



**A study of relationship between Adjustment and Academic Achievement for school-going children**

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**Abstract**

Mal-adjustment is a common problem in the present time. The present study examined the relationship between adjustment and academic achievement of school-going children using descriptive survey research method on a sample of 50 male school-going children of class IX- XII from government schools. Data was collected by administering the Bell Adjustment Inventory and was analysed using SPSS statistical software. The study revealed that there is a significant relationship between adjustment and academic achievement of school-going children.

**Keywords**

Adjustment, Academic Achievement, Academic Performance, Relationship, Correlation, School-going children

Kiran Narwal is a research investigator, who conducted the research during her academic years as part of her course work in M.Ed. Special Education (V.I.).

## **Introduction**

Mal-adjustment is a common problem in the present time. Adjustment is to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. There has been a continuous struggle between the needs of the individuals and the external forces since time immemorial. According to Darwin's (1859) theory of evolution, those species, which adapted successfully to the demands of living, survived and multiplied while others who did not, died out. Therefore the adaptation or changing of oneself or one's surroundings according to the demands of the external environment became the basic need for our survival; it is as true today with all of us as it was with the Darwin's primitive species. Those of us, who can live happily and successfully, while others either vanish, lead miserable live or prove a nuisance to society. The problem of not being able to adjust is widely seen as a social crisis as well as a problem of individual behavior. When an individual does not succeed in his work regularly then he comes under the area of stress and maladjustment.

Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals. For any educational research, academic achievement is defined in terms of an end result after going through an academic programme.

Sandefur and Bigge (1963) reported inverse relationship between the number of problems and the students achievement scores. Sontakey (1986) found that emotional problems and needs of underachievers were graver than those of achievers, and achievers were more cooperative and sociable. Chen et al (1997) investigated that children's social adjustment contributed to academic achievement. Tamlinson (1998) investigated that academic adjustment and race made independent contributions to academic achievement.

Mathur (1963) studied the effects of socio-economic status on the achievement and behaviour. The results revealed that achievement was highly correlated with adjustment. Rao (1964) studied the problems of adjustment and academic achievement. It was found that over- and under- achievement groups differed significantly on their adjustment. Sinha's (1966) study revealed that high achievers were found to be superior in intelligence, better in adjustment, and moderate in level of anxiety, whereas low achievers were poor in intelligence, high anxiety level and were very poor in adjustment. Chawla (1970) found that lack of adjustment was one of the factors of the low academic achievement. The results revealed that superior study habits, reservedness, high verbal ability, home, emotional and social adjustment and security feelings correspond with over-achievement or

academic success, whereas inferior study habits, outgoing tendencies, low verbal ability, emotional instability, assertiveness, happy-go-lucky temperament, poor adjustment in home, emotional and school areas and insecurity feelings were associated with academic under-achievement or academic failure. Saxena (1972) found that the over- 24 achieving students had consistently and significantly lower number of problems of adjustment in the various areas measured than the under-achievers.

Sarkar, S. & Banik, S. (2017) conducted a study on adjustment and academic achievement of adolescent students. 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.

Mahmood & Iqbal (2015) conducted a study on psychological adjustment and academic achievement among adolescent. Results revealed that there is negative correlation between psychological adjustment and academic achievement of students who passed O' level. Independent Sample t-test revealed that there is significant difference on psychological adjustment among students who passed O' level. The results also showed that female have more psychological adjustment as compared to male.

### **Objectives of the study**

To investigate the relationship between adjustment and academic achievement of school-going children

### **Hypothesis of the study**

There is no significant relationship between adjustment and academic achievement of school-going children

### **Delimitations of the Study**

The study is delimited to:

- (i) a sample of 50 students of Haryana and Chandigarh.
- (ii) a sample of male students only.
- (iii) students studying in class 9<sup>th</sup> to 12<sup>th</sup> only.

(iv) the government schools

## Research Method

For the present study descriptive survey research method was used.

## Sample

The sample for the study comprises of 50 male students from 2 general schools from Haryana and Chandigarh consisting 25 students per school.

**Table 1 Sample Distribution**

Name of School	Place	No. of Respondents
Aarohi Model Sr. Sec. School, Hisar	Hisar, Haryana	25
Jawaharlal Navodaya Vidyalaya	Chandigarh	25

## Tools

- (i) Adjustment: For assessing adjustment, Bell Adjustment Inventory developed by H. M. Bell (1934) was used.
- (ii) Academic Achievement: For assessing academic achievement, average of total percentage of previous 3 years of students was used.

## Statistical Techniques used

All the calculations were done using IBM Statistical Package for Social Sciences (SPSS) – 20.0 version. Karl Pearson Coefficient of correlation (r) was used to investigate the relationship between the two variables.

## Statistical Analysis

Pearson's Product Moment Correlation was applied in order to investigate the relationship between the scores of adjustment and academic achievement of school-going children. The corresponding results have been highlighted in Table 2.

**Table 2: Coefficient of correlation (r) of Adjustment and Academic Achievement of school-going children**

Variables	N	Coefficient of Correlation (r)
Adjustment	50	-0.59*
Academic Achievement		

\*. Correlation is significant at 0.05 level

It is inferred from the above Table 2 that the 'r' value between adjustment and academic achievement for school-going children is found to be -0.59 which is negative and significant at 0.05 level of significance. Thus, the hypothesis *there exists no significant relationship between adjustment and academic achievement of school-going children*, stands rejected. We can conclude that adjustment and academic achievement are moderately negatively correlated in case of school-going children.

### Results and discussion

As per our analysis, there exists a significant relationship between adjustment and academic achievement with regard to school-going children. With 'r' value of -0.59, the investigation indicates a moderate and negative relationship between adjustment and academic achievement, which is significant at 0.05 level of significance for school-going children. It can be interpreted that higher the adjustment score, lower the academic achievement and vice versa for school-going children. Since higher score on adjustment scale means lower adjustment, implies that higher the adjustment of a student, higher is his/her academic achievement.

### Future Directions

- (i) Studies can be performed on these variables along with other psychological variables such as mental health, depression, academic stress etc.
- (ii) The study can be replicated for various other disabilities, i.e., visual impairment, hearing impairment, locomotor impairment etc. separately and/or in combination.

### Implications

- (i) The results can find their implications in special as well as inclusive school settings.
- (ii) School teacher can get an idea of students' academic achievement knowing their adjustment score and vice versa and take necessary actions whenever needed.

## Conclusion

The present study investigated the relationship between adjustment and academic achievement of school-going children. It was found that there is a significant relationship between adjustment and academic achievement of the school-going children which is also substantial and negative in nature. It is interpreted that higher the adjustment of school going children higher the academic achievement.

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