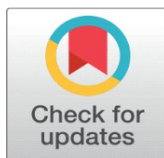


A STUDY ON ACADEMIC ACHIEVEMENT AND SOCIAL ADJUSTMENT OF HIGH SCHOOL STUDENTS

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ABSTRACT

The present study intended to investigate the correlation and difference between academic achievement and Social adjustment of 9th standard students. The Investigator has implemented survey method in view of realizing the objectives of the study. Researcher randomly selected a high school as sample and conducted test by using a tool on social adjustment developed by R.C. Deva. Sample students' annual Examination results were considered as academic achievement. The present study sounds that there is a significant difference and relation in the mean score of social adjustment and academic achievement in the high school students with regard to Gender, medium of instruction and students' background.

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1. INTRODUCTION

Social adjustment is very important for the success in student's life. It is commonly defined as change in habitual conduct or behaviour which an individual must make in order to fit into the community in which he/she lives. Social adjustment means accommodation to the demand, restriction of society including ability to live and to maintain the social relationship. It is also a Psychological process, it frequently involves coping with new standards and values. Social adjustment is the direction we, the teachers, try to instill adjustment skills in our students. Social adjustment can be considered as one of the potent aspect in raising the academic Excellence of the students.

2. NEED AND SIGNIFICANCE OF THE STUDY

School almost peer and society plays a significant role in shaping the all-round development of the adolescents, the adolescents need to learn how to set goals, prioritize their needs and balance their lives. It is hoped that this study will provide information for parents, Educators and school administrators to reflect upon various sectors that help students in achieving their academic goals. In addition, the fact that this study is conducted in an Aided school, it shares a quite a lot of similarities with many other counterparts; this study provides a valuable reference for other schools to reflect upon the school Environment. In the light of this problem, the study is designed with an Earnest attempt to throw light on the most challenging problems faced in the present Educational systems. Various studies have been done to see the influence

of social adjustment on different variables but social adjustment is not measured in terms of academic achievements of adolescents, in order to have good academic achievement one should have good social adjustment with regard to gender and medium of instruction. Hence the problem is selected as. A study on academic achievement and Social adjustment of high school students.

OBJECTIVES OF THE STUDY

- 1) To study the difference between boy and girl students of high schools with respect to academic achievement.
- 2) To study the difference between boy and girl students of high schools with respect to social adjustment scores
- 3) To study the difference between students of rural and urban high schools with respect to academic achievement scores
- 4) To study the difference between students of rural and urban high schools with respect to social adjustment scores
- 5) To study the difference between SC/ST and other caste students of high schools with respect to academic achievement scores
- 6) To study the difference between SC/ST and other caste students of high schools with respect to social adjustment scores
- 7) To study the relationship between academic achievement scores and social adjustment scores of students of high schools

HYPOTHESIS

- 1) There is no significant difference between boy and girl students of high schools with respect to academic achievement scores.
- 2) There is no significant difference between boy and girl students of high schools with respect to social adjustment scores
- 3) There is no significant difference between students of rural and urban high schools with respect to academic achievement scores
- 4) There is no significant difference between students of rural and urban high schools with respect to social adjustment scores
- 5) There is no significant difference between SC/ST and other caste students of high schools with respect to academic achievement scores
- 6) There is no significant difference between SC/ST and other caste students of high schools with respect to social adjustment scores
- 7) There is a significant relationship between academic achievement scores and social adjustment scores of high school students.

METHODOLOGY

For the present study the researcher has used descriptive method under survey

SAMPLE

For the present study researcher selected M.M.High school, Chitradurga, 20 Students of the sample

VARIABLES

- 1) Social Adjustments
- 2) Academic achievement

TOOLS USED FOR THE COLLECTION OF DATA

1) Social Adjustment

This tool was designed by Dr. R.C.Deva this tool Tests the following items 1) Social Dishonesty 2) Emotional Adjustment 3) Social Maturity total 50 items of social adjustment is covered in tests, in front of the each items yes or no maximum scores obtained to 74.

