

A Study on Association between Adjustment and Academic Achievement of Adolescent Studying in Different Types of Educational Boards

Dr Nivedita Pathak¹, Dr Jyoti Ravi Tiwari², Neelkamal Patel³

¹Krishi Vigyan Kendra, Bilaspur

²Govt.D.B. P.G. Girls, College Raipur

³Krishi Vigyan Kendra, Bilaspur

Abstract: *The study on association between adjustment level and academic achievement of adolescent of 10th class studying in different educational board was conducted in Bilaspur district of C.G. state. For these study 50 students from C.G. board and 50 students from C.B.S.E. board will selected. For adjustment High School Adjustment Inventory(HSAI) and for academic achievement MAT used. The study reveals that the academic achievement of CBSE students were better than CG board students and association between were significant.*

Keywords: Adjustment, Academic achievement, Adolescent

1. Introduction

Adolescent is a stage of human development, not an empire colony. The mission of the adult world is to help teenagers become adult by raising than by lowering adulthood to their insecure maturity. The task for the adult world is to make adolescence a step toward growing up.

-E.B.Hurlock

2. Back ground of Study

In the process of development of human life adolescence is quite a critical period. This is very important phase and it is a period of transition. It is the period in which rapid physical growth and changes in physiological process take place. Psychologist called this stage as a period of progress towards mental, intellectual and social maturation.

The status of an adolescent has been varying with the changing cultural concept as to how a young man should be prepared to assume adult responsibilities. A historical review of adjustment problems of adolescents in proper perspective is quite essential today in present fast changing social and environmental context. A number of studies have been conducted since recent past in academic institution and outside in which the problems of adjustment and educational achievements have been a matter of prime emphasis.

The findings of different investigators in this context motivated this researcher to take up this study in which the relationship between adjustment and academic achievements of adolescents have been made. Apart from studying the relationship between adjustment and academic achievements, here our focus is mainly on the five aspects that is home, health, social, emotional and school. As for academic performance, in the school, relationship between adjustments and achievements in mathematics has been sorted for the study. To have a wider and general

perspective, a comparative study of two groups of adolescents that is rural and urban have been made.

Adjustment:-

Adjustment is the capacity of an individual personality to function efficiently in relation to other people around. It includes both covert and overt changes experienced by individuals during their stage of growing up.

“Adjustment” is a concept that acquires meaning only when defined in terms of social context within which an individual functions.” Gilmer (1970) regarded adjustment as “Psychological Survival” in much the same way as biologist uses the term adaptation to describe “Physiological Survival. It is a process that unfolds through time, it being completed when respondents indicated that they felt comfortable and confident.

Adjustment is a process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment is harmonious relationship with the environment involving the ability to satisfy most of one's needs and most of the demands, both physical and social that are put upon one.

According to Gates and Jersild (1948) adjustment is a continual process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.

Crow and Crow (1956): An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who compromise his physical and social environment.

Carter V. Good (1959): Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

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Academic achievement:-

Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by continuous assessments or examinations and the goal may differ from an individual or institution to another.

Academic achievement helps secure a bright future and brings higher opportunities of success in life. It is important because it is strongly linked to the positive outcomes for human beings. It also promotes self esteem and creates good morals in a learner.

The achievement of students has been a source of great concern for many educators, parents, guardians, curriculum planners; counsel AA has become an index of a child's future in this highly competitive world. Achievement can be held as the measurable success in academics after instruction. It is only a drop in the vast sea of educating psychologists and researchers. (Adeyemo & Torubeli, 2007; Emeke and Adeoye & Torubeli, 2007). Achievement is a job done successfully with effort and skill. Thus, academic achievement can be held as the measurable success in academics after instruction. The achievement of students has been a source of great concern for many educators, parents, guardians, curriculum planners, counseling psychologists and researchers.

Subramanyam (1984) found that academic environment of a school, which consists of qualified teachers, and good and healthy interaction between teachers and students, has a positive relationship with the achievement of the rural students.

Atkinson and Green (1990) stated that teachers must help to develop a positive attitude in children during schooling. They must also help in the development of self discipline, self-confidence and encourage the children to actively participate in school activities.

Morrow and Wilson (1961) found that high-achieving adolescents as compared to a group of low achievers, tended to come from families where they were involved in family decisions, and where parents give praise for the adolescent's performance and show trust in the adolescent's competence. In turn, low-achieving adolescents came from families marked by parental dominance and restrictiveness.

