were graduate and higher qualified out of the total sample of 100.
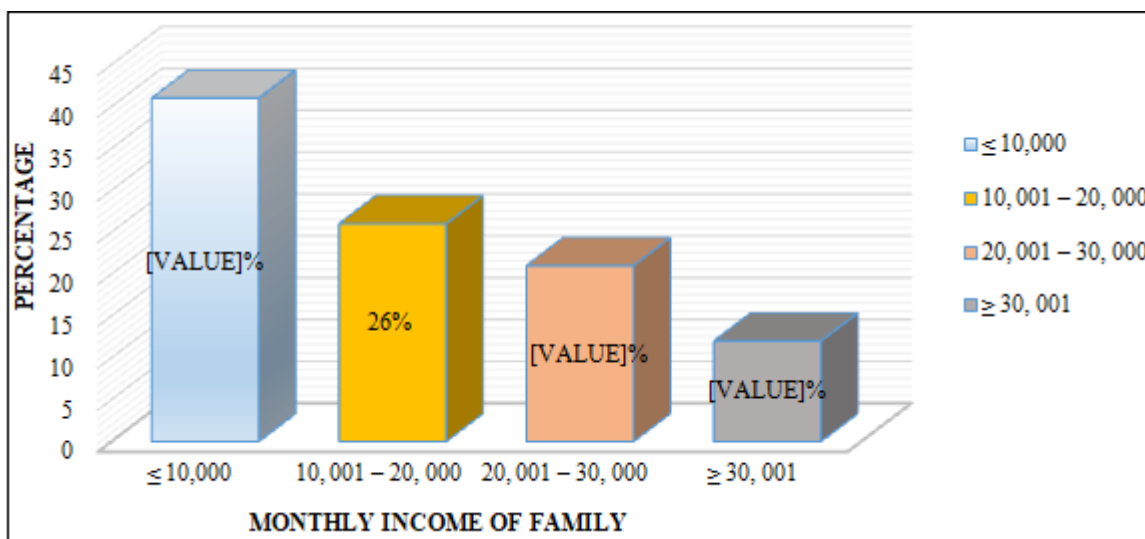

Figure 5: Bar diagram showing percentage distribution of study subjects according to the monthly income of their family

The data in Figure 5 shows that maximum **41 (41%)** of study subjects had monthly income of family ≤ Rs 10,000, 26 (26%) had monthly income between Rs 10,001-20,000, 21 (21%) had monthly income between Rs 20, 001 – 30, 000 and 12(12%) had monthly income ≥ Rs 30, 001 out of the total sample of 100.

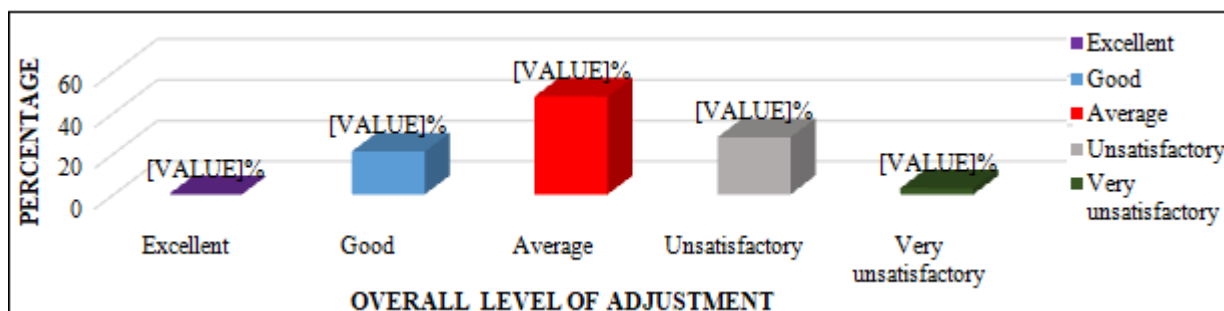**SECTION-II: Describes the description of study subjects by their level of adjustment**

Figure 6: Bar diagram showing distribution of study subjects according to their overall level of adjustment

The data in Figure 6 shows that maximum **48 (48%)** of study subjects had average overall level of adjustment. Out of 100 subjects, none had excellent level, 21 (21%) had good level, 28 (28%) had unsatisfactory level and 3 (3%)

