



# A study on Adjustment and Academic Achievement among the Secondary school students of Dibrugarh District, Assam

Susmita Hazarika<sup>1</sup>

Kalpana Chetri<sup>2</sup>

<sup>1</sup>Assistant Professor  
SPP College Namti

<sup>2</sup>Assistant Professor  
Digboi Mahila Mahavidyalaya

## ABSTRACT

The present study was conducted to explore the relationship between adjustment and academic achievement among students. The aim of the study is to investigate how various aspects of adjustment, including emotional, social and academic factors influence students' academic performance. To achieve this aim a descriptive survey study was conducted among the secondary school students in Dibrugarh district, Assam. Data for the study was collected from 100 secondary school students that were selected through incidental sampling technique. The findings of the study showed a significant positive correlation between adjustment and academic achievement of secondary school students.

**Key Words:** Adjustment, Academic Achievement, Secondary schools.

## INTRODUCTION

The period of adolescence is often referred to as a period of "stress and storm" by renowned psychologist Stanley Hall. During this stage, adolescents undergo significant physical, emotional, social, intellectual, and overall developmental changes, which can lead to various situations causing stress and anxiety (Baruah, 2015). Proper adjustment becomes crucial to handle these challenging experiences (Devika, 2014). Adjustment is a process wherein individuals modify their behavior to establish a more harmonious relationship between themselves and their environment (Devika, 2014). It involves adapting, coping with, and managing the demands of everyday life (Halonen and Santrock, 1997) to satisfy needs in a socially acceptable manner and develop a harmonious relationship with the surroundings (Srivastava, 1996).

According to Carter V. Good (1959), adjustment is about finding and adopting appropriate behavioral patterns in response to the environment. In the context of a school environment, there are three crucial

dimensions of adjustment: emotional, social, and educational adjustment. Emotional adjustment relates to how well an individual deals with emotional challenges, social adjustment refers to the ability to form harmonious relationships with peers and teachers, and educational adjustment involves adapting to academic and co-curricular activities.

Numerous educational and psychological studies have explored the relationship between adjustment and academic achievement, and most of them have found a positive correlation (Gold, 1978; Arnold, 1997; Dockett, Perry, and Tracey, 1997; Lunenburg, 2000; Margetts, 2002; Chen, 2010; Jacobson, 2012). Some researches suggest that there might be no significant differences in adjustment and academic achievement concerning gender (Yellaiah, 2012; Thakar and Modi, 2014; Gehlawat, 2011), while others indicate that females might demonstrate better adjustment compared to males (Bansal, 2012; Mahbood and Iqbal, 2015; Pooja, 2016). However, one study found no significant mean differences in various types of adjustment with respect to academic achievement (Makwana and Kaji, 2014).

Despite numerous studies on adjustment and academic achievement, there appears to be a gap in research specifically concerning the Dibrugarh district of Assam. To address this gap, the present study was conducted by the researchers to explore the relationship between adjustment and academic achievement among secondary-level students in the mentioned district.

## REVIEW OF RELATED LITERATURE

**Boruah (n.d.)** conducted a study examining the connection between adjustment and academic achievement among college students. The sample comprised 110 students, with 56 males and 54 females. Data were gathered using the Adjustment Inventory of College Students (AICS) developed by Singh and Sinha. The findings revealed no significant difference in the adjustment levels between male and female students. Additionally, the study identified a negative correlation between overall adjustment and academic achievement among college students.

**Sekar and Lawrence (2016)** investigated the relationship between emotional, social, and educational adjustment and academic achievement among higher secondary school students. The sample included 350 students, and data were collected using the Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh. The results indicated a significant association between emotional, social, and educational adjustment and academic achievement in higher secondary students.

**Halder and Alam (2017)** reported a study on adjustment and academic achievement of secondary school students in West Bengal. The research involved 200 secondary school students, and data were collected using the Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh. The study found no significant differences in students' adjustment concerning their gender and religion. Similarly, no significant differences were observed in academic achievement based on students' religion and gender

**Sarkar and Banik (2017)** explored the relationship between adjustment and academic achievement among adolescent students. The sample comprised 120 adolescents, and data were collected using the Adjustment Inventory developed by A.K.P. Sinha and R.P. Singh. The study revealed a positive correlation between adjustment and academic achievement among male and female adolescents

**Akhtar and Alam (2016)** conducted a study examining the impact of gender and academic achievement on 90 students aged 14 to 17 years. The Bell Adjustment Inventory, developed and standardized by Mohsin and Shamshad (1968), was used to collect data. The findings indicated that students with high academic achievement showed higher overall adjustment compared to those with low academic achievement

**Pathak, Tiwari, and Patel (2016)** conducted a study exploring the association between adjustment and academic achievement among adolescents studying in different educational boards. The sample comprised 100 students, with 50 from the C.G. board and 50 from the C.B.S.E. board. The researchers used the High School Adjustment Inventory (HSAI) for adjustment and MAT for academic achievement to collect the necessary data.

