



“Adjustment Challenges and Their Impact on Academic Performance: CBSE and State Board Students”

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Abstract:

This study explores the adjustment challenges faced by IXth standard students from CBSE and state government schools in India and their impact on academic performance. Adjustment was assessed across four key dimensions: health, social, emotional, and educational. Findings revealed that CBSE students scored significantly higher in overall adjustment and all its components compared to state school students. Furthermore, a strong and statistically significant positive correlation was found between adjustment levels and academic performance for students in both educational systems. The results underscore the critical role of psychological, social, and infrastructural support in fostering student success, especially in under-resourced state schools. The study recommends the implementation of counseling services, teacher training, health initiatives, and improved infrastructure to enhance student adjustment and academic outcomes.

Keywords: Academic Performance, Educational Psychology, Mental Health, School Infrastructure and Emotional Adjustment.

Introduction

Adjustment plays a critical role in a student's ability to succeed academically, particularly during adolescence—a period marked by rapid emotional, social, and cognitive development. School adjustment encompasses several dimensions, including health, social, emotional, and educational aspects, all of which influence how effectively a student engages with their learning environment (Santrock, 2018). As students transition into higher classes, especially in the IXth standard, the pressure to perform academically increases. This stress, coupled with the demands of personal and social life, often leads to adjustment issues that can significantly impact a student's academic performance (Kaur & Kaur, 2019).

In India, educational systems such as the Central Board of Secondary Education (CBSE) and state government boards differ not only in curriculum but also in the academic environment and expectations. These systemic differences may influence students' adjustment capacities differently. Previous research has shown that

students in CBSE schools often benefit from better infrastructure, more co-curricular exposure, and structured academic programs, which may contribute to improved adjustment and academic outcomes (Sharma, 2020). On the other hand, students in state government schools may face challenges such as larger class sizes, fewer resources, and limited support systems, potentially impacting their emotional and academic development (Banerjee & Kumar, 2021).

Given the evident disparities between the two systems, this study aims to investigate the nature and extent of adjustment problems faced by IXth standard students in both CBSE and state government schools. Moreover, it seeks to examine how these adjustment challenges relate to academic performance. By identifying significant correlations between adjustment components—health, social, emotional, and educational—and academic success, this research hopes to provide valuable insights into how school systems can better support students to thrive academically and personally.

Need and Importance of the Study

Adolescence is a critical developmental stage marked by heightened emotional sensitivity, social awareness, and academic demands. At the IXth standard level, students face increasing academic pressure alongside personal and social challenges, which may hinder their ability to adjust effectively in school settings (Mangal, 2019). Adjustment problems—particularly in the areas of health, social life, emotional balance, and educational engagement—have been linked to poor academic performance, absenteeism, and decreased motivation (Kaur & Kaur, 2019). Thus, identifying and understanding these adjustment issues is essential for improving students' academic outcomes and well-being.

In India, students enrolled in CBSE and state board schools often experience differing academic cultures, infrastructure support, and access to mental health resources. While CBSE schools typically offer structured curricula and better resource availability, state government schools may lack such advantages, potentially affecting students' ability to adapt to academic and social demands (Sharma, 2020). Therefore, this study is significant as it seeks to compare adjustment challenges across these educational systems and explore their influence on academic performance. The findings can inform school policies, counseling programs, and targeted interventions aimed at enhancing student support services in both types of schools.

Challenges of Adjustment:

- **Health Adjustment:** Students often face physical health issues due to irregular routines, poor nutrition, or lack of access to healthcare facilities, especially in under-resourced schools. Health problems can lead to absenteeism and fatigue, hindering academic performance. Maintaining good physical health is crucial for consistent school participation and learning engagement.
- **Social Adjustment:** Adolescents struggle to build and maintain peer relationships due to differences in personality, background, or school culture. Poor social adjustment may lead to isolation, low self-esteem, and reduced classroom participation. Supportive peer interactions are essential for a healthy school experience and academic success.

