

## SOCIAL ADJUSTMENT AMONG THE HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT

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### ABSTRACT

The present study was conducted to determine social adjustment of higher secondary school students in relation to academic achievement. A sample of 180 higher secondary school students from class IX of Krishnagiri district in Tamil Nadu. Data was analyzed with independent samples 't' test and correlation analysis. Higher secondary school students social adjustment level was moderate. Moreover, Gender, Locality, and Medium of Instruction Significantly, there was a positive correlation between social adjustment and academic achievement of the higher secondary school students.

**KEYWORDS:** Social Adjustment, Academic Achievement, Higher Secondary School Students

### INTRODUCTION

Social Adjustment it is the process whereby the individual attempts to maintain his security, comfort, status or creative inclinations in the face of ever-changing conditions and pressure of his social environment. The proper development of social adjustment is an essential requirement for the individuals in order to live in the society. A socially accepted person can contribute lot to the society, and then only the progress of our country will become a reality. The lessons of social adjustments start from the home itself as the parents are the first and foremost teachers of the children. The term academic achievement is the coinage of the great Greek philosopher Plato (427-347B.C.) Academic achievement has always been crucial area and the main hub of educational research, as it plays an important and most significant role in shaping the career and planning for the future education of an individual.

### SIGNIFICANCE OF THE STUDY

Broadly, the study will contribute to the existing literature by uncovering social adjustment of higher secondary students. Generally, the study will extend the current literature by uncovering the existing trend of social adjustment in relation to level, gender, locality of the school, medium of instruction, subject group, type of family, type of management and relationship with academic achievement. Specially, the higher secondary students of Tamil Nadu in general Krishnagiri district in particular will be benefited.

## OBJECTIVES OF THE STUDY

The main objectives of the present study are:

- To find out the level of social adjustment among the higher secondary school students.
- To find out the significant difference in the social adjustment among the higher secondary school students with respect to gender
- To find out the significant difference in the social adjustment among the higher secondary school students with respect to locality of the school.
- To find out the significant difference in the social adjustment among the higher secondary school students with respect to medium of instruction.
- To find out the significant difference in the social adjustment among the higher secondary school students with respect to subject group
- To find out the significant difference in the social adjustment among the higher secondary school student with respect to type of family.
- To find out the significant difference in the social adjustment among the higher secondary school teachers with respect to type of management,
- To find out the significant relationship of social adjustment and academic achievement among the higher secondary school students.

## OPERATIONAL DEFINITION OF THE KEY TERMS

### Social Adjustment

Social adjustment in humans results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening their well-being.

### Academic Achievement

Academic achievement of the student helps him/her set up his/her career. Academic achievement is often a sign of an outstanding intellect which can help the students in all the fields of their lives

### Higher Secondary School Students

A school having classes up to XII<sup>th</sup> class is called higher secondary school. Students who are studying classes XI<sup>th</sup> and XII<sup>th</sup> were considered as higher secondary school students.

## DELIMITATION OF THE STUDY

- The study is delimited to assess social adjustment of higher secondary students.
- The objectives of the study was delimited to level of social adjustment, to find out significant difference in social adjustment with respect to gender, locality of the school, medium of instruction, subject group, type of family, type of management and social adjustment relationship with academic achievement.

- Normative survey method was used to collect data.
- Simple random sampling technique was used to select the students from Krishnagiri District in Tamil Nadu.
- Statistical techniques are delimited to descriptive, inferential and correlation analysis.

