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A comparative study of adjustment level and achievement level of students studying in the government residential schools

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ABSTRACT

The main aim of the present study was to study and compare the certain areas of adjustment and academic achievement of senior secondary school students. The present study was conducted on random samples of 100 (50 male And 50 Female Students) of senior secondary school students studying in class 11th and 12th in Navodaya Vidyalayas situated in district Dehradun of Uttarakhand. Bell's Adjustment Inventory for adolescent students (adapted by R. K. Ojha) was administered for data collection and Average marks (CGPA) of class 10th annual result declared by CBSE (Central Board of Secondary Education) was considered as academic achievement tool to analyse the data. 'T' test was used and results revealed that male adolescent differs significantly on an overall adjustment including health, social and emotional adjustment as compared to female adolescent. The significant difference also exists between male and female adolescent on academic achievement. Students were average in terms of their level of adjustment. However, inverse but significant relationships between academic achievement and adjustment were found for both the groups of students.

Keywords— Psychological adjustment, Academic achievement

1. INTRODUCTION

Adjustment is a social behaviour possessed by the living being in the society one lives. Psychologists believe that social behaviour is greatly determined by the psyche of the living beginnings. They strive hard to make the environment conducive to themselves. In the process of doing so they 'redefine their own socio-psychological identity established during earlier stages' (Erickson 1968). The adjustment also demands that one should keep a balance between needs and the hurdles of the environment in the process of coming up with the obstacles. It the relationship between the individual and his / her environment is in accordance with the norms the then adjustment is achieved and the behaviour of the person is considered normal. However, any deviation from the set norms will term him as Maladjustment.

The achievement has been noticed as an intense desire to achieve something by the students of behaviourists. Academic achievement for young children also has a similar effect on their behaviour towards their teaching-learning activities. The phenomena of achievement have attracted a lot of discussions and debates in society. It has been observed that people with a high level of achievement motivation exhibit certain characteristics. Trow (1996) defined academic achievement as 'knowledge attaining ability or degree of competence in school tasks usually measured by standardized tests and expressed in a grade or units based on pupils' performance.'

Navodaya Vidyalaya Samiti is the largest chain of residential schools in India. The National Policy on Education 1986 envisaged the establishment of residential schools so as to bring out the best of rural talent. These schools are co-educational in nature and affiliated to Central Board of Secondary Education, New Delhi. The government provides free of cost education and boarding facility to these students. Two schools of similar kind i.e. Jawahar Navodaya Vidyalaya (JNV) Dehradun and Rajeev Gandhi Navodaya Vidyalaya (RGNV) Dehradun had been chosen for the study.

2. THE RATIONALE OF THE STUDY

Government sponsored residential schools have a strong motif of giving quality education to all rural gifted in children of every district in the country without any cast, gender and religious discrimination. It is observed that the students studying in the boarding schools have lesser opportunities to interact with the outer society or the society at large. At the same time, it is also remarkable that the gifted students are selected in these schools through a common written test. High achievers are given the opportunity to study in these schools. Therefore there are no doubts about their academic excellence, however, it is also noticed that the grooming of these students is somewhat different than that of other students studying in day schools.

The child knows it is expensive for his parents and that he is expected to be appreciative. The child is inculcated with the parents’ preferred view—that the school is good. The secondary school students are at a very precarious stage of their lives wherein they are still in the process of exploring their place and role in society. It is at this stage of their lives that they are most in need of their adjustment abilities. Therefore it was intended to know how far the children of these schools have the adjustment and what were the impacts of their social, health, emotional and home adjustment in their academic achievements?

3. OBJECTIVES OF THE STUDY

- To study the adjustment level of the students studying in class 11th and 12th in Government Residential Senior Secondary Schools Dehradun.
- To study the achievement level of the students studying in class 11th and 12th in Government Residential Senior Secondary Schools Dehradun.
- To estimate the relationship between the achievement and adjustment in these schools.
- To prepare a document that could be helpful to these institutions in enhancing their potential.