2) Academic Achievement test

Annual Examinations result was considered as academic achievement scores. Statistical techniques used for data analysis to analyse the data t-test, Karl pearson's product movement,

Hypothesis

1) There is no significant difference between boy and girl students of high schools with respect to academic achievement scores

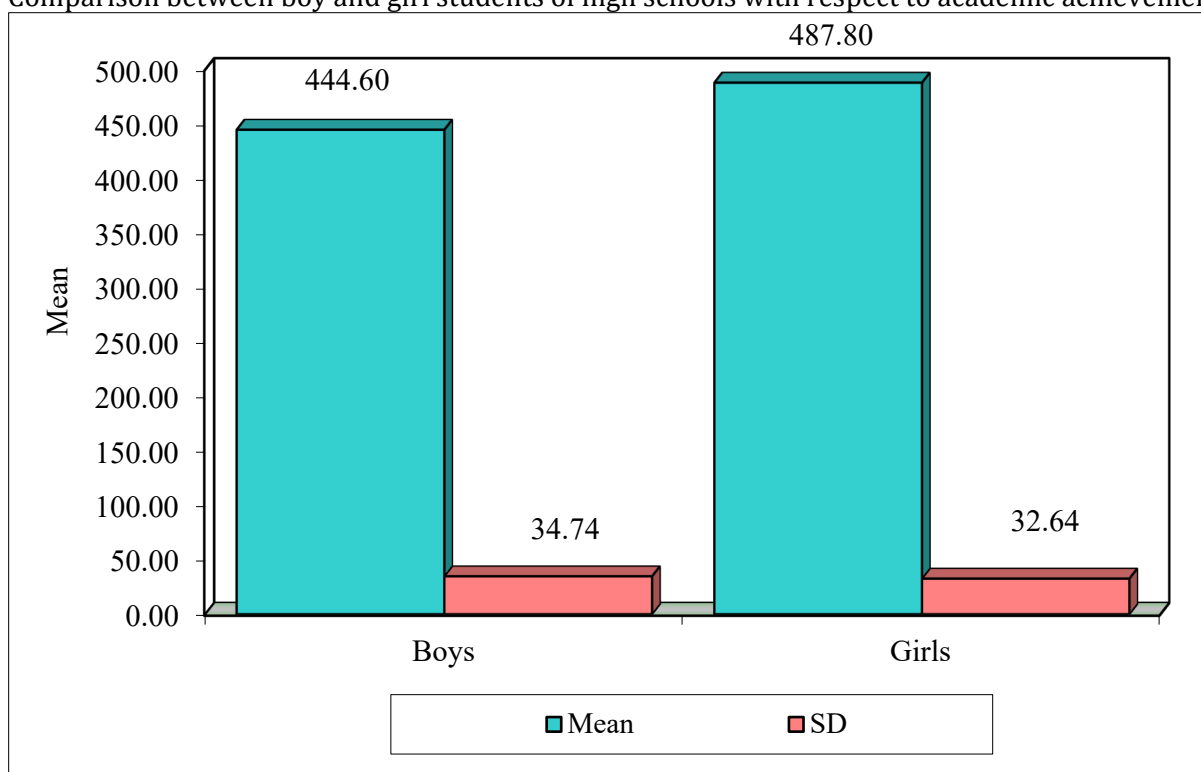
To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between boy and girl students of high schools with respect to academic achievement scores

Gender	n	Mean	SD	SE	t-value	P-value
Boys	10	444.60	34.74	10.99	-2.8662	0.0103,S
Girls	10	487.80	32.64	10.32		

The results of the above table clearly showing that, a significant difference was observed between boy and girl students of high schools with respect to academic achievement scores ($t=-2.8662$, $p=0.0103$) 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of high schools have significant and higher academic achievement scores as compared to boy students of high schools. The mean and SD academic achievement scores of boy and girl students of high schools is also presented in the following figure.

