

## SCHOOL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF XI STANDARD STUDENTS IN MADURAI CITY

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### **Abstract**

*The well-adjusted person is pleasant in his social dealings and is satisfied with life in its various aspects. This is because of a realistic appraisal of himself. Another important concept which helps us to understand social development is the concept of 'social role'. According to Parsons and Bales (50), a role is a unit of culture, a set of expectations of behaviour. Every individual is expected to behave in a certain way because of his position in a social group. Mental health has two important aspects. It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He is skilful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social setup. It will be pertinent here to explain the word 'adjustment'. If one can establish a satisfactory relationship between himself and his environment, between his needs, and desires and those of other people, or if one can meet the demands of a situation, he has achieved adjustment. Adjustment results in happiness because it implies that emotional conflicts and tensions have been resolved and relieved. Keeping this criterion in mind, one can say that a mentally healthy teacher will be able to make successful adjustments that are needed by the nature of his job-adjustment to his strenuous life, to work and study.*

### **Social Development**

An important concept which helps us to understand social development is the concept of 'social role'. According to Parsons and Bales, a role is a unit of culture, a set of expectations of behaviour. Every individual is expected to behave in a certain way because of his position in a social group. A person, for instance, has to take on the role of the father, the son, the student, the teacher, the employer, the employee, the husband, the wife and so on. As the individual grows up he learns to play a great number of roles. Essentially the learning of a role consists in internalization of the expectations concerning the role and of applying these expectations to one-self. This learning, if it is successful, enables the individual to become a good member of the group. It enables him to learn the moral rules as well as the rules of games and other social relations. Each individual has to learn a number of social skills so that he can make harmonious social adjustments at home, at school and in the world at large. A person's ability to get along with people is most

significant both for individual mental well-being and for social progress. How well a child or an adult adjusts himself to other people, at any particular time, depends to a large extent upon his personal development and his past experiences.

### **Adjustment and Mental health**

Mental health has two important aspects. It is both individual and social. The individual aspect connotes that the individual is internally adjusted. He is self-confident, adequate and free from internal conflicts and tensions or inconsistencies. He is skilful enough to be able to adapt to new situations. But he achieves this internal adjustment in a social setup. Society has certain value systems, customs and traditions by which it governs itself and promotes the general welfare of its members. It is within this social framework that the internal adjustment has to be built up. Only then, the individual becomes a person who is acceptable as a member of his society. It is an undeniable fact that social forces are in constant flux. They are constantly moving and changing. Similarly, our mental adjustment is also affected by various stresses. As such, mental health is a process of adjustment which involves compromise and adaptation, growth and continuity. Because of the significance of individual and social aspects, some psychologists have defined mental health as the ability of the individual to make personal and social adjustments.

It will be pertinent here to explain the word 'adjustment'. If one can establish a satisfactory relationship between himself and his environment, between his needs, and desires and those of other people, or if one can meet the demands of a situation, he has achieved adjustment. Adjustment results in happiness because it implies that emotional conflicts and tensions have been resolved and relieved. Keeping this criterion in mind, one can say that a mentally healthy teacher will be able to make successful adjustments that are needed by the nature of his job-adjustment to his strenuous life, to work and study.

### **Well Adjusted Person**

From a discussion above, we can deduce certain characteristics that a mentally healthy individual of a well-adjusted person possesses or develops in his daily living. These characteristics can serve as criteria for optimum mental health.

- (i) A well-adjusted person has some insight into and an understanding of his motives, desires, his weakness and strong points. He can evaluate his behaviour objectively and can accept his shortcomings and weaknesses.
- (ii) He has a sense of personal worth, feels worthwhile and important. He has self-respect, and feels secure in the group.
- (iii) Besides this security as a member of the group, such a person feels that he is wanted and loved. In other words, he has a sense of personal security.
- (iv) He has faith in his ability to succeed; he believes that he will do reasonably well whatever he undertakes. He solves his problems largely by his own initiative and

