

# A Study of Relationship Between Academic Achievement and School Adjustment of Students of Coastal and Non-Coastal Secondary Schools

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## Abstract

*The purpose of the study is to study the Relationship between Academic Achievement and School Adjustment of Students of Coastal and Non-coastal Secondary Schools. Sample of 1200 secondary school students were selected using random sampling technique, in which 600 students from coastal region and 600 students from non-coastal region of Karnataka state for the purpose of collection of data. From the findings it is concluded that, The academic achievement and school adjustment, emotional adjustment, social adjustment, educational adjustment of students of coastal and non-coastal secondary schools are dependent on each other.*

## Key words

*Academic Achievement, school adjustment*

## Introduction

Karnataka can be broadly divided into 4 divisions, viz. (1) Northern Karnataka, (2) Southern Karnataka, (3) Central Karnataka, and (4) Coastal Karnataka. Coastal Karnataka, which is the focus of the present study comprises of three districts (1) Dakshina Kannada (South Canara), (2) Udupi and (3) Uttara Kananda (North Canara)

The Kanara (also known as Canara, Karavali and Coastal Karnataka) region of Karnataka, comprises three coastal districts, namely Dakshina Kannada and Udupi district (South Canara) and Uttara Kannada (North Canara). Kanara forms the southern part of the Konkan coast.

## Academic Achievement

Academic achievement means knowledge attained and skill developed in the school subjects usually designed by teachers, by test scores or by marks by the teachers or by both achievement can be measured with help of test verbal or written of different kinds since academic achievement in the criteria for selection promotion or recognition in various walks of life the importance of academic achievement cannot be ignored there are several factors that influence the academic achievement of an individual like personality intellectual ability mental health and environment etc

## School Adjustment

School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require school counseling.

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, difficulty of the work, and peers. Their successes in negotiating these challenges predict school success.

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Carter V. Good (1989) Adjustment is continual process in which a person varies his behavior to produce a more harmonic relationship between himself and his environment. -

Gates and Jersild (1948)

## Concept of Adjustment

The concept of adjustment means adaption to physical environment as well as to social demands. No human being can live apart from his physical environment, there is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this compiled functioning of the person's demands adjustment. The process of adjustment becomes still more complicated when his interaction. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behavior.

## Objectives of the Study

1. To study the relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of coastal secondary schools
2. To study the relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of non-coastal secondary schools

## Hypotheses

1. There is no significant relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of coastal secondary schools
2. There is no significant relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of non-coastal secondary schools

**Methodology:** The study adopts normative survey method for investigation

**Sample:** Sample of 1200 secondary school students were selected using random sampling technique, in which 600 students from

coastal region and 600 students from non-coastal region of Karnataka state for the purpose of collection of data.

**Tools**

1. School Adjustment Inventory– by A.K.P Sharma and R.P. Singh
2. Academic Achievement Test (constructed by the investigator).

**Statistical Techniques:** Correlation analysis was applied

**Analysis and Interpretation**

**Hypothesis:** There is no significant relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of coastal secondary schools

To achieve this hypothesis, the Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following table.

Table 1: Results of correlation coefficient between academic achievement and school adjustment and its dimensions scores of students of coastal secondary schools

Variables	Correlation coefficient between academic achievement scores of students of coastal secondary schools		
	r-value	t-value	p-value
School adjustment	0.7401	26.9085	0.0001*
Emotional adjustment	0.6838	22.9174	0.0001*
Social adjustment	0.6129	18.9698	0.0001*
Educational adjustment	0.7041	24.2482	0.0001*

\*p<0.05

The results of the above table clearly indicated that,

- A positive and significant correlation was observed between academic achievement and school adjustment scores of students of coastal secondary schools (r=0.7401, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and school adjustment scores of students of coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed between academic achievement and dimension of school adjustment i.e. emotional adjustment scores of students of coastal secondary schools (r=0.6838, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and emotional adjustment scores of students of coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed between academic achievement and dimension of school adjustment i.e. social adjustment scores of students of coastal secondary schools (r=0.6129, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and social adjustment scores of students of coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed

between academic achievement and dimension of school adjustment i.e. educational adjustment scores of students of coastal secondary schools (r=0.7041, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and educational adjustment scores of students of coastal secondary schools are dependent on each other.

