



Social Adjustment and Academic Achievement: A Correlation among Secondary Learners

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Abstract

Darwin was the first man who gave the concept of adjustment as an adaptation to survive in physical world. Achievement is the outcomes of one's adjustment. Academic achievement is the result of education, the extent to which a student has carried out his educational goals. Academic achievement is naturally measured through curricular and extracurricular activities of students. Academic achievement is the knowledge, understanding, application and skill that will developed in school subjects usually constructed by the examination scores or marks assessed by the teacher. Adjustment is one of the conditions that contribute to students' high academic achievement. The researcher considered the objective of the present study was to find out the relationship between social adjustment and academic achievement among secondary school learners. For this purpose the researcher selected 226 students from North 24 district in West Bengal. Findings of the study was academic achievement is not related to social adjustment among secondary school learners.

Keywords: social adjustment, academic achievement, secondary learners

1. Introduction

Adjustment can be explained as both process and the outcome of that process. This outcome is in the form of some achievement what the individual can secure in terms of success in passion or satisfaction. Darwin was the first man who gave the concept of adjustment as an adaptation to survive in physical world. Achievement is the outcomes of one's adjustment. Academic achievement is the result of education, the extent to which a student has carried out his educational goals. Academic achievement is naturally measured through curricular and extracurricular activities of students. Academic achievement is the knowledge, understanding, application and skill that will developed in school subjects usually constructed by the examination scores or marks assessed by the teacher. Adjustment is one of the conditions that contribute to students' high academic achievement. When we look back on our school days and remembering the uncertainties the conflicts and sometimes the aloneness it is easy to perceive that adolescence is a time when we move from childhood to adulthood, mentally, emotionally, socially and physically. Adolescence is the most important period of human life continuous assessment. Now a day the problem of students' adjustment has increased speedily causing students' unrest and students' indiscipline which has stiff a negative impact on their personal development and academic achievement as well. The failure to achieve proper adjustment makes the adolescents frustrated and also loses their own self worth and self confidence in their entire academic career than a well adjusted individual who has greater determination to face all hurdles of life boldly and attain a greater amount of inner peace and happiness.

Sarkar, S. and Banik, S. (2017) in their survey based work "a study on the adjustment and academic achievement of adolescent students" utilized 60 boys and 60 girls from west Tripura District to observed the relationship between

adjustment and academic achievement. They found positive relationship between adjustment & academic achievement of boys & girls.

Boruah, L. in her survey based work "a study on the adjustment and academic achievement of college students" examined the relationship between adjustment and academic achievement utilizing 56 males and 54 females from three different college of Kamrup metro. She observed that, there exist a high negative correlation between the overall adjustment and academic achievement of college students.

2. Objectives

The aim of the present study was to examine the-

1. Comparison of social adjustment of boys and girls in secondary school students.
2. Comparison of academic achievement of boys and girls in secondary school students.
3. Relationship between social adjustment and academic achievement among secondary boys.
4. Relationship between social adjustment and academic achievement among secondary girls.

3. Hypothesis

Researcher had formulated the following hypothesis:

- H_{0.1}: There is no significant difference of social adjustment between boys and girls in secondary school level.
- H_{0.2}: There is no significant difference of academic achievement between boys and girls in secondary school level.
- H_{0.3}: There is no significant relationship between social adjustment and academic achievement of secondary boys.
- H_{0.4}: There is no significant relationship between social adjustment and academic achievement of secondary girls.

4. Methods and Materials

The study was quantitative and survey based. Two variables of this study were social adjustment and academic achievement. From the district of North 24 Parganas, West Bengal total 226 students of class IX and X were selected as the sample. Out of which 103 were boys and 123 were girls. Academic achievement was collected from the marks obtained in the last examination of the students. The researcher has developed social adjustment questionnaire which was consist of 25 questions. Reliability and validity were ascertained by the experts. Correlation and t-value were calculated from Mean and Standard Deviation to find out the relationship among the variables.

5. Analysis and Interpretations

Table 1: Mean and Standard Deviation of Social Adjustment of Secondary Students

	Boys	Girls
Mean	56.45	59.70
SD	8.35	7.34

Table 1 represented the Mean and Standard Deviation of social adjustment of boys and girls students. Mean values were found 56.45 for boys and 59.70 for girls, whereas standard deviation were found 8.35 and 7.34 respectively. Graphical representation is shown below in fig. no 1.