had very unsatisfactory level of overall adjustment when measured on adjustment inventory for school students by
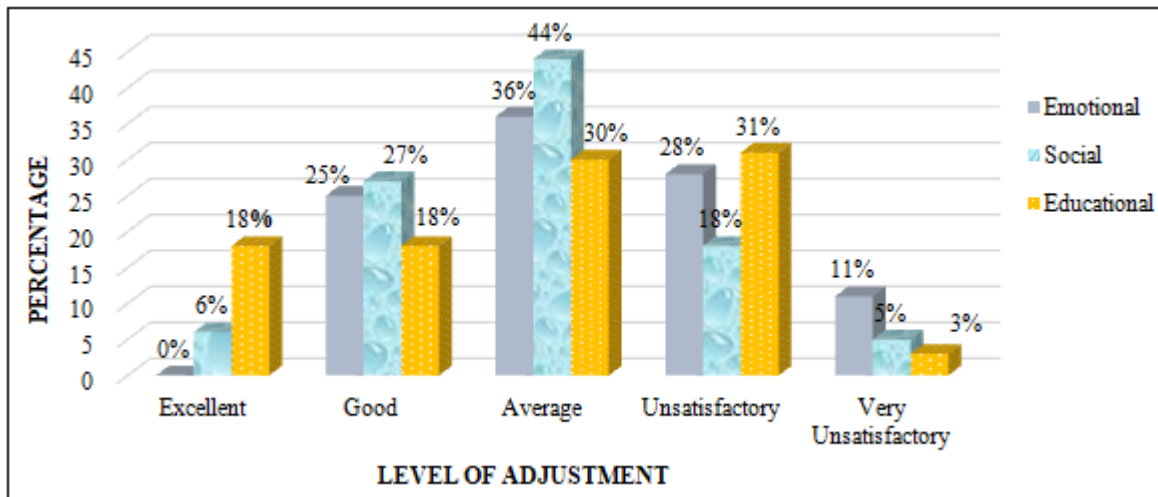
Sinha and Singh.

Figure 7: Bar diagram showing percentage distribution of study subjects according to areas of adjustment

The data in Figure 7 shows that maximum **36 (36%)** of study subjects had average level of emotional adjustment, maximum **44 (44%)** of study subjects had average level of social adjustment and more **31 (31%)** of study subjects had unsatisfactory level of educational adjustment.

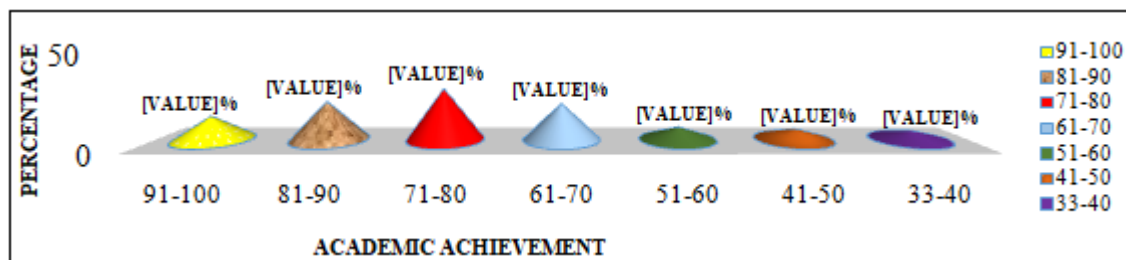**SECTION-III: Describes the description of study subjects by their academic achievement**

Figure 8: Cone diagram showing percentage distribution of study subjects according to their academic achievement

The data in Figure 8 shows that **28 (28%)** of study subjects had B1 grade (71-80 %), 21 (21%) had A2 grade (81-90 %), 20 (20%) had B2 grade (61-70), 13 (13%) had A1 grade (91-100), 7 (7%) had C1 grade (51-60), 6 (6%) had C2 grade (41-50) and 5 (5%) had D grade (33-40).

Section IV: Describes the relationship between level of adjustment and academic achievement of study subjects.

Table 1: Coefficient of Correlation between Overall Adjustment and Academic Achievement of study subjects, N=100

Variables	N	Coefficient of Correlation	df	Level of significance at 0.05	Remark
Overall adjustment Vs Academic achievement	100	r = 0.724	98	0.001*	Moderately positive correlation
Emotional adjustment Vs Academic achievement	100	r =0.278	98	0.034*	Moderately positive correlation
Social adjustment Vs Academic achievement	100	r = 0.385	98	0.026*	Moderately positive correlation
Educational adjustment Vs Academic achievement	100	r = 0.712	98	0.001*	Moderately positive correlation

Statistically significant, (*p ≤ 0.05)

The data in the Table 1 shows that Coefficient of Correlation between overall adjustment and academic achievement of adolescent students is 0.724. Also Coefficient of Correlations between emotional adjustment and academic achievement, social adjustment and academic achievement and educational adjustment and academic achievement of adolescent students are 0.278, 0.385 and 0712 respectively.

So a moderately positive correlation was found in each relation.

SECTION-V: Describes the association of level of adjustment with demographic variables of study subjects.

The findings of the study revealed that

- No significant association was found between the demographic variables gender, type of family, qualification of father, qualification of mother and monthly income of family of adolescent students with their overall level of adjustment.

