



Academic Achievement of Children At Elementary Stage in Relation to Their Adjustment

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ABSTRACT

The present study has been conducted on a sample of 300 students of Ludhiana (Punjab) to study the academic achievement of children at elementary stage in relation to their adjustment. Multi stage random sampling technique was used for selection of the sample. The data was analyzed statistically by using mean, S.D., t-test and co-efficient of correlation (r). Findings of the study revealed that significant relationship exists between adjustment and academic achievement of elementary school students. It was also found that significant relationship exists between adjustment and academic achievement of both male and female elementary school students. It was found that adjustment of elementary school students is affected by gender.

KEYWORDS : Academic Achievement, Adjustment, Elementary Schools Students

INTRODUCTION

Achievement is an enduring personality characteristic in which the individual is predisposed towards success and relatively concerned with failure. This term achievement is used for the level of success and of proficiency attained in some specific area concerning academic work. According to Dictionary of Education (Carter 1959), "Academic achievement means the knowledge attained or skills developed in school subjects, usually determined by test scores or by marks assigned by teachers or both." Academic achievement refers to marks or grade obtained in subject taught in school after an examination be it written or oral. These marks or grades have been considered the criterion of academic achievement. Academic performance can represent a variety of learning outcomes such as knowledge, understanding, attitude, intelligence, skill and application. Hence the word achievement or performance mean the end gained or level of success attained by an individual or group on completion of a task whether it be academic, manual, personal or social.

Adjustment is an important phenomenon in the life of human. The process of adjustment is continuous. It starts at one's birth and goes on without stop till one's death. Adjustment means reaction to the demands and pressures of social environment imposed upon an individual. Pathak (1990) said that adjustment is a built in mechanism for coping with the problematic or other realities of life. It has been considered as an index of integration; a harmonious behavior of the individual by which other individuals of society recognize that the person is well adjusted. Adjustment is a subjective wellbeing which involves a multidimensional evaluation of life including cognitive judgments of life satisfaction and affective evaluations of emotions and moods (McGillivray and Clarke, 2006). A person feels adjusted when his physical, psychological and social needs are satisfied. These needs may be in field of home, school and the society in which the individual belongs. The process of adjustment is continuous. It is a two way process and involves not only the process of fitting oneself into available circumstances but also the process of changing the circumstances to fit one's needs. The process of adjustment depends upon certain characteristics of the environment. So the environment must be such that it is possible for an individual to satisfy his basic organic needs.

Ma and Xu (2004) showed the achievement demonstrated casual predominance over adjustment across the entire secondary school. Gender difference in this causal relationship was not found but elite status in mathematics moderated this causal relationship. Shalu & Audichya (2006) assessed and compared the school adjustment of 60 rural adolescents (14-16 years) with reference to their emotional, social and educational adjustment among the gender was boys scored better. Studies revealed that difference exists between genders on adjustment. Rani and Sharma (2007) found no significant difference between adjustment level of adolescents of govt. and private schools. Surekha (2008) studied relationship between students' adjustment

and academic achievement. The study revealed that the boys and girls from private schools are well adjusted and academically performed better than the boys and girls from government schools. It was also found that low scores in adjustment tend to accompany with high scores in academic achievement. Bansal (2012) found that there exists no significant relationship between secondary students' adjustment and their academic achievement and significant difference exists in the adjustment of male and female secondary school students.

From the above mentioned studies we can see that many researches have been conducted regarding academic achievement and adjustment of school students at various levels. But no research or very few researches has been conducted to study the effect of adjustment on academic achievement of elementary school students. Better adjustment at elementary level helps the individual for better academic achievement. This fact encourages and led the investigator to make an attempt to study academic achievement of children at elementary stage in relation to their adjustment.

VARIABLES USED IN THE STUDY

Dependent Variable

Academic Achievement

Independent Variable

Adjustment

OBJECTIVES OF THE STUDY

- To study the effect of adjustment on academic achievement of elementary school students.
- To study the effect of adjustment on academic achievement of male elementary school students.
- To study the effect of adjustment on academic achievement of female elementary school students.
- To compare the adjustment of male and female elementary school students.