Show and White (1965) found that high achieving adolescents tend to identify with their parents while low-achieving adolescents do not.

3. Related Study

M Y Gyani et al (jan 2013) made comparative study of adjustment and academic achievement of college students in district Baramulla. Present study comprised of 80 students of higher secondary schools. The major findings of study were there was no significant difference was found between male and female college students in the home and educational adjustment ; the two groups showed no significant difference in terms of academic achievement .

J. E. Merlin Sasikala (2013) investigated personal and social adjustment of Kanyakumari district in relation to employment status of their mothers, They found that employment status of mothers has significantly influence on the personal adjustment of adolescents and not significantly influence the social adjustment of adolescents.

Yellaihah (2012) adjustment and academic achievement of high school students . Sample of 300 students studying in class 9th from various govt. and private school ,rural and urban area of Mahbubnagar district in Andra Pradesh .Findings of study is that there is a significant difference in relation to boys and girls with reference to their overall adjustment ; female adolescent have better adjustment than male ; there is no significant in relation between urban and rural adolescent with reference to their overall adjustment .

I N George et al (2012) conducted a study on adolescents social adjustment problems and academic performance of Junior Secondary school students in Uyo metropolis of Akwa Ibon state of Nigeria. Samples of 500 students were selected for study. The result indicate that a significant difference exists in the academic performance of socially adjusted male exposed to family counselling service from that of their counterparts not exposed to family counselling.

4. Educational Achievement

Sr.Kaula Assumpta Syokwaa et al (May 2014) studied the relationship between anxiety levels and academic achievement among students in selected secondary schools in Lang'ata District ,Kenya .The study adopted the sample size comprised 180secondary students in which 90 male and 90 female .The results showed a significant positive relationship between anxiety level and academic achievement scores at .01levels ; students who experienced relatively higher anxiety levels performed relatively poorer than that who did not experience high anxiety levels .

S.K.Paneer Selam (March 2013) made a study on relationship between parental education and student achievement . The tool "IPEAM" were used for study by the taking of a sample of 150 students of 11th class. Major findings of study are there is no significant difference between male and female higher secondary students with respect to their parental qualification ;there is no significant difference between rural and urban higher secondary students ; there is no significant difference among government , aided ,private higher secondary students ; there is no significant difference between literate and illiterate father ;there is no significant difference between literate and ill-treat mother of higher secondary students

Saida Mahmood and Tahira Khatoon (2011) studied influence of school and student factors on mathematics achievement. The sample in this study consist of 1652 students in which 863 male and the rest 789 are female students from 15 higher secondary schools of UP . The MAT and MAS were use for data collection. The result shows that school types had greatest influence on mathematics achievement; no significant gender difference had shows; a significant negative correlation between mathematics achievement and mathematics anxiety.

5. Methodology

Data collection- From these five schools was chosen from C.G. board and five from C.B.S.E. board total 100 boys and 100 girls selected.

Tools for Data Collection (Research Instruments): The research tools provide the input into study and therefore the quality and validity of the output (the findings), are solely depend it. In present study for outstanding and successful result, investigator according to research design use reliable, valid, standardized tools will used these are:

- High school Adjustment inventory (HSAI) developed by A.K. Singh and Sen Gupta will be used.
- Mathematics Achievement Test (MAT-IAKT) developed by Dr.Ali Imam & Dr. Tahira Khatoon will be used.

Objectives of the study

- 1) To study the adjustment level of CBSE and CG board student of Bilha block in Bilaspur District.
- 2) To compare the academic achievement of CBSE and CG board student.

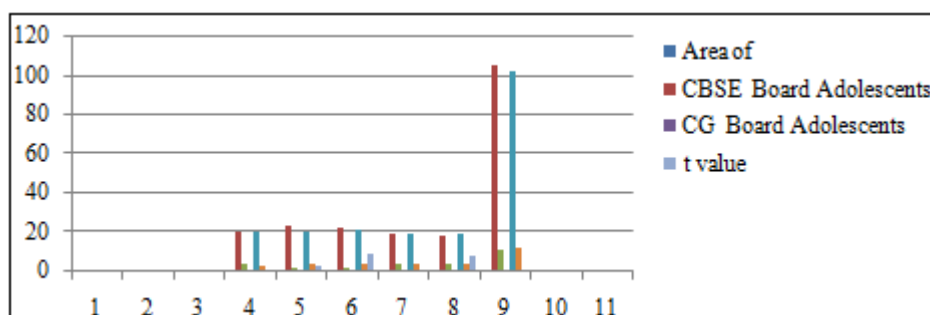
- 3) To study the association between adjustment and academic achievement of adolescents in relation to their educational board.