- No significant association was found between the demographic variables gender, qualification of father and qualification of mother of adolescent students with their emotional level of adjustment but significant association was found between the demographic variables type of family and monthly income of family of adolescent students with their emotional level of adjustment. The adolescents belonging to nuclear families (6.33±2.511) were emotionally more adjusted compared to adolescents belonging to joint families (7.50±3.402).

- No significant association was found between the demographic variables gender, type of family, qualification of father, qualification of mother and monthly income of family of adolescent students with their social level of adjustment.

- No significant association was found between the demographic variables gender, type of family and monthly income of family of adolescent students with their educational level of adjustment but significant association was found between the demographic variables qualification of father and qualification of mother of adolescent students with their educational level of adjustment.

SECTION-VI: Describes the association of academic achievement with demographic variables of study subjects.

The findings revealed that

- No significant association was found between the demographic variable type of family of adolescent students with their academic achievement.

- Significant association was found between the demographic variables gender, qualification of father, qualification of mother and monthly income of family of adolescent students with their academic achievement. The females (76.83±15.710) were having more academic achievement compared to boys (69.83±13.875).

6. Discussion

The above findings of are supported by a descriptive study conducted by **Bhakta K in 2016**at Government Sponsored Higher Secondary schools at Howrah and Hooghly district, Calcutta, India among 150 students. The aim of the study was to assess Adjustment Level of students and its relation with Academic Achievement. The findings of the study revealed that majority 82% students had average level of adjustment.[7]

The above findings are in conformity with the findings ofa descriptive study conducted by**Jain in 2017** among 200 students of class 6-12to find out the adjustment of students and its relation with academic achievement. The findings revealed that 98 (49%) had 61-70%, 72 (36%) had 51-60%, 63 (32%) had 71-80%, 36 (18%) had above 80% and 31 (15%) had less than 50%.[3]

The above findings are supported by a descriptive study conducted by **Alam K, Halder UK in 2017** at DakshinDinajpur district, West Bengal, India among 200 secondary students to explore relationship in their adjustment and academic achievement. The findings showed significant positive correlations between academic achievement and emotional adjustment (r=0.413, p<0.01); academic achievement and social adjustment (r=0.139, p<0.05); academic achievement and educational adjustment (r=0.399, p<0.01); academic achievement and over all adjustment (r=0.435, p<0.01).[5]

The above findings are in relation to a descriptive study conducted by **Makwana MD, Kaji SM in 2014** at Ahmedabad district, Gujurat, Indiaamong 120 (60 boys and 60 girls) secondary school students to find out their adjustment in relation to their gender. The findings revealed that there was significant difference in social adjustment of boys (mean-11.75, SD- 2.10) and girls (mean-10.93, SD- 2.14), indicating that boys were socially more adjusted compared to girls. Also, the results showed that no significant difference was found in emotional adjustment of boys and girls.[8]

The above findings are supported by a descriptive study conducted by **Kumar R, Lal R in 2014** at secondary and higher secondary level schools of Channdigarh, Mohali and Panchkula, Punjab, India among 200 adolescent students to study academic achievement in relation to family environment. The findings revealed that there was significant association between academic achievement scores of adolescent students in terms of gender and the academic scores of girls (66.9±15.07) were better compared to boys (65.4±13.70).[9]

Implications

The findings of the study have implications for nursing practice, nursing education, nursing administration and nursing research.

7. Conclusion

Adjustment, as a process describes and explains the ways and means of an individual's adaptation to his self and his environment. It helps one to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desired goals. Thus, adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical and vocational dimensions. Adjustment refers to the psychological process through which people manage or cope with the demands and challenges of every day. Adjustment is a process that helps a person to lead a happy and contented life while maintaining a balance between his needs and his capacity to fulfill them. It enables him to change his way of life according to the

demands of the situation and gives him the strength and ability to bring about the necessary changes in the conditions of his environment. Every child is born in a family. Then gradually he/she grows up and enters into simplified, purified, better balanced society which is school. Every individual from the time he/she steps out of the family and goes to school makes a long series of adjustment between the whole unique personality and the environment. In school the child not only fulfills his/her needs but also adjusts properly with the school environment. The more a student can adjust with the environment the more he becomes mentally healthy. It has a positive effect on student's education. Though adjustment is a major concern at all life stages, it becomes especially critical at the stage of adolescence. Generally, school students belong to adolescence stage. Being a phase of rapid growth and development during which physical, sexual and emotional changes occur, adjustment problems are at their peak during this period. Adjusting to constant changes in their internal as well as external environment becomes a major challenge for the adolescents. If the needs of the adolescence are not fulfilled properly, they suffer from various problems like mental complexity, conflicts and anxiety. These may affect their academic achievement. Accordingly, the purpose of the study was to advance further understanding of the adjustment in relation to academic achievement of adolescent students.

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