HYPOTHESES OF THE STUDY

- There is no significant relationship between adjustment and academic achievement of elementary school students.
- There is no significant relationship between adjustment and academic achievement of male elementary school students.
- There is no significant relationship between adjustment and academic achievement of female elementary school students.
- There is no significant difference in adjustment of male and female elementary school students.

METHODOLOGY

In the present study, **descriptive survey method** was employed because it is considered as one of the important method in education and it describes the current position of the research work.

POPULATION

All elementary school students studying in Ludhiana (Punjab) constituted the target population for the present study.

SAMPLE

The sample for the present study consists of 300 students studying in the elementary schools of Ludhiana (Punjab).

TOOLS USED IN THE STUDY

Academic Achievement was measured using academic scores of previous class i.e. 5th class.

Adjustment Inventory (1991) developed by Asthana will be used to measure the adjustment level of elementary school students. This Inventory consists of 47 items and each item having two alternatives i.e. Yes or No. Subject has to give their response by choosing one from yes or no alternative. Co-efficient of reliability was determined by the split-half method and applying the spearman- brown correlation formula. This yielded a reliability coefficient of 0.80. Scoring can be done with the help of Scoring key. Higher score showing more the maladjustment.

STATISTICAL TECHNIQUES USED

Means, SDs, 't' test and Pearson Product Moment Correlation 'r' were used as statistical techniques for analyzing the collected data.

DATA ANALYSIS & INTERPRETATION

- To study the effect of adjustment on academic achievement of elementary school students.

For the purpose of studying the effect of adjustment on academic achievement of elementary school students, the following null hypothesis was formulated:

H₀₁ There is no significant relationship between adjustment and academic achievement of elementary school students.

To test the null hypothesis, co-efficient of correlation (r) was computed. The results are presented in Table 1.

Table 1
Coefficient of Correlation (r) between Adjustment and Academic Achievement of Elementary School Students

Variables	Coefficient of Correlation (r)	Interpretation
Adjustment	-0.67**	Significant at .01 level
Academic Achievement		

** Significant at .01 level

A Perusal of Table 1 indicates that the coefficient of correlation between **adjustment and academic achievement of elementary school students** is 0.67 which is significant at .01 level of significance. Thus, the null hypothesis i.e. **there is no significant relationship between adjustment and academic achievement of elementary school students, is rejected.** Magnitude of 'r' indicates negative correlation which means that increase in adjustment scores leads to decrease in academic achievement scores and vice versa. In the present study, more adjustment score means less adjusted/ maladjusted and less adjustment score means more adjusted/ well adjusted. Thus, we can conclude that with the increase in adjustment of elementary school students there will be increase in their academic achievement and vice-versa. The present results are in consonance with the results of Rathaiah and Rao (1997) who also found that with the increase in adjustment there will be increase in academic achievement and vice-versa.

- To study the effect of adjustment on academic achievement of male elementary school students.

For the purpose of studying the effect of adjustment on academic achievement of male elementary school students, the following null hypothesis was formulated:

H₀₂ There is no significant relationship between adjustment and academic achievement of male elementary school students.

- To test the null hypothesis, co-efficient of correlation (r) was computed. The results are presented in Table 2.

Table 2
Coefficient of Correlation (r) between Adjustment and Academic Achievement of male Elementary School Students

Variables	Coefficient of Correlation (r)	Interpretation
Adjustment	-0.74**	Significant at .01 level
Academic Achievement		

** Significant at .01 level

A Perusal of Table 2 indicates that the coefficient of correlation between **adjustment and academic achievement of male elementary school students** is 0.74 which is significant at 0.01 level of significance. Thus, the null hypothesis i.e. **there is no significant relationship between adjustment and academic achievement of male elementary school students, is rejected.** Magnitude of 'r' indicates negative correlation which means that increase in adjustment scores leads to decrease in academic achievement scores and vice versa. In the present study, more adjustment score means less adjusted/ maladjusted and less adjustment score means more adjusted/ well adjusted. Thus, we can conclude that with the increase in adjustment of male elementary school students there will be increase in their academic achievement and vice-versa. This can be due to the reason that a well-adjusted student never repents and worries over his failure and hence can concentrate on his success.