Figure: Comparison between boy and girl students of high schools with respect to academic achievement scores



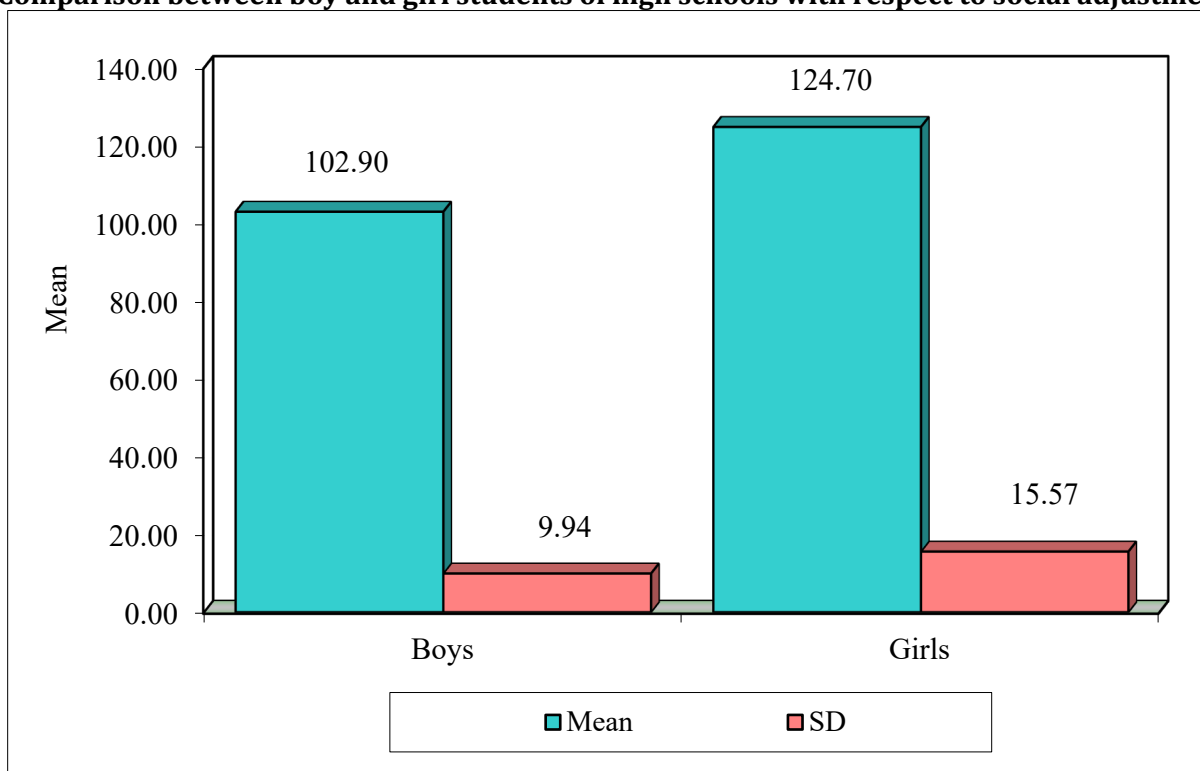
2) There is no significant difference between boy and girl students of high schools with respect to social adjustment scores

To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between boy and girl students of high schools with respect to social adjustment scores

Gender	n	Mean	SD	SE	t-value	P-value
Boys	10	102.90	9.94	3.14	-3.7320	0.0015,S
Girls	10	124.70	15.57	4.92		

The results of the above table clearly showing that, a significant difference was observed between boy and girl students of high schools with respect to social adjustment scores ($t=-3.7320$, $p=0.0015$) 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of high schools have significant and higher social adjustment scores as compared to boy students of high schools. The mean and SD social adjustment scores of boy and girl students of high schools is also presented in the following figure.