## REVIEW OF RELATED LITERATURE

**Jaikumar, S., and Muthumanikam, R. (2010)** found that Social adjustment of the higher secondary school students is average. Moreover the female students possess high social adjustment than male higher secondary school students. On the other hand, **Parmar (2014)** has found that rural higher secondary school students possess more social adjustment than their rural students. **Kamendu, R. (2014)** found that male students possess high social adjustment than female higher secondary school students. **Makwana and Kaji (2014)** explored that social adjustment of secondary school students in relation to their gender, male students were found more adjusted than female. Particularly, **Bano and Naseer (2014)** pointed out in their study that social adjustment and academic achievement are significantly related each other. Additionally, **Yengimolki, S., Kalantarkousheh, S.M. and Malekitabar, A. (2015)** in their study self concept, social adjustment and academic achievement of Persian students found that a significant correlation between academic achievement and social adjustment. **Arulsekhar, M., and Lawrence, A. (2016)** in their study social adjustment and academic achievement of higher secondary school students found that there is a significant correlation between social adjustment and academic achievement. **Bhaget, P. (2016)** has found that male secondary school students possess more social adjustment than their female students. **Selvi, P. P. and Malathi (2017)** found that average level of Social adjustment. Further the female students, Tamil medium students, and rural students possess high social adjustment than their higher secondary school students. **Alam, K and Halder, U. K. (2017)** in their study found that social adjustment and academic achievement has low significant correlation and the female higher secondary students possess high social adjustment than their male students. **Mahadevan and Ravichandren (2018)** found that male higher secondary school students possess more social adjustment than their female students.

From the above discussion, it is evident that there are numerous researches on social adjustment and academic achievement, but the present researchers found that there is a lack of research on this specific area in Tamil Nadu, India. Specifically, gender, locality of the school, medium of instruction, subject group, type of family and type of management wise study on the selected area was not found. Therefore, it is very urgent to know the nature of the relation between adjustment and academic achievement of the students of Krishnagiri district in terms of their gender, locality of the school, medium of instruction, subject group, type of family and type of management. The researchers attempted to conduct this study.

## METHOD USED IN THE STUDY

The normative survey method uses statistics and values considered normal for the group being surveyed to understand and collect data on a specific subject. All of the information gathered in this type of survey should always be compared to the social norms for the group being surveyed and tested.

Normative survey method was used in the present study.

## SAMPLE USED IN THE STUDY

For the present study a sample of 190 higher secondary school students of Krishnagiri district in Tamil Nadu has been taken up by adopting simple random sampling technique

## TOOL USED IN THE STUDY

The following tools were selected for the study

Reliability and Validity of the tools social adjustment inventory standardized by Roma Pal (1985) was adopted for the present study. Internal consistency reliability was used to analyze the reliability of the tool and it was found to be 0.849.

Content validity was achieved by experts opinion and necessary changes was made.

- Social Adjustment inventory by Roma Pal (1985)
- The total marks average of subjects obtained in the class IX were taken as criterion of academic achievement.

## STATISTICAL TECHNIQUES USED IN THE STUDY

Following statistical techniques have been used interpreting and analyzing the collected data.

- Descriptive Analysis
- Inferential Analysis
- Correlation Analysis

## ANALYSIS AND INTERPRETATION

**Hypothesis: 1** The level of social adjustment among the higher secondary school teachers is low.

### Table: 1

The level of social adjustment among the higher secondary school Students

**Table 1**

Variable	N	Mean
Social Adjustment	180	85.06 (15.06)

The above table indicates that the computed mean and standard deviation social adjustment scores of the higher secondary school students for the total sample is found to be 85.06 and 15.06 respectively. Which indicates that the mean scores of social adjustment of the total sample is laid between 77 to 113. Hence the respective null hypothesis is rejected and concluded that the social adjustment among higher secondary school students is moderate.

**Hypothesis 2:** There is no significant difference in the social adjustment among the higher secondary school students with respect to gender.

### Table: 2

Difference in the Social adjustment among the higher secondary school students with respect to gender.

Table 2

Sub Variable		N	Mean	Calculated 't' Value	Significant at 0.05 Level
Gender	Male	92	82.26 (15.13)	3.139	Significant
	Female	88	89.13 (14.25)		

The calculated 't' value is 3.139 it is higher than the table value at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that male and female higher secondary school students differed significantly in their social adjustment. While comparing the mean score of male and female higher secondary school students, the female higher secondary school students possess high level social adjustment than their male higher secondary school students.

**Hypothesis 3:** There is no significant difference in the social adjustment among the higher secondary school students with respect to locality of the school.

