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## The relation between academic achievement and adjustment

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### Abstract

A person's adolescence is a time in their life when they are transitioning from childhood to adulthood. During this time, significant changes in their biology, psychology, and social interactions occur. It's a stressful and stormy time. Adolescents must adapt to both the shifting socioeconomic landscape and their own unique personality changes. Some teenagers struggle to cope with these changes in a healthy way and encounter certain issues that are typical of this developmental stage. Therefore, an effort is made to look into the connection between std. (X) pupils' academic achievement and adjustment.

**Keywords:** Socioeconomic, landscape, academic achievement

### Introduction

A person's adolescence is a time in their life when they are transitioning from childhood to adulthood. During this time, significant changes in their biology, psychology, and social interactions occur. It's a stressful and stormy time. Adolescents must adapt to both the shifting socioeconomic landscape and their own unique personality changes. Some teenagers struggle to cope with these changes in a healthy way and encounter certain issues that are typical of this developmental stage. According to Duncan (1949) <sup>[4]</sup>, adjustment refers to a situation in which an individual and his surroundings are in harmony. It also describes an ongoing process through which an individual seeks to improve his surroundings, modifies his own behavior, or does both in order to create a positive relationship with it.

It also refers to how well a person carries out their responsibilities under various conditions. It is focused on how well the person is able to adapt to his surroundings.

Parameswaran and Beena (2004) <sup>[8]</sup> define adjustment as the process through which a living thing either adopts a new behavior or action or modifies an existing one. There are two forms of adjustment: the first is in response to outside circumstances, and the second is required as an individual ages. One of the most important factors in assessing pupils' level of accomplishment is adjustment.

When adolescent children and their parents have different beliefs, viewpoints, and social mores, the child or adolescent may have severe adjustment issues. Parents and adolescents may have disagreements that are hard to work out if neither party is ready to make concessions. Parenting an adolescent requires all the grace and compassion in the world (Coleman, 1974) <sup>[3]</sup>. Families with teenagers that are unruly or delinquent tend to have worse family dynamics as well as worse levels of social adjustment and social connectedness. These families tend to score higher on conflict and control and worse on cohesion and independence (Fox, 1998) <sup>[5]</sup>.

The most amazing factor that causes everyone to have different demands, particularly those related to biological and mental adjustments, is necessity. The former includes things like sleep, which are necessary for survival and to meet basic human requirements; the latter helps maintain a healthy personality, fosters personal development, and prevents mental illness or breakdown. The needs might be categorized as inventiveness, security, and self-worth. Man must feed his needs while adhering to social norms in order to meet his complex and varied demands. Therefore, social adjustment emphasizes how individual demands and social goals must be coordinated, as doing so may lead to a conflict between one's own interests and the interests of the entire society.

According to X. Chen, Rubin, and Li (1995) [2], social functioning and academic accomplishment are significant indicators of adjustment in schools. The state Educational Outlines indicate that the purpose of education is to assist students in fully developing their moral, intellectual, and physical selves as well as to help them become well-educated workers with socialist scientific sensibilities ("the goals of school education" 1970). Children's political, social, intellectual, and recreational activities are structured to reflect collectivistic ideology, based on the collectivistic concepts taught in schools. For instance, participation in extracurricular group activities overseen and managed by established organizations like the Youth League and the Young Pioneer is mandatory for students.

Adolescents are encouraged to collaborate with one another, to have peaceful relationships with one another, and to have peaceful relationships with their peers in the group. They are also encouraged to pursue their shared academic interests and to assist one another with their academics. Through participation in collective activities, adolescents are encouraged to develop both academic competence and proper social behavior.

Behavior issues are negatively connected with linguistic ability and reading readiness as early as the age of school admission. According to Ledingham and Schwartzman (1984) [7], there is a higher chance of grade retention and special education placement for aggressive primary school students (Richman, Stevenson, and Graham, 1982) [10].

Thus, an effort is made to look into the connection between adjustment and academic accomplishment of std. (X) students.

## Objectives

### Method

1. To determine whether pupils in standard (X) who experience varying degrees of home adjustment differ significantly in their academic performance.