Figure: Comparison between boy and girl students of high schools with respect to social adjustment scores

3) There is no significant difference between students of rural and urban high schools with respect to academic achievement scores

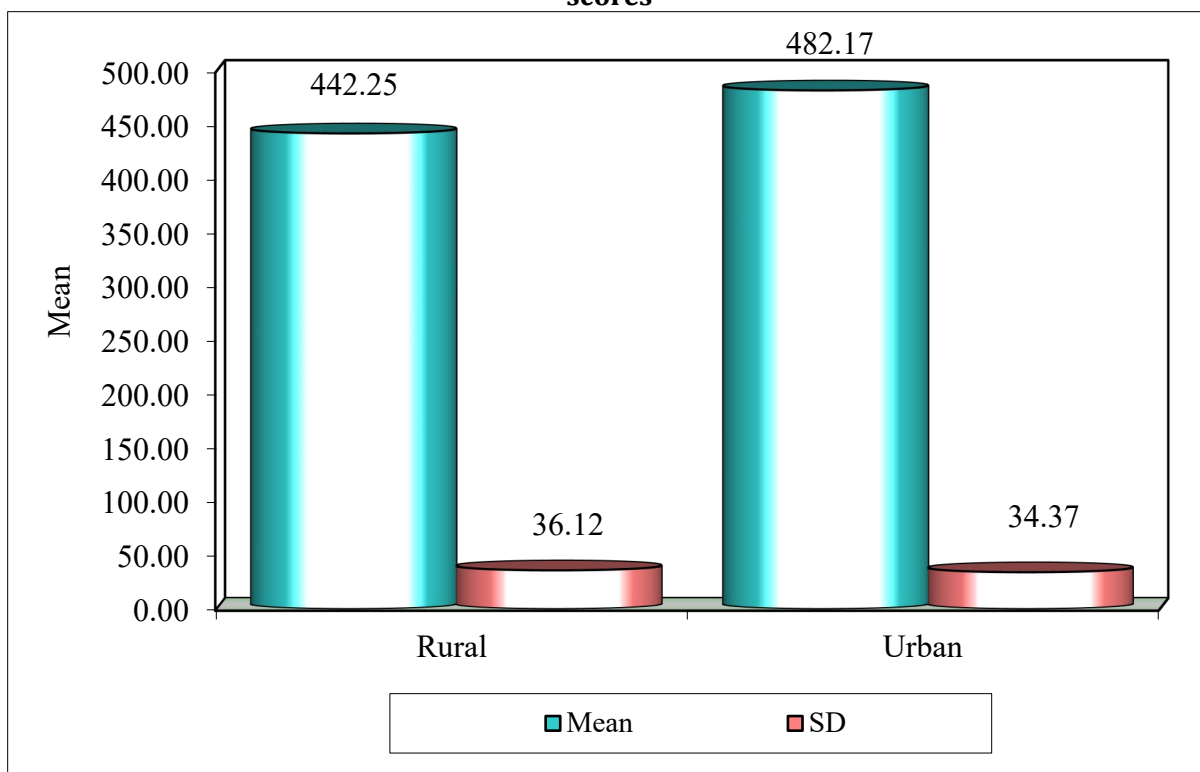
To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between students of rural and urban high schools with respect to academic achievement scores

Location	n	Mean	SD	SE	t-value	P-value
Rural	8	442.25	36.12	12.77	-2.4942	0.0226,S
Urban	12	482.17	34.37	9.92		

The results of the above table clearly showing that, a significant difference was observed between students of rural and urban high schools with respect to academic achievement scores ($t=-2.4942$, $p=0.0226$) 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban high schools have significant and higher academic achievement scores as compared to students of rural high schools. The mean and SD academic achievement scores of students of rural and urban high schools is also presented in the following figure.

Figure: Comparison between students of rural and urban high schools with respect to academic achievement scores



4) There is no significant difference between students of rural and urban high schools with respect to social adjustment scores