**Hypothesis:** There is no significant relationship between academic achievement and school adjustment and its dimensions scores (i.e. emotional adjustment, social adjustment and educational adjustment) of students of non-coastal secondary schools  
To achieve this hypothesis, the Karl Pearson’s correlation coefficient technique has been applied and the results are presented in the following table.

Table 2: Results of correlation coefficient between academic achievement and school adjustment and its dimensions scores of students of non-coastal secondary schools

Variables	Correlation coefficient between academic achievement scores of students of non-coastal secondary schools		
	r-value	t-value	p-value
School adjustment	0.6730	22.2524	0.0001*
Emotional adjustment	0.6328	19.9853	0.0001*
Social adjustment	0.5773	17.2902	0.0001*
Educational adjustment	0.6435	20.5595	0.0001*

\*p<0.05

The results of the above table clearly indicated that,

- A positive and significant correlation was observed between academic achievement and school adjustment scores of students of non-coastal secondary schools (r=0.6730, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and school adjustment scores of students of non-coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed between academic achievement and dimension of school adjustment i.e. emotional adjustment scores of students of non-coastal secondary schools (r=0.6328, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and emotional adjustment scores of students of non-coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed between academic achievement and dimension of school adjustment i.e. social adjustment scores of students of non-coastal secondary schools (r=0.5773, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and social adjustment scores of students of non-coastal secondary schools are dependent on each other.
- A positive and significant correlation was observed between academic achievement and dimension of school adjustment i.e. educational adjustment scores of students of non-coastal secondary schools (r=0.6435, p<0.05) at 5% level

of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the academic achievement and educational adjustment scores of students of non-coastal secondary schools are dependent on each other.

### Findings

- The academic achievement and school adjustment scores of students of coastal secondary schools are dependent on each other.
- The academic achievement and emotional adjustment scores of students of coastal secondary schools are dependent on each other.
- The academic achievement and social adjustment scores of students of coastal secondary schools are dependent on each other.
- The academic achievement and educational adjustment scores of students of coastal secondary schools are dependent on each other.
- The academic achievement and school adjustment scores of students of non-coastal secondary schools are dependent on each other.
- The academic achievement and emotional adjustment scores of students of non-coastal secondary schools are dependent on each other.
- The academic achievement and social adjustment scores of students of non-coastal secondary schools are dependent on each other.
- The academic achievement and educational adjustment scores of students of non-coastal secondary schools are dependent on each other.

**Discussion and Conclusion:** In this study, the researcher aimed to Study the Relationship between Academic Achievement and School Adjustment of Students of Coastal and Non-coastal Secondary Schools. From the analysis report, it is concluded that, The academic achievement and school adjustment, emotional adjustment, social adjustment, educational adjustment of students of coastal and non-coastal secondary schools are dependent on each other.

### Educational Implications

1. In a classroom atmosphere the teacher can encourage the students. It will increase the adjustment in turn it improves the Academic Achievement level of the students.
2. Yoga and meditation can be a part of our day to day activities to be included in the school curriculum which can improve the adjustment of the students.
3. A technique of group discussion and other curricular activities can be organized in the classroom activities. It will increase the adjustment of the students.
4. The good relationship between the teacher and the student will enhance the adjustment of the students.
5. Various programmes like National Cadet Corps, National Service Scheme and some other cultural activities will help the students to improve their adjustment level.
6. Field trips and educational tours can be arranged by the teachers once in month or whenever time permits. This experience will correlate with the lessons. Hence the students can get a direct and purposeful experience and it will increase the adjustment level of the students.

### References

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