6. Research Findings and Discussion

H₁ (i) There is significant difference in the adjustment levels of adolescents of CBSE board and adolescents of CG board. Rejected

Table 1: Comparison between adjustment levels adolescents of CBSE Board and CG Board adolescents

Area of adjustment	CBSE Board Adolescents N=200		CG Board Adolescents N=200		t value	Level of Significance
	Mean	SD	Mean	SD		
Home	20.865	3.88	20.66	3.52	0.01	.05
Health	23.475	2.36	20.345	3.77	2.75	.05
Social	23.055	2.38	21.84	3.66	9.03	.05
Emotional	19.41	4.53	19.46	3.65	0.12	.05
School	18.68	4.25	19.81	3.68	7.86	.05
Total	105.49	11.46	102.16	11.96	1.13	.05



Analysis :- The table no. 1 gives a comparative picture of the levels of adjustment of the CBSE Board and CG board adolescents in area of home, health, social, emotional, school and total. As for means of the total score for all the five areas, the mean scores earned by CBSE Board adolescents is higher than that of the adolescent of CG board that is 105.49. The mean of overall score earned by adolescent of CG board is 102.16. The data subjected to "t test" (1.13) is lower than that of table value. This does not show significant difference in total adjustment levels of the two categories of the sample.

Discussion

A comparative study of adolescents of CBSE board and CG board reveals that the adolescents studying in CBSE board schools exhibit higher level of adjustment in area of health, and social adjustment than adolescents of C.G. board. The reason is that could be identified for this is that the social status of the parents of CBSE board is higher, their living standard too is better and because of their higher social standard they receive better response from the society.

In the field of school adjustment, the adolescents of C.G. board present better adjustment; this is so because the C.G.

board adolescents have limited ambition and there is less pressure on them, hence they are better adjusted in school adjustment area.

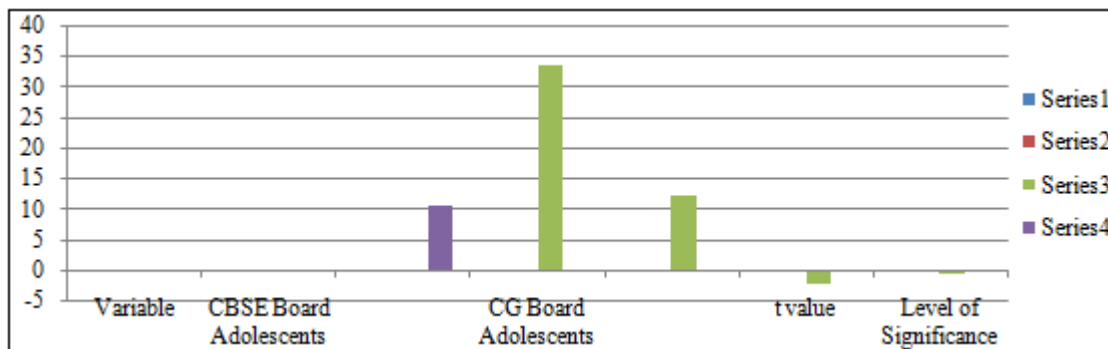
Overall total adjustment level of both the categories is similar, there is no significant difference in the adjustment levels.

Sangeeta et al (2012) studied adjustment problems of college students in relation to gender, socio economic status and academic achievement. By the taking a sample of 120 students of B.A. 1st year (60 high SES and 60 low SES) were selected from Rohtak city. Findings revealed that male college students had less adjustment problems than female college students; low SES have more adjustment problems than high SES; students having low academic achievement had more adjustment problems.

Sub H₁ (ii) There is a significant difference between Academic Achievement of CBSE board & CG board students. Accepted

Table 2: Comparison between Academic Achievements of CBSE Board and CG Board students

Variable	CBSE Board Adolescents N=200		CG Board Adolescents N=200		t value	Level of Significance
	Mean	SD	Mean	SD		
Mathematics achievement test	42.05	10.49515	33.35	12.33688	-2.00819	.05



As the table 2 projects, the academic achievements of adolescents of CBSE board are better than that of the CG board adolescents, it is not difficult to trace out the reason for this. The parents of CBSE board adolescent are posse's higher level of education, and have higher Socio Economic Status. they are more attentive to the school performance of their children .Apart from this the teacher of CBSE school are more devoted and serious about the academic performance of their students because of pressure of the administration of their school for achieving good performance by the students in the class.