- **Emotional Adjustment:** Students often deal with anxiety, stress, or mood swings during adolescence. Inability to regulate emotions can cause behavioral issues and reduce concentration in class. Emotional stability is a key factor in coping with academic and social pressures.
- **Educational Adjustment:** Differences in teaching methods, syllabus difficulty, and academic expectations across CBSE and state boards can cause stress. Students may feel overwhelmed or underprepared, affecting their learning and performance. Effective academic adjustment requires study skills, time management, and teacher support.
- **Family Pressure and Expectations:** Parental pressure to perform well can create high levels of stress and fear of failure in students. This pressure is more intense in competitive boards like CBSE. A lack of emotional support at home further complicates the student's ability to adjust.
- **Economic Constraints:** Students from economically weaker sections, especially in state board schools, may lack access to resources like tuition, books, or internet connectivity. Financial instability adds to psychological stress and limits academic opportunity. Economic challenges often force students to prioritize survival over learning.
- **School Infrastructure and Environment:** CBSE schools often have better facilities, extracurricular options, and teacher-student ratios than many state government schools. Poor infrastructure, overcrowded classrooms, and lack of counseling services affect students' adjustment and motivation. A supportive school environment plays a vital role in both adjustment and academic success.

Impact factors of adjustment

- **Mental Health and Emotional Stability:** Adjustment problems often lead to anxiety, stress, and low emotional resilience, which can interfere with concentration and learning. Students who struggle emotionally are more likely to experience academic decline. Emotional stability fosters better classroom engagement and coping skills.
- **School Attendance and Participation:** Poor adjustment, especially due to health or emotional issues, can lead to frequent absences and reduced participation in school activities. This disconnect from school life results in missed learning opportunities and lower academic achievement. Consistent attendance is crucial for academic success.
- **Peer Relationships and Social Support:** Students with social adjustment problems may face peer rejection or isolation, impacting their motivation and classroom collaboration. Lack of social support can diminish self-confidence and lead to withdrawal from academic tasks. Positive peer interaction enhances communication, teamwork, and learning outcomes.
- **Academic Motivation and Self-Esteem:** Adjustment difficulties can reduce a student's confidence and motivation to achieve academically. Low self-esteem can cause avoidance of challenges, fear of failure, and lack of interest in schoolwork. A well-adjusted student is more likely to set goals and strive for academic excellence.

- **Learning Environment and Classroom Behavior:** Students facing adjustment issues may display disruptive or passive behaviors in the classroom. Such behavior affects not only their own learning but can also disturb the class dynamic. A stable and supportive adjustment level encourages responsible behavior and active learning.

Research objectives:

Objective:1-To assess and compare the 9th standard students of CBSE and state Government secondary schools with respect to adjustment problem and its dimensions i.e.,

- (i) Health adjustment
- (ii) Social adjustment
- (iii) Emotional adjustment
- (iv) Educational adjustment

Hypothesis: 1- There is no significant difference between ninth standard pupils of CBSE and state government schools do not differs with their adjustment problems and its components that is

- (i) Health adjustment(HA)
- (ii) Social adjustment(SA)
- (iii)Emotional adjustment(EAdj)
- (iv)Educational adjustment(EA)

To test or accomplish above hypothesis, the independent t test was applied and the results are presented in the table given below.

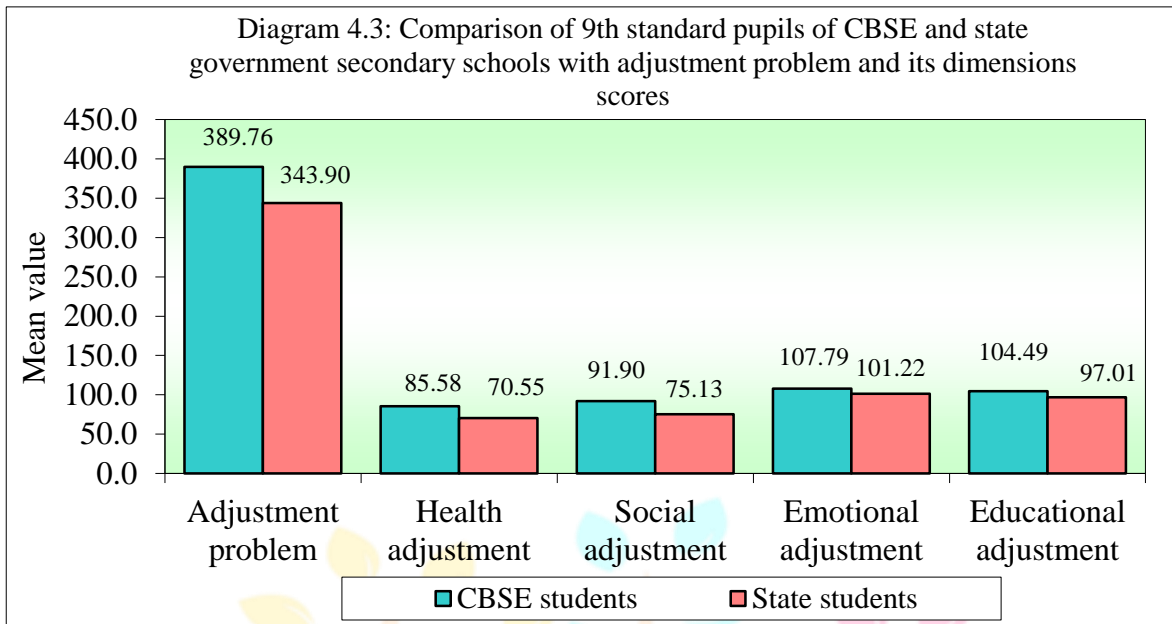
Table 1.1: Independent t test between IXth standard pupils of CBSE and state government schools with adjustment problem and its components scores