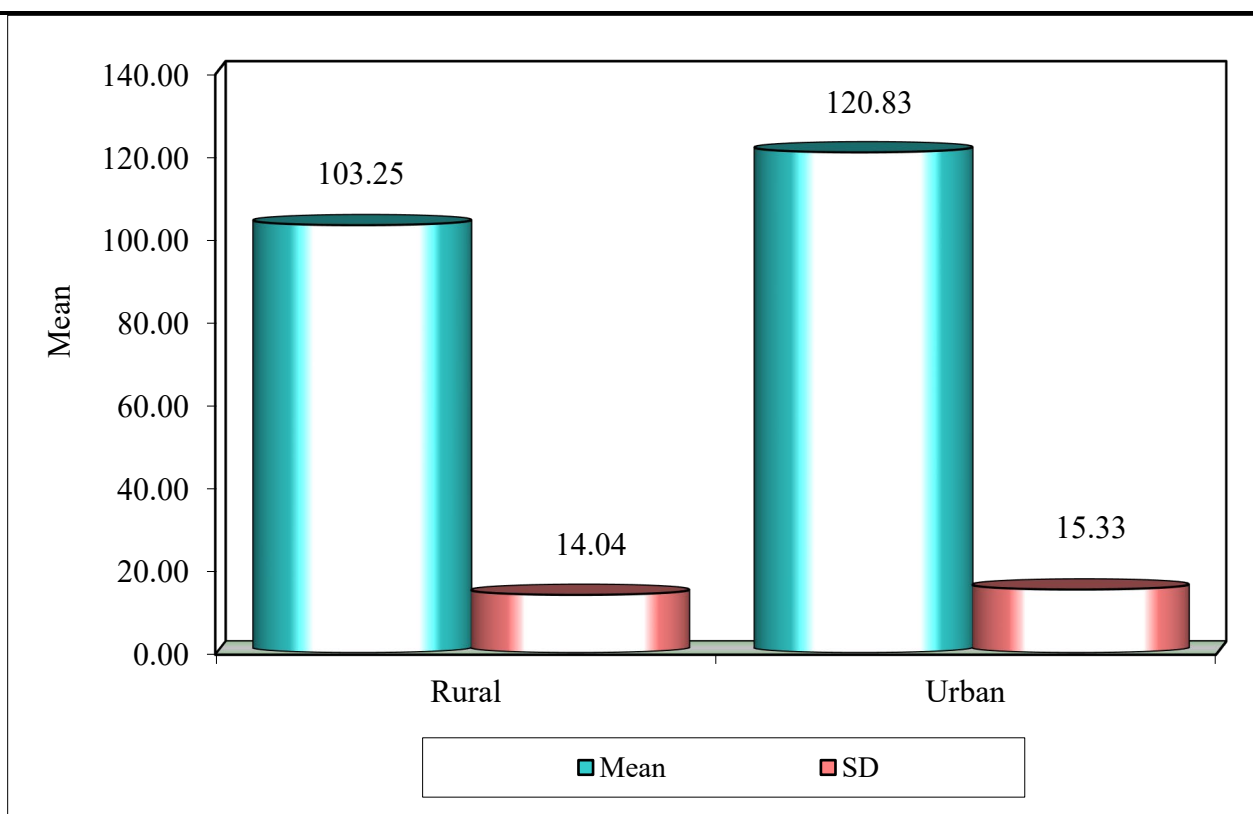
To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between students of rural and urban high schools with respect to social adjustment scores

Location	n	Mean	SD	SE	t-value	P-value
Rural	8	103.25	14.04	4.96	-2.5962	0.0182,S
Urban	12	120.83	15.33	4.42		

The results of the above table clearly showing that, a significant difference was observed between students of rural and urban high schools with respect to social adjustment scores ($t=-2.5962$, $p=0.0182$) 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban high schools have significant and higher social adjustment scores as compared to students of rural high schools. The mean and SD social adjustment scores of students of rural and urban high schools is also presented in the following figure.

Figure: Comparison between students of rural and urban high schools with respect to social adjustment scores



5) There is no significant difference between SC/ST and other caste students of high schools with respect to academic achievement scores