- effort. He feels confident of himself in his everyday life, more or less effectively.
- (v) A well-adjusted person or a mentally healthy person can get along with other people. This means he has an understanding of other people's motives and problems. He appreciates the many differences that he finds in people. Moreover, he can give and accept love, can form friendships which are satisfying and lasting and which give him a feeling of belongingness.
  - (vi) Such a person has some understanding of his environment and of the forces with which he must deal. Equipped with this understanding, he plans ahead but does not fear the future. He has the capacity to face realities rationally and objectively.
  - (vii) He has developed a philosophy of life that gives meaning and purpose to his daily activities. This philosophy belongs to this world and discourages the tendency to withdraw or escape from the world. It makes him do something concrete about his problems as they arise. He does not evade responsibility or duty.
  - (viii) Such a person lives in a world of reality rather than fantasy. Reality rather than wishes or imaginary fears govern his behaviour.
  - (ix) He has developed, a capacity to tolerate frustrations and disappointments in his daily life.
  - (x) He shows emotional maturity in his behaviour. This means that he is able to regulate such emotions as fear, anger, love, jealousy and express them in a socially desirable manner. "He does not go to pieces as a result of his fears, anger and worries".
  - (xi) He has a rational attitude towards problems of his physical health. He maintains a daily routine of health practices which promote healthful living. He practices good health habits with regard to nutrition sleep, rest, relaxation, physical activity, personal cleanliness and protection from disease.
  - (xii) He is able to think for himself and can make his own decisions. He thinks clearly and constructively in solving his problems.
  - (xiii) He has a variety of interests and generally lives a well-balanced life of work, rest and recreation. He has the ability to get enjoyment and satisfaction out of his daily routine job. According to Fromm, ' a mentally healthy person has developed a zest of living that includes a desire for activity which is reflected in an attitude of utilizing whatever potentialities he possesses, in productive forms of behaviour.

#### **Objectives of the Study**

The objectives of the study pertain to

- (i) assessing level of school adjustment of the students of XI std employing the relevant tools for the study.
- (ii) assessing the degree of the Academic achievement of the students of XI std in English.

- (iii) measuring the degree of the Academic achievement of the students of XI std in arts.

#### **Definition of Achievement**

- a) Achievement is the knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by teachers Achievement objective is commonly a measure of the student's ability in terms of standardized test result.

#### **Background of the study**

The investigator is professor graduate working in a college in Madurai with fifteen years of service. During the process of teaching he could observe that a good number of students have problems in moving with peer groups. They are found to be mal adjusted in their behaviour towards their classmates. There are instances of bullying, aggression being shy, reserved, and feeling melancholic. Some students have complexes either superiority or inferiority. With regards to class room interaction the students have inhibition. Some of the students do not approach the teachers for getting their doubts clarified. Most of the students do not seek the help of the teachers to get guidance and counseling whenever they come across adjustment problems. This necessitated the investigator to under take a study on school adjustment and achievement of the students of XI std.

#### **Methodology**

##### **Research Questions**

The investigation was done in order to find out the answers to the following questions

What is the extent of school adjustment among the students of XI std?

What is the extent of Academic achievement of the students of XI std in Madurai city?

Is there any correlation between the school adjustment and Academic achievement?

##### **Hypotheses**

1. There exists no significant difference in the mean scores in school adjustment between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school.
2. There exists no significant difference in the mean scores in school adjustment between the students of XI standard in terms of gender.
3. There exists no significant difference in the mean scores in Academic achievement between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school.
4. There exists no significant difference in the mean scores in Academic achievement between the students of XI standard in terms of gender.

**Population and sample for the study****Sample design**

S. No.	Type of institutions	No. of Students				Total
		English		Arts		
		Boys	Girls	Boys	Girls	
1	Government	25	25	25	25	
2	Management	25	25	25	25	
	Total	50	50	50	50	

The investigator selected 200 students of XI std from 15 schools of which 100 were Boys and 100 were Girls. Out of 100 Boys 50 were from Arts

and 50 were from English. In the same way out of 100 Girls 50 were from English and 50 were from Arts. The following table furnishes the information on the sample.

**Instrumentation**

This section deals with the development of tools of research employed in the study. The present study needed School adjustment inventory and Academic achievement scores for measuring the extent of school adjustment and Academic achievement of students of XI std.

**The School Adjustment Inventory**

Answer	Score
Yes	1
No	0

The school adjustment inventory is on two point scale. Item of the scale are in statement form from demanding information for each in either of the two opinions mentioned below.

It is multi dimensional scale consisting 164 items in the form of statement. It has both positive and negative items. If the answer is Always for a positive item a score of 1 is given, for negative items a 'Never' response a score of 1 is given. The higher the scores the greater is the school adjustment.

The school adjustment inventory consists of 5 categories, namely

- a) Academic matters.
- b) School mates
- c) Teachers
- d) School organization or school environment
- e) Self

**Procedure of Data Collection**

The investigator administered the tool to students and collected relevant data.

**Statistical Techniques**

1. 't' test was employed to find out the significant of difference between the means of variables between sub groups.
2. Correlation analysis was made to find the relationship between the correlation variable of school adjustment and achievement.