Variable	Students	Mean	Std. Dev.	Std. Error	t	p	Signi.
Adjustment problem	CBSE students	389.76	55.20	3.19	9.1999	<0.05	S
	State students	343.90	53.70	3.80			
Health adjustment(HA)	CBSE students	85.58	20.22	1.17	7.8678	<0.05	S
	State students	70.55	21.97	1.55			
Social adjustment(SA)	CBSE students	91.90	18.77	1.08	8.9916	<0.05	S
	State students	75.13	22.72	1.61			
Emotional adjustment(EAdj)	CBSE students	107.79	11.82	0.68	6.1142	<0.05	S
	State students	101.22	11.68	0.83			
Educational adjustment(EA)	CBSE students	104.49	12.97	0.75	6.2134	<0.05	S

	State students	97.01	13.49	0.95			
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The results of the above table clearly showed that,

- The pupils of IXth standard in CBSE and state government schools differs statistically significant with adjustment problem ($t=9.1999$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The IXth standard pupils belong to CBSE schools have significant better adjustment problem as compare to pupils of state government schools.
- The pupils of IXth standard in CBSE and state government schools differs statistically significant with component of adjustment problem that is health adjustment ($t=7.8678$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The IXth standard pupils belong to CBSE schools have significant better health adjustment as compared to their counterparts i.e. pupils of state government schools.
- The pupils of IXth standard in CBSE and state government schools differs statistically significant with component of adjustment problem that is social adjustment scores ($t=8.9916$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The IXth standard pupils belong to CBSE schools have significant better social adjustment as compared to their counterparts i.e. pupils of state government schools.
- The pupils of IXth standard in CBSE and state government schools differs statistically significant with respect to component of adjustment problem that is emotional adjustment scores ($t=6.1142$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The IXth standard pupils belong to CBSE schools have significant higher emotional adjustment scores as compared to their counterparts i.e. pupils of state government schools.
- The pupils of IXth standard in CBSE and state government schools differs statistically significant with respect to component of adjustment problem that is educational adjustment ($t=6.2134$, $p<0.05$) at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The IXth standard pupils belong to CBSE schools have significant higher educational adjustment as compared to their counterparts i.e. pupils of state government schools. The mean adjustment problem and its components scores are presented in diagram given below.



Objective:2- To assess and compare the academic performance of IXth standard pupils of CBSE and state government secondary schools is not associated with their adjustment problem and its components scores (that is Adjustment problem, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment).

Hypothesis: 2- Academic performance of IXth standard pupils of CBSE and state government secondary schools is not associated with their adjustment problem and its components scores (that is Adjustment problem, Health adjustment, Social adjustment, Emotional adjustment and Educational adjustment).

To test or accomplish above hypothesis, the Karl Pearson's product moment correlation method has been applied and the results are presented in the table given below.