Discussion

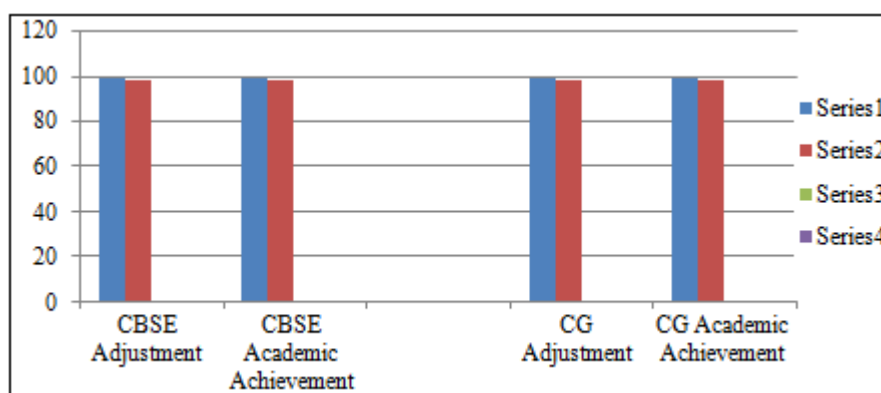
As against this there is greater pressure on the teachers of CG board from the government for non academic activities

like participation in conduct of election, preparation of ration cards, involvement on senses activities, mid day meal etc. Due to these entire factors their attention is diverted and they are not in position to give full attention to teaching which their prime responsibilities are. Miss Malti (2006) made a comparative study of values, intelligence and academic achievements of students of UP board ,ICSE and CBSE board . Their finding reveals that the academic achievements of CBSE board were found to be significantly higher than that of UP board.

H₁ (iii) There is significant relationship between adjustment and academic achievement of adolescents of CBSE board and CG board. Accepted

Table 3: Relationship between Adjustment levels and of Academic Achievement CBSE Board and C.G. Board students

Variable	N	df	r	T value	Level of significance
CBSE students Adjustment	100	99	.493	5.59	Significant at .05 level
CBSE students Academic Achievement					
CG students Adjustment	100	99	.734	10.69	Significant at .05 level
CG students Academic Achievement					



The table above gives a projection of relationship between adjustment levels and academic achievements of adolescent of CBSE Board and CG board . The data was subjected to the test of correlation between the two variables .The correlation coefficient that is the r value for the CBSE is .493 which shows a positive correlation but at a s medium level while that for the CG students also stands at a moderate degree of relationship r value being .734 . It can be concluded therefore that level of adjustment and academic

achievements are positively correlated .Test of significance of correlation coefficient t test is applied and found that both of the categories t test value 5.59 , 10.69 are greater than table value , so these are significant at .05 level.

Table 3 gives a comparative picture of the relationship between adjustment and academic achievements of adolescents studying in school of CBSE and CG board. The relationship between the two variables was found to be

positive and of a medium degree which is significant at the probability level of .05. If we consider the comparative performance of the two categories of adolescents the CG board students present higher level of positive correlation than those of the CBSE students. The cause which could be identified for this is that the studies in the CBSE schools are more difficult compared with that of the CG board. The CBSE board students concentrate more on gaining academic achievement only while the CG students are able to pay attention to both the aspect. It is due to this factor that the relation between adjustment and academic achievement of the CG board students is more positive.

Jyotsana K Shah et al (2012) made a study on social maturity, school adjustment and academic achievements among the students of residential schools. The result indicates a significant relationship between school adjustment and different level of academic achievement.

7. Conclusion

- 1) With respect to different types of educational board a significant difference was seen between male adolescents of CBSE BOARD and CG BOARD. Here the adolescents of the CBSE BOARD have shown better adjustment.
- 2) CBSE BOARD and CG BOARD students differ significantly in academic performance of mathematics. The CBSE BOARD students have shown better achievement in mathematics.
- 3) Correlation between adjustment and academic achievement of male and female adolescents both the categories were traced positive at medium level and significantly correlated at .05 levels.

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