4. HYPOTHESES

- (i) Level of adjustment has its definite impact on the level of achievement in these institutions.
- (ii) Level of adjustment has no impact on the level of achievement in these institutions.
- (iii) There is a correlation between the level of adjustment and the level of achievement in these institutions.
- (iv) There is not any correlation between the level of adjustment and the level of achievement in these institutions hence it is reciprocal.

5. METHOD OF THE STUDY

Residential set up of schools are in practice since the ancient time with the name Gurukul and such institution had their great impact on the society. With the growing worldwide awareness about the holistic development of the child, these residential schools are again playing a vital role in shaping the overall development of the students studying in these school. The greater number of these students is high achiever as far as Academic Achievement is concerned.

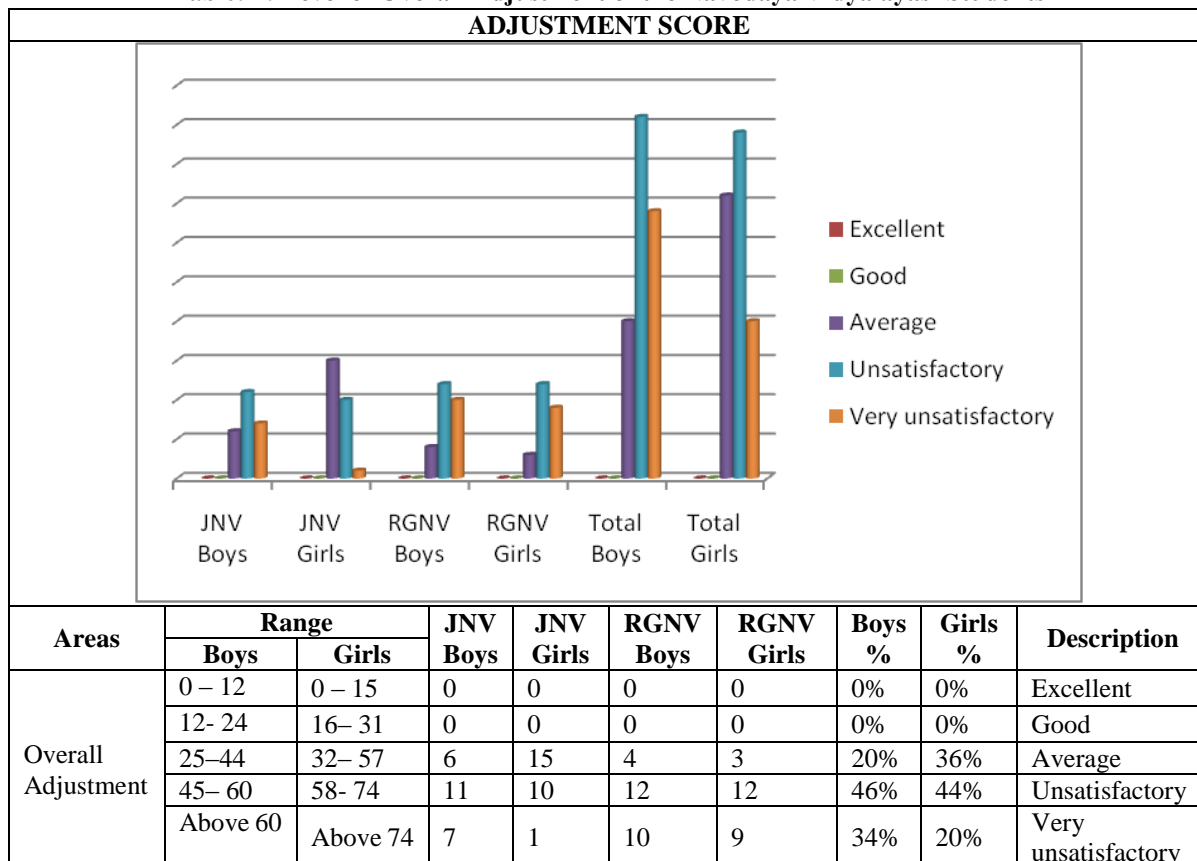
6. TOOLS OF THE STUDY

To accomplish the study the researcher has used the

- **Achievement Tool:** The Achievement Level of the students is measured through their performance in the AISSE (10th Board Exam) and the total Grade points secured by these students.
- **Adjustment Tool:** The researcher selected and applied the ‘Bell’s Adjustment Inventory’ (BAI) constructed and standardized by Hugh M Bell and adapted by R K Ojha.