3. Stanine to draw the profile showing gender differences for P.G. Teachers and in the variables Teacher stress and Professional competency.

### Data analysis and Interpretation

#### Analysis and Report

The analysis and the report follows

#### Hypothesis-1

##### Null hypothesis

There exists no significant difference in the mean scores in School adjustment between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school.

#### Difference in Students due to Type of Institution

Type of institution	N	Mean	SD	"t" value	Significance
Government	100	73.30	7.62	0.11	NS
Management	100	73.10	9.70		

df=98

$t_{(0.05)} = 1.96$

$t_{(0.01)} = 2.58$

There is no significant difference in the mean scores in school adjustment between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school.

#### Hypothesis-2

##### Null hypothesis

There exists no significant difference in the mean scores in school adjustment between the students of XI standard in terms of gender.

#### Difference in Students due to Gender

Gender	N	Mean	SD	"t" value	Significance
Boys	100	72.55	9.09	0.80	NS
Girls	100	710.6	9.01		

df=148

$t_{(0.05)} = 1.96$

$t_{(0.01)} = 2.58$

There exists no significant difference in the mean scores in school adjustment between the students of XI standard in terms of gender.

#### Hypothesis-3

##### Null hypothesis

There exists no significant difference in the mean scores in Academic achievement between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school.

**Difference in Students due to Type of Institution**

Type of institution	N	Mean	SD	"t" value	Significance
Government	100	55.10	13.71	1.63	NS
Management	100	60.10	16.79		

df=98                      t<sub>(0.05)</sub> = 1.96                      t<sub>(0.01)</sub> = 2.58

**Hypothesis-4****Null hypothesis**

There exists no significant difference in the mean scores in Academic achievement between the students of XI standard in terms of gender.

**Difference in Students due to Gender**

Gender	N	Mean	SD	"t" value	Significance
Boys	100	57.49	15.05	0.77	NS
Girls	100	55.66	14.28		

df=148                      t<sub>(0.05)</sub> = 1.96                      t<sub>(0.01)</sub> = 2.58

There exists no significant difference in the mean scores in Academic achievement between the students of XI standard in terms of gender.

**Interpretation**

There is no significant difference in the mean scores in school adjustment between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school. There is no significant difference in the mean scores in school adjustment between the students of XI standard in terms of gender.

There is no significant difference in the mean scores in Academic achievement between the students of XI standard belonging to Government Higher secondary school and Management Higher Secondary school. There is no significant difference in the mean scores in Academic achievement between the students of XI standard in terms of gender.

**Correlation**

Correlation is the relationship between two or more paired variables, between two or more sets of data. The degree of relationship may be measured and represented by the coefficient of correlation. This coefficient may be identified by the symbol. r (of Pearson)

The formula for calculating the coefficient of correlation is

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N(\sum X^2) - (\sum X)^2][N(\sum Y^2) - (\sum Y)^2]}}$$

The results are presented in the following table

**Relationship between school adjustment and achievement in English**

Sl. No.	Correlates	r values	Relationship
1.	Academic Achievement students	0.63	High Positive
2	Academic Achievement Arts students	0.45	Positive Substantial

**Hypothesis - 14**

**Research hypothesis**

Criterion variable will be positively and substantially related to the correlate variables.

**Null hypothesis**

There will be no substantial positive relationship between the criterion variable and correlate variables.

**Result**

It could be observed from the table that there is a positive substantial correlation between the criterion variable and achievement in English.

**Findings:**

It could be inferred that there was a low correlation between the School Adjustment and Academic achievement in English for the students belonging to Government English group. It was observed that there was a low correlation between the School Adjustment and Academic achievement in English for the students belonging to Management English group. It was obvious that there was a low correlation between the School Adjustments and Academic achievement in English for the students belonging to Government Arts group. It was found that there was a moderate correlation between the School Adjustment and Academic achievement in English for the students belonging to Management Arts group.

**Conclusion**

Complications of adjustment in the young adult may arise out of his unrealistic ideas of what he wants and what he is capable of Parental aspirations may also introduce difficulties. Adulthood is the period of achievement for most people. Achievement depends upon the sustained training and interests during adolescence. Studies of achievement have shown that the peak period of achievement in adult years falls between 30 and 40. However, if the adult has high aspirations which are not matched with equally high achievements, he may be faced with an emotional breakdown which may lead to either psychological or psychosomatic disorders. On the other hand, the well-adjusted person is

pleasant in his social dealings and is satisfied with life in its various aspects. This is because of a realistic appraisal of himself.

**References**

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