- To study the effect of adjustment on academic achievement of female elementary school students.

For the purpose of studying the effect of adjustment on academic achievement of female elementary school students, the following null hypothesis was formulated:

H₀₃ There is no significant relationship between adjustment and academic achievement of female elementary school students.

- To test the null hypothesis, co-efficient of correlation (r) was computed. The results are presented in Table 3.

Table 3
Coefficient of Correlation (r) between Adjustment and Academic Achievement of female Elementary School Students

Variables	Coefficient of Correlation (r)	Interpretation
Adjustment	-0.53**	Significant at .01 level
Academic Achievement		

** Significant at .01 level

A Perusal of Table 3 indicates that the coefficient of correlation between **adjustment and academic achievement of female elementary school students** is 0.53 which is significant at 0.01 level of significance. Thus, the null hypothesis i.e. **there is no significant relationship between adjustment and academic achievement of female elementary school students, is rejected.** Magnitude of 'r' indicates negative correlation which means that increase in adjustment scores leads to decrease in academic achievement scores and vice versa. In the present study, more adjustment score means less adjusted/ maladjusted and less adjustment score means more adjusted/ well adjusted. Thus, we can conclude that with the increase in adjustment of female elementary school students there will be increase in their academic achievement and vice-versa. The reason behind this may be that adjustment helps female students to be emotionally balanced and optimistic which helps in improving their achievement.

- To compare the adjustment of male and female elementary school students.

For the purpose of studying the difference between adjustment of elementary school students in relation to gender, the following null hypothesis was formulated:

H₀₄ There is no significant difference in adjustment of male and female elementary school students.

- To test the hypothesis, Mean, Standard Deviation, Standard Error of Mean, t-value, degrees of freedom (df), and level of significance of the scores obtained from adjustment scale was calculated with respect to gender. The results are presented in Table 4.

Table 4
Descriptive statistics related to the Adjustment of male and female elementary school students

Group (Adjustment)	N	Mean	SD	't' value
Male	128	162.98	24.01	2.84**
Female	172	154.52	26.60	

** Significant at .01 level

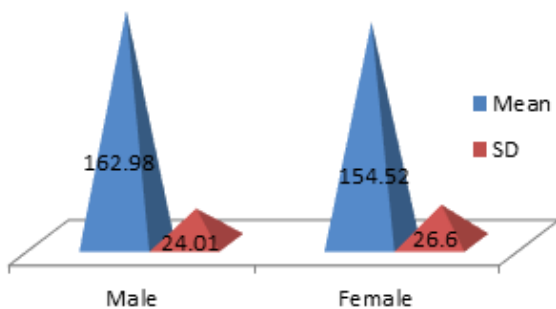


Fig. 4: Gender wise Mean adjustment scores and SDs of Elementary School Students

From the Table 4 and Fig. 1, it can be observed that the t-value of 2.84 was found significant at 0.01 levels with 298 degrees of freedom, which indicates that the adjustment of male and female elementary school students differ significantly. So, the null hypothesis i.e. there is no significant difference in the adjustment of male and female elementary school students, is **rejected**. Thus, we can say that adjustment of elementary school students is affected by gender. In terms of Mean, it can be seen that mean adjustment score of male elementary school students i.e. 162.98 has been found higher than that of female elementary school students i.e. 154.52. In the present study, more adjustment score means less adjusted/ maladjusted and less adjustment score means more adjusted/ well adjusted. It is emerged clear that female elementary school students are more adjusted than their counterparts. The present result is supported by result of Yellaiah (2012) who also found that there exists significant difference in the adjustment of male and female students.

CONCLUSION

Better adjustment makes the students good achievers. As **significant relationship exists between adjustment and academic achievement of elementary school students**, so it is the responsibility of the educational policy makers to be aware of the needs, interests, ability and adjustment patterns of the students while preparing the syllabus, courses of study etc. As enhancement in adjustment of the students can bring improvement in their academic performance, so teachers, principals, policy makers, and parents should try to improve the adjustment of the students through various activities and ways in and outside the school campus.

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