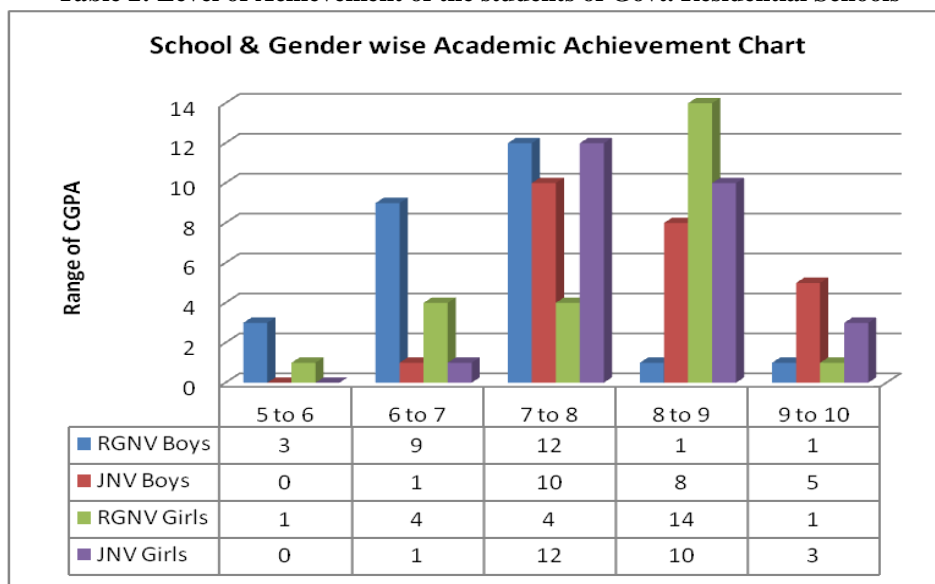
7. RESULT AND INTERPRETATION OF THE DATA

Table: 1: Level of Overall Adjustment of the Navodaya Vidyalayas’ Students



The above table 1 shows that Overall adjustment of the students of the government residential schools. These students had an unsatisfactory level of adjustment. And it was concluded that Girl students had a better adjustment with an average of 45%, in comparison to the Boy students. The overall level of adjustment of the students in both the school and in both the sexes was between averages to an unsatisfactory level. Only JNV girls showed the best level among all the groups. However, no one scored for excellent level of adjustment in overall scoring.

Table 2: Level of Achievement of the students of Govt. Residential Schools



The above table 2 shows that academic achievement of the students of the Navodaya Vidyalaya with respect to their gender. The greater number of students of these schools has got 7–10 Cumulative Grade Point Average. It was ranked as Satisfactory. Whereas it was concluded that Girl students had scored better as compared to Boy students.

Table 3: The relationship between Adjustment and Achievement in Govt. residential schools

Group	N	Achievement		Adjustment		SED	't'- Value	Significance
		Mean (M2)	SD (σ2)	Mean (M1)	SD (σ1)			
Boys	50	75.7	4.582	55.5	5.291	4.949	4.08	Significant
Girls	50	79.1	2.29	62.9	4.714	3.706	4.37	Significant
Over All	100	77.4	3.436	59.2	5.003	4.291	4.24	Significant

Table 3 gives the mean, S.D. and 't'-the value of Boys and Girls School students with N=100 in the above case. A perusal of the table reveals that the difference between Academic Achievement and Overall Adjustment has a significant difference in academic achievement and adjustment scale.