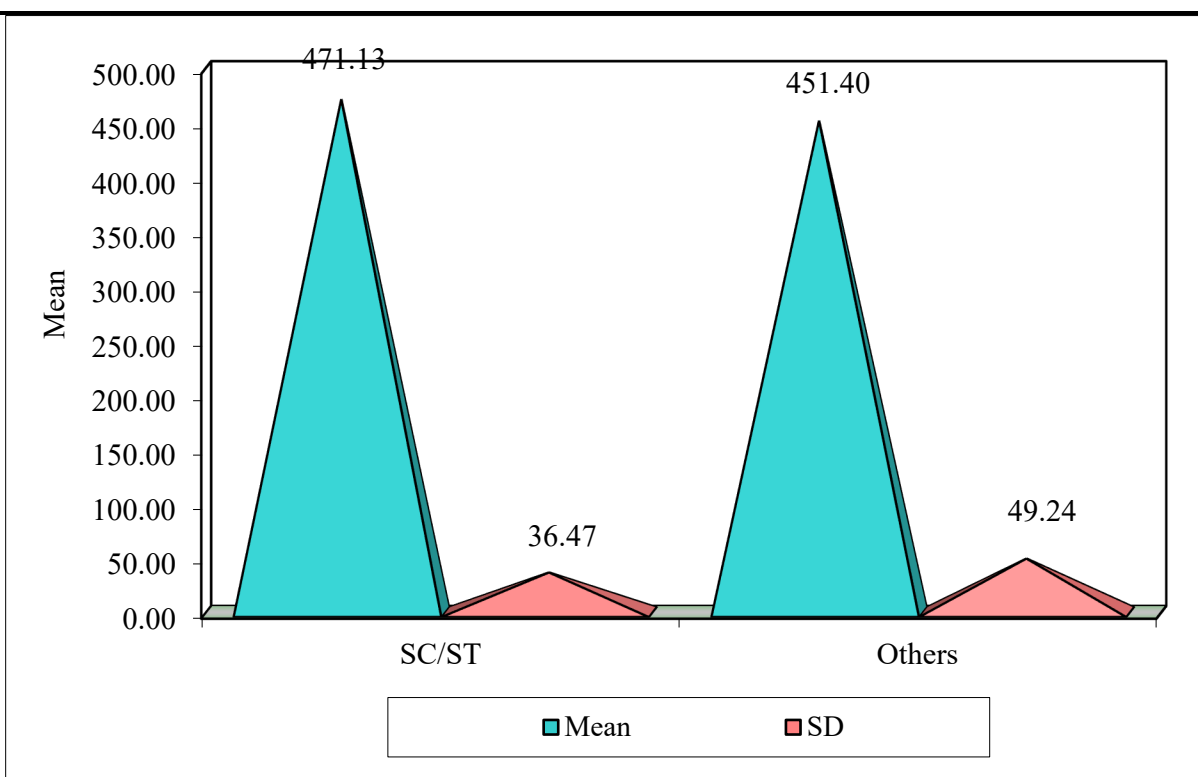
To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between SC/ST and other caste students of high schools with respect to academic achievement scores

Caste	n	Mean	SD	SE	t-value	P-value
SC/ST	15	471.13	36.47	9.42	0.9635	0.3481
Others	5	451.40	49.24	22.02		

The results of the above table clearly showing that, no significant difference was observed between SC/ST and other caste students of high schools with respect to academic achievement scores ($t=0.9635$, $p=0.3481$) 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the SC/ST and other caste students of high schools have similar academic achievement scores. The mean and SD academic achievement scores of SC/ST and other caste students of high schools is also presented in the following figure.

Figure: Comparison between SC/ST and other caste students of high schools with respect to academic achievement scores



6) There is no significant difference between SC/ST and other caste students of high schools with respect to social adjustment scores