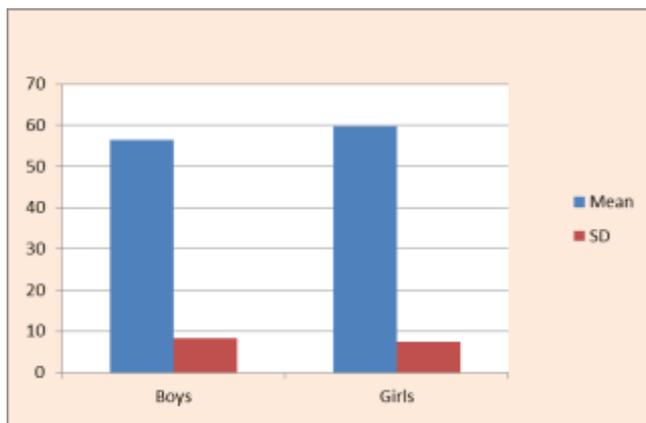


Fig 1: bar diagram of mean and SD of social adjustment of boys and girls

Table 2: Mean and Standard Deviation of Academic Achievement of Secondary Students

	Boys	Girls
Mean	51.26	56.03
SD	13.23	13.89

Table 2 presented the Mean and Standard Deviation of academic achievement of boys and girls students. The Mean values were found 51.26 for boys and 56.03 for girls, whereas standard deviations were found 13.23 and 13.89 respectively. Graphical representation is shown below on fig. no 2.

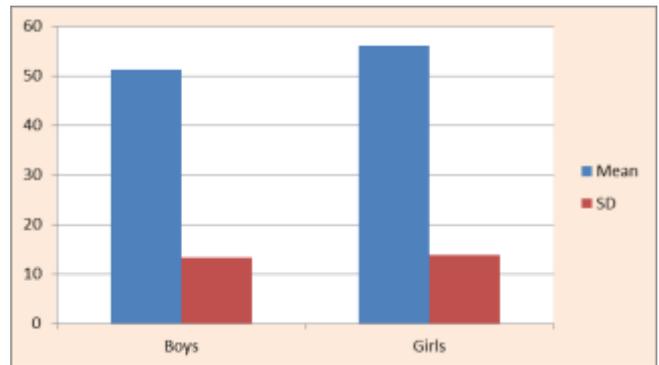


Fig 2: Bar diagram of mean and SD of academic achievement of boys and girls

Table 3: t-value of social adjustment of boys and girls

Mean and SD	df	t-value	Critical t-value	Level of significance
Boys: 56.45, 8.35	224	0.002	1.97	0.05
Girls: 59.70, 7.34				

t-value of Social Adjustment of boys and girls was highlighted in table no. 3. Here the calculated value was less than table value. Therefore the value is not significant and the null hypothesis was accepted.

Table 4: t-value of Academic Achievement of boys and girls

Mean and SD	df	t-value	Critical t-value	Level of significance
Boys: 51.26, 13.23	224	0.009	1.97	0.05
Girls: 56.03, 13.89				

t-value of Academic Achievement of boys and girls was highlighted in table no. 4. Here the calculated value was less than table value (1.97). Therefore the value is not significant and the null hypothesis was accepted.

Table 5: correlation of Social Adjustment and Academic Achievement of secondary boys

Variables	Correlation value (r)
Social Adjustment and Academic Achievement	0.057

It was observed from table no. 5 that the calculated value was less than table value (0.195) and the value is not significant so, the null hypothesis is accepted.

Table 6: Correlation of Social Adjustment and Academic Achievement of secondary girls

Variables	Correlation value (r)
Social Adjustment and Academic Achievement	0.031

It was found from table no. 6 that the calculated value was less than table value (0.174) and the value is not significant so, the null hypothesis is accepted.

6. Conclusion

From the above analysis and interpretation, the researcher found that there exist no significant relationship between social adjustment and academic achievement. The researcher had concluded that, academic achievement is not related to social adjustment among secondary school learners.

7. References

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