## OBJECTIVES OF THE STUDY

1. To find out the level of adjustment of secondary school students of Dibrugarh district.
2. To compare the level of adjustment of male and female secondary school students of Dibrugarh district.
3. To find out the correlation between adjustment and academic achievement of secondary school students of Dibrugarh district.

## HYPOTHESES OF THE STUDY

On the basis of the above cited objectives, the following hypotheses has been formulated-

**H<sub>01</sub>** There is no significant difference between the level of adjustment of male and female secondary school students of Dibrugarh district.

**H<sub>02</sub>** There is no significant correlation between adjustment and academic achievement of secondary school students of Dibrugarh district.

## METHODOLOGY OF THE STUDY

In the present study descriptive survey method was used by the researchers. The sample of the study comprises 100 secondary school students studying in Higher Secondary first year in Dibrugarh district, Assam. Adjustment inventory developed by Dr. A.K.P. Sinha & Dr. R.P. Singh was used by the researchers to collect the requisite data. For the academic achievement, marks obtained by the students in their H.S.L.C examination were collected.

## ANALYSIS OF THE DATA

Objective wise analysis of the data is presented below-

**Table-1**

### Dimension wise level of adjustment of secondary school students

DIMENSION	N	MEAN	SD	SKEWNESS	KURTOSIS
EMOTIONAL	100	25.78	3.43	0.019	-0.78
SOCIAL	100	18.41	3.25	0.25	-0.02
EDUCATIONAL	100	19.69	3.10	-0.15	-0.01
ALL DIMENSION	100	63.88	5.77	-0.07	0.68

Above table shows data regarding dimension wise adjustment level of secondary school students of Dibrugarh district. From the table it is seen that for emotional adjustment dimension calculated value of skewness is 0.019 which shows that the distribution is positively skewed that means scores of many students are lower than the average score of the group. Again for social adjustment dimension the value of skewness was found as 0.25 which is positively skewed and indicates that many students scored lower than the average score. On the other hand, for the educational adjustment dimension, calculated value of skewness is -0.15 which shows that the distribution is negatively skewed which indicates that scores of many students are higher than the average score. Similarly, while considering all dimension, the skewness value for overall adjustment of the sampled students was found as -0.07 which also indicates the distribution being negatively skewed that means the scores of many students are higher than the average score.

**Table-2**

### Comparison of the adjustment of male and female secondary school students of Dibrugarh district

Variables	N	Mean	SD	't' value	Df	Significance
Male	50	62.51	5.39	2.63	98	Significant at .05 level
Female	50	65.44	5.73			

The data from the table revealed that the computed value of 't' = (2.63) against the 'df' = 98, is greater than the tabulated value = (1.96) at .05 level of significance. Thus, the null hypothesis "There is no significant difference between the adjustment of Male and Female secondary school students of Dibrugarh District" is rejected and it can be concluded that there is a significant difference between the male and female students with respect to their adjustment level.

**Table- 3****Relationship between adjustment and Academic Achievement of secondary school Students of Dibrugarh District**

Variables	N	Means	SD	Df	'r'	Significance
Adjustment	100	63.88	5.77	98	0.26	Significant at .05 level
Academic Achievement		66.67	12.38			

The computed Product Moment Coefficient of Correlation ( $r$ ) between Adjustment and Academic Achievement of secondary school students of Dibrugarh District is found to be 0.26. The tabulated value of ' $r$ ' against the 'df' 98 at .05 level is 0.195. Thus, the calculated value of ' $r$ ' 0.26 is greater than the tabulated value of ' $r$ ' 0.195 at .05 level of significance. Therefore, the null hypothesis "There is no significant correlation between Adjustment and Academic Achievement of secondary school students of Dibrugarh District" is rejected and it can be concluded that there is a significant positive correlation between Adjustment and Academic Achievement of secondary students of Dibrugarh District.

**MAJOR FINDINGS OF THE STUDY**

Based on the analysis of the data, following major findings of the study have been drawn-

1. Dimension wise adjustment scores vary among the students. Overall, the secondary school students of Dibrugarh district had average level of adjustment level.
2. A significant difference was found between male and female students with respect to their adjustment level showing female students had higher level of adjustment than male secondary school students of Dibrugarh district.
3. A significant positive correlation was observed between adjustment and academic achievement of secondary school students of Dibrugarh district.

**CONCLUSION**

The present research has explored the relationship between adjustment and academic achievement. The findings presented in this study shed light on the significant impact of adjustment on students' academic performance. The findings of the study indicate that students who exhibit higher levels of adjustment tend to experience better academic performance. By understanding the interplay between adjustment and academic achievement, educators, policymakers, and parents can work collaboratively to create a nurturing and supportive environment that fosters students' holistic development and maximizes their educational potential. Ultimately, prioritizing adjustment in educational settings has the potential to enhance students' academic outcomes and contribute to their long-term success.

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