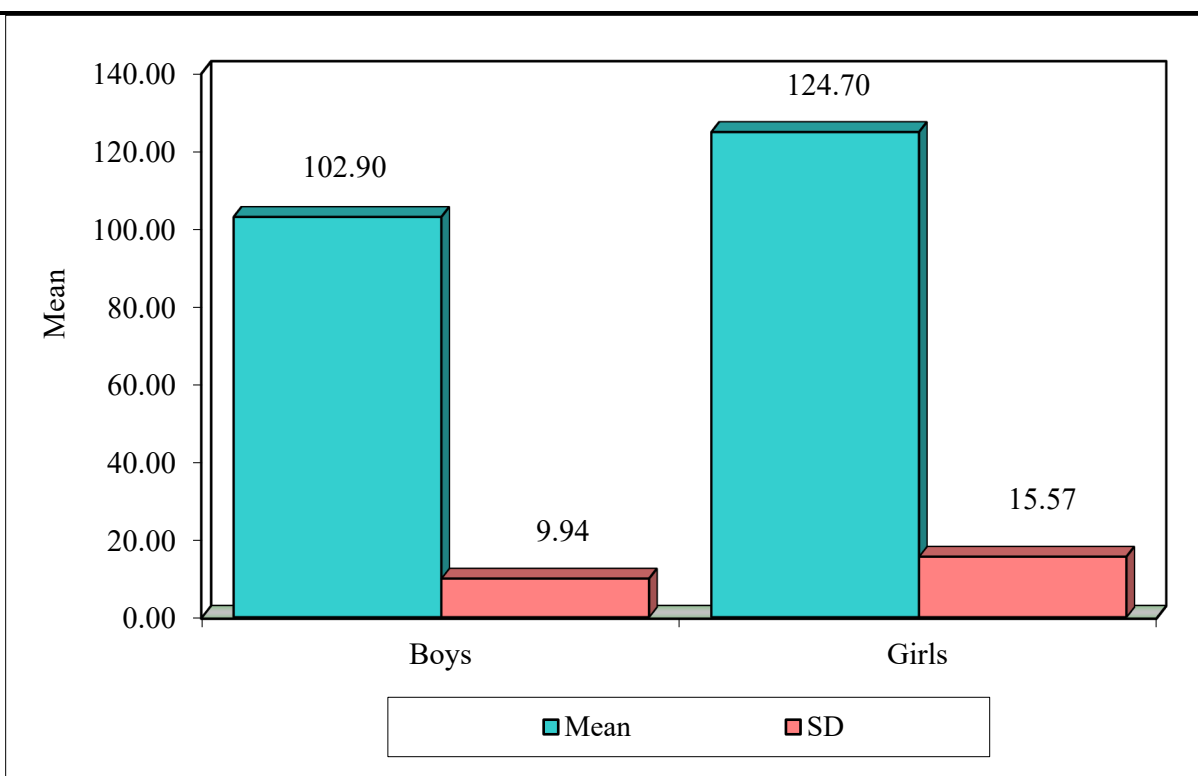
To test the above null hypothesis, the independent two sample t test was applied and the outcome of test was presented in the following table.

Table: Outcome of independent two sample t test between SC/ST and other caste students of high schools with respect to social adjustment scores

Caste	n	Mean	SD	SE	t-value	P-value
SC/ST	15	114.00	17.41	4.49	0.0891	0.9300
Others	5	113.20	17.34	7.75		

The results of the above table clearly showing that, no significant difference was observed between SC/ST and other caste students of high schools with respect to social adjustment scores ($t=0.0891$, $p=0.9300$) 5% level of significance. Hence, the null hypothesis is accepted and alternative hypothesis is rejected. It means that, the SC/ST and other caste students of high schools have similar social adjustment scores. The mean and SD social adjustment scores of SC/ST and other caste students of high schools is also presented in the following figure.

Figure: Comparison between SC/ST and other caste students of high schools with respect to social adjustment scores



7) There is a significant relationship between academic achievement scores and social adjustment scores of students of high schools