The t-value for the difference between the means of school adjustment scores and achievement scores at residential school adolescent boys was 4.08 at. This was significant at the 0.01 level. The t- value for the difference between the means of school adjustment scores of the Adolescent Girls and achievement score at the residential school was 4.37. This was not significant at either the 0.01 level or the .05 level. The t- value for the difference between the overall means of school adjustment scores and achievement scores at the residential school was 4.24. This was not significant at either the 0.01 level or the .05 level.

These findings are further being elaborated to clarify a clear relationship between the adjustment and its relation with the academic achievement in the school students studying in the Government Residential Schools in Dehradun.

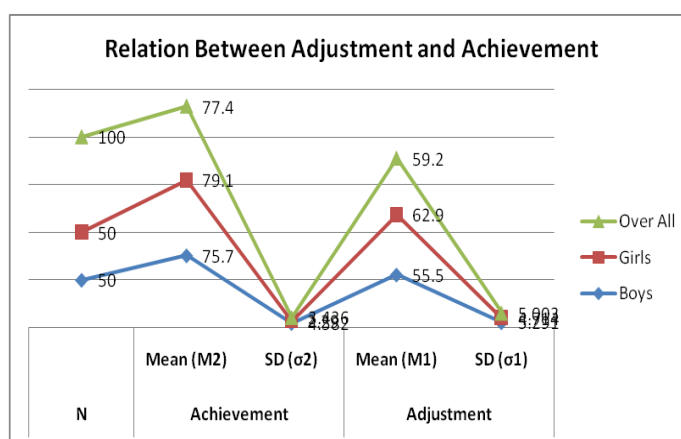


Fig. 1: Graph showing relation between adjustment and achievement

Figure 1 indicates that there is a clear relationship between achievement and adjustment in the school surveyed for the purpose. The graph in each case showed a similar trend and makes a similar course when the number is increased the trend follows the same pattern as it does in the case of boys and girls separately. Each of the colour represents each group and establishes the relationship between the level of adjustment and then its consequences in academic achievements. Hence it is proved that there is a strong relationship between the adjustment and achievement with a very high 't' value i.e.4.24 obtained from the mean and standard deviation.

8. DISCUSSION

Ramaswamy (1992) in his study related to problems of adolescents and their achievement in Mathematics found that adolescent boys and girls in an urban area had problems in social relationships; they both found problems in their vocational choices and adjustment. However, psychologists have been interested to examine adjustment as a process. In the case of students, social integration and adjustment can be measured through students' reported satisfaction with their informal interaction with faculty staff and peers (Jones 2010; Kreamer, 1996.)

Academic achievement may determine social prestige in the peer group and consequently affect self-image. Children who do poorly in school may experience difficulties in obtaining positive status and respect among peers and develop negative self-perceptions of self-worth; consequently, these children may display socio-emotional problems and eventually turn to deviant peers for support. Evidence from longitudinal studies has supported this model (e.g., McGee, Williams, Share, Anderson, & Silva, 1986); children with academic difficulties tend to develop maladaptive social behaviours and are subsequently rejected by peers as well as by the adults. Ultimately the learner is led to a state of anxiety and anguish.

Finally, it has been suggested that social functioning and academic achievement may interact with and influence each other (Hinshaw, 1992; Olweus, 1983). In this model, it is proposed that, although social functioning and adjustment may affect academic performances, academic achievement may, in turn, have some influence on adjustment.

9. CONCLUSION

The findings of the present study indicate that there exist significant differences between the secondary school students. Since these differences were found to be highly significant in all the areas of adjustment under study i.e. emotional, social as well as educational, there seems to be an urgent need to improve the situation. This calls for priority based action on the part of academicians, policy makers, families and all the concerned stakeholders to devise measures to facilitate better adjustment skills among the secondary school students. All the concerned stakeholders ought to chalk out a plan of action whereby the adjustment skills are honed and differences arising due to various demographic factors are minimized.

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