2. To determine whether pupils in standard deviation (X) with varying degrees of health adjustment differ significantly in their academic achievement.
3. To determine whether pupils in standard deviation (X) with varying degrees of social adjustment differ significantly in their academic achievement.
4. To determine whether (x) pupils with varying degrees of emotional adjustment differ significantly in their academic achievement.

## Population and Sample

**Population:** All of the Standard (X) students in Sirsa City made up the study's population.

A random sample of 200 standard (X) students from Sirsa City's secondary schools—100 males (N1 = 100) and 100 females (N2 = 100)—was used for the current investigation. The subjects in class (X) ranged in age from 14 to 15 years old.

## Tools

1. Modification Bell's Adjustment (1934) established the Inventory for Adolescent Students (BAI). There are 140 items in the inventory, covering five domains of adjustment (home, health, social, and emotional).
2. The kids' achievement scores were gathered from the school-maintained mark registers.

## Procedure

In accordance with the instructions, the researcher personally distributed the instruments to each school and gathered the data. After that, the data were examined and evaluated. One-way ANOVA was utilized in the statistical analysis of the data.

**Table 1:** Mean and academic achievements scores in levels of adjustment

Areas of Adjustment	Level of Adjustment	Percentage (%)	S.D.	F-value	P-value
<b>Excellent</b>					
Home	Good	-	-	4.00	0.35
	Average	56%	69.66		
	Unsatisfactory	66%	48.90		
	Very	65%	48.66		
	Unsatisfactory	52%	44.32		
<b>Excellent</b>					
Health	Good	62%	40%	1.306	0.284
	Average	56%	65.8%		
	Unsatisfactory	66.7%	52.7%		
	Very	61.8%	51.9%		
	Unsatisfactory	61.8%	49.9%		
<b>Excellent</b>					
Social	Good	58.6%	34.98	1.325	0.405
	Average	55.7%	3.98		
	Unsatisfactory	65%	58.90		
	Very	68%	54.78		
	Unsatisfactory	59%	44.98		
<b>Excellent</b>					
Emotional	Good	-	-	0.495	0.793
	Average	77%	-		
	Unsatisfactory	65%	55.98		
	Very	63%	62.75		
	Unsatisfactory	63%	46.78		

## Results and Discussion

Students' academic progress differed significantly only in the situation of home adjustment, where the resultant F value of 4.0 was judged to be significant at the .044 levels. According to the mean values, academic scores were higher for those with average and unsatisfactory adjustment (66% and 65%, respectively) than for those with good and extremely unsatisfactory adjustment (56% and 52%, respectively). Students with good adjustment score (66%) had a mean accomplishment score lower than those with middling and bad adjustment (65%).

It's possible that the students' satisfaction with their family members prevents them from focusing more on their studies, which is why they may have scored lower than students who report average or unsatisfactory adjustment at home, but higher than those who report extremely unsatisfactory adjustment (52%). The pupils who performed the lowest on the adjustment scale may have been distracted by their adjustment issues at home. The adjustment levels had no discernible impact on academic achievement in the remaining adjustment domains: health ( $F= 1.306$ ;  $P = 0.284$ ), social ( $F = 1.325$ ;  $P = 0.405$ ), and emotional adjustment ( $F=0.495$ ;  $P = 0.793$ ). In other words, adjustment was independent of academic achievement in health, social and emotional areas.

Therefore, Table 1 suggests that adolescents' academic adjustment may not be impacted by their social, emotional, or health adjustments. This indicates that pupils can, for the most part, tolerate difficulties with health adjustment, social adjustment, and emotional adjustment.

## Conclusion

1. The standard deviation (X) shows a substantial difference in the academic achievement of students with varying levels of home adjustment.
2. The standard deviation (X) indicates that academic achievement does not significantly differ across students with varying degrees of health adjustment.
3. The standard (X) indicates that there is no discernible difference in academic achievement across students with varying degrees of social adjustment.
4. The standard deviation (X) shows that academic achievement does not differ considerably among students who have varying degrees of emotional adjustment.

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