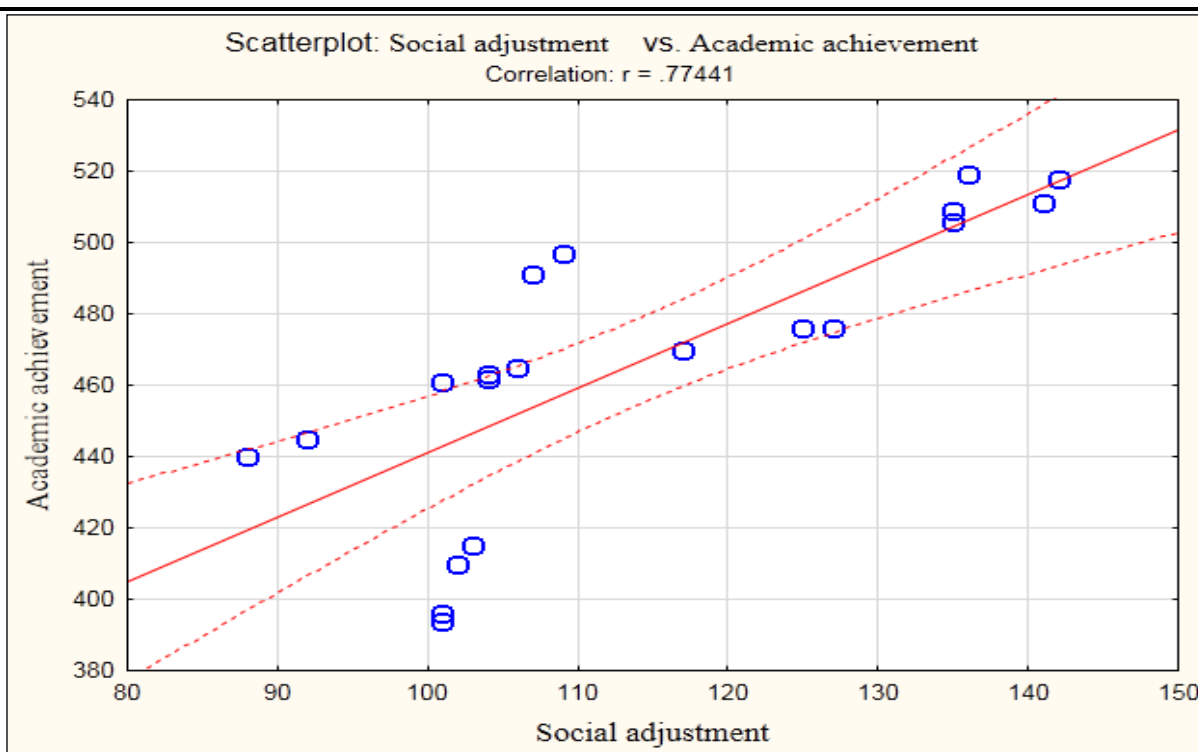
To test the above null hypothesis, the Karl Pearson's correlation coefficient method was performed and the results are presented in the following table:

Table: Summary of Karl Pearson's correlation coefficient between academic achievement scores and social adjustment scores of students of high schools

Variables	Social adjustment scores of students of high schools with		
	r-value	t-value	p-value
Academic achievement	0.7744	5.1930	0.0001,S

From the results of the above table, it can be seen that, a significant and positive correlation was observed between academic achievement scores and social adjustment scores of students of high schools ($r=0.7744$, $p=0.0001$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the between academic achievement scores and social adjustment scores of students of high schools are dependent on each other. In another words, the increases or decreases in al adjustment scores as increases or decreases in academic achievement scores of students of high schools. The relationship is also presented in the following scatter diagram.

Figure: Scatter diagram of correlation between academic achievement scores and social adjustment scores of students of high schools



3. RESULT OF THE STUDY

- 1) The girl students of high schools have significant and higher academic achievement scores as compared to boy students of high school.
- 2) The girl students of high schools have significant and higher social adjustment scores as compared to boy students of high school.
- 3) The students of urban high schools have significant and higher academic achievement scores as compared to students of rural high school.
- 4) The students of urban high schools have significant and higher social adjustment scores as compared to students of rural high school.
- 5) The SC/ST and other caste students of high school have similar academic achievement scores.
- 6) The SC/ST and other caste students of high school have similar social adjustment scores.
- 7) The difference between academic achievement scores and social adjustment scores of students of high school are dependent on each other.

4. CONCLUSION

The present study found that there is a significant difference in the mean score of social adjustment between the groups of high school students with regard to gender, school background and locality of the school. The present study also found that there is a significant correlation and difference between social adjustment and academic achievement among high school students. Hence, the administrators, educators, teachers and parents should concentrate the high school student's social adjustment. The role of schools become vital when one talk about nurturing social adjustment in children. Academic achievement is not the only way to success in the working world, much effort should make to recognize, evaluate, inculcate and inspire soft skills like social adjustment among school children.

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CONFLICT OF INTEREST

The authors declare no conflict of interest between them.

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