Table 1.2: Results of "r" between Academic performance of IXth standard pupils of CBSE and state government schools with their adjustment problem and its components

Samples	Variables	Correlation coefficient between academic performance with		
		r	t test	p
Total	Adjustment problem (AP)	0.7696	29.4723	<0.05, S
	Health adjustment(HA)	0.7959	32.1420	<0.05, S
	Social adjustment(SA)	0.7438	27.2115	<0.05, S
	Emotional adjustment(EAdj)	0.7199	25.3646	<0.05, S
	Educational adjustment(EA)	0.8987	50.1202	<0.05, S
CBSE	Adjustment problem (AP)	0.8950	34.6304	<0.05, S
	Health adjustment(HA)	0.7811	21.5964	<0.05, S
	Social adjustment(SA)	0.8209	24.8173	<0.05, S
	Emotional adjustment(EAdj)	0.7573	20.0207	<0.05, S
	Educational adjustment(EA)	0.7131	17.5605	<0.05, S
State government	Adjustment problem (AP)	0.8755	25.4991	<0.05, S

Health adjustment(HA)	0.6537	12.1544	<0.05, S
Social adjustment(SA)	0.7332	15.1714	<0.05, S
Emotional adjustment(EAdj)	0.6045	10.6792	<0.05, S
Educational adjustment(EA)	0.6617	12.4198	<0.05, S

The above table presents that the followings:

- A relationship between academic performance and adjustment problem ($r=0.7696$, $p<0.05$), academic performance and component of adjustment problem that is health adjustment ($r=0.7696$, $p<0.05$), academic performance and component of adjustment problem that is social adjustment ($r=0.7438$, $p<0.05$), academic performance and component of adjustment problem that is emotional adjustment ($r=0.7199$, $p<0.05$) and academic performance and component of adjustment problem that is educational adjustment ($r=0.8987$, $p<0.05$) of IXth standard pupils of both CBSE and state government schools is found to be positive and statistically significant at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The academic performance of IXth standard pupils of CBSE and state government schools are increases with increase in their adjustment problem and its components.
- A relationship between academic performance and adjustment problem ($r=0.8950$, $p<0.05$), academic performance and component of adjustment problem that is health adjustment ($r=0.7811$, $p<0.05$), academic performance and component of adjustment problem that is social adjustment ($r=0.8209$, $p<0.05$), academic performance and component of adjustment problem that is emotional adjustment ($r=0.7573$, $p<0.05$) and academic performance and component of adjustment problem that is educational adjustment ($r=0.7131$, $p<0.05$) of IXth standard pupils of only CBSE schools is found to be positive and statistically significant at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The academic performance of IXth standard pupils of only CBSE schools are increases with increase in their adjustment problem and its components.
- A relationship between academic performance and adjustment problem scores ($r=0.8755$, $p<0.05$), academic performance and component of adjustment problem that is health adjustment ($r=0.6537$, $p<0.05$), academic performance and component of adjustment problem that is social adjustment scores ($r=0.7332$, $p<0.05$), academic performance and component of adjustment problem that is emotional adjustment scores ($r=0.6045$, $p<0.05$) and academic performance and component of adjustment problem that is educational adjustment scores ($r=0.6617$, $p<0.05$) of IXth standard pupils of state government schools is found to be positive and statistically significant at significance level of 5 percent. Hence, the H_0 is rejected and H_1 is not rejected. The academic performance of IXth standard pupils of state government schools are increase with increase in adjustment problem and its components.

Recommendations:

- Implement school-based counseling programs to help students develop better emotional, social, and academic coping mechanisms, especially in state government schools where adjustment issues are more prominent.
- Enhance teacher training to recognize and address signs of adjustment problems among students, enabling timely intervention and support in the classroom.
- Strengthen health education and access to basic healthcare in schools, particularly in state-run institutions, to improve students' physical well-being and reduce absenteeism.
- Foster peer mentoring and social integration activities to improve social adjustment and reduce feelings of isolation among students.
- Ensure equitable academic support structures, such as remedial classes, study skill workshops, and mentoring systems, to help students struggling with educational adjustment.
- Improve infrastructure and learning environments in state government schools to create a more supportive atmosphere conducive to both adjustment and academic success.

Conclusion:

This study highlights the significant impact of adjustment challenges on the academic performance of IXth standard students, with CBSE students demonstrating better overall adjustment and academic outcomes than their state school counterparts. The findings confirm a strong positive correlation between all dimensions of adjustment—health, social, emotional, and educational—and academic success, emphasizing the urgent need for targeted interventions such as counseling, improved infrastructure, and supportive teaching strategies, particularly in state government schools, to foster holistic student development and academic achievement.

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