Table: 3

Difference in the social adjustment among the higher secondary school students with respect to locality of the school

Table 3

Sub Variable		N	Mean	Calculated 't' Value	Significant at 0.05 Level
Locality of the School	Rural	89	89.88 (15.54)	3.896	Significant
	Urban	91	81.45 (13.40)		

The calculated 't' value is 3.896 it is higher than the table value at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that rural and urban higher secondary school students do differed significantly in their social adjustment. While comparing the mean score of rural and urban higher secondary school students, the rural higher secondary school students possess high level social adjustment than their urban higher secondary school students.

**Hypothesis 4:** There is no significant difference in the social adjustment among the higher secondary school students with respect to medium of study

Table: 4

Difference in the social adjustment among the higher secondary school students with respect to medium of study

Table 4

Sub Variable		N	Mean	S.D	Calculated 't' Value	Significant at 0.05 Level
Medium of study	English	89	84.95	15.05	0.586	Not Significant
	Tamil	91	86.27	15.13		

The calculated t value is 0.586 it is lower than the table value at 0.05 level. Hence the respective null hypothesis is accepted. It is concluded that medium of study English medium and Tamil medium higher secondary school students do not differed significantly in their social adjustment. While comparing the mean score of English medium and Tamil medium higher secondary school students, the Tamil medium higher secondary school students possess high level social adjustment than their English medium higher secondary school students.

**Hypothesis 5:** There is no significant difference in the commitment towards teaching profession among the higher secondary school teachers with respect to level of teaching.

**Table: 5**

Difference in the social adjustment among the higher secondary school students with respect to Subject group

**Table 5**

Sub Variable		N	Mean	Calculated 't' Value	Significant at 0.05 Level
Subject Group	Arts	84	81.50 (12.33)	3.608	Significant
	Science	96	89.22 (16.33)		

The calculated t value is 3.608 it is higher than the table value at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that subject group arts and science higher secondary students differed significantly in their social adjustment. While comparing the mean score of arts and science group higher secondary school students, the science group higher secondary school students possess more social adjustment than their arts group higher secondary school students.

**Hypothesis 6:** There is no significant difference in the social adjustment among the higher secondary school students with respect to Type of Family.

**Table: 6**

Difference in the social adjustment among the higher secondary school students with respect to Type of Family

**Table 6**

Sub Variable		N	Mean	Calculated 't' Value	Significant at 0.05 Level
Type of Family	Joint	86	92.73 (15.54)	6.724	Significant
	Nuclear	94	79.11 (12.41)		

The calculated t value is 6.724 it is higher than the table value at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that joint family and nuclear family higher secondary students differ significantly in their social adjustment. While comparing the mean score of joint family and nuclear family higher secondary school students, the joint family higher secondary school students possess more social adjustment than their nuclear family higher secondary school students.

**Table: 7**

Difference in the social adjustment among the higher secondary school students with respect to Type of Management

**Table 7**

Sub Variable		N	Mean	Calculated 't' value	Significant at 0.05 Level
Type of Family	Government	91	91.62 (14.24)	5.897	Significant
	Private	89	79.48 (13.37)		

The calculated t value is 5.897 it is higher than the table value at 0.05 level. Hence the respective null hypothesis is rejected. It is concluded that Government and Private higher secondary school students differ significantly in their social adjustment. While comparing the mean score of Government and Private higher secondary school students, the Government higher secondary school students possess more social adjustment than their Private higher secondary school students.

**Table: 8**

Significant relationship of social adjustment and academic achievement among the higher secondary school students

**Table 8**

S. No	Variable	N	'r' value	Significant at 0.05 level
1.	Social Adjustment and Academic achievement	180	0.652	Significant

The calculated 'r' value is 0.652 higher than the table value at 0.05 level hence the respective null hypothesis is rejected it is concluded that correlation between social adjustment and academic achievement of higher secondary school students is positive correlation and significant.

## FINDINGS OF THE STUDY

- The level of social adjustment among the higher secondary school students is moderate.
- There is a significant difference in the social adjustment among the higher secondary school students with respect to gender. Moreover, the female higher secondary school students possess high level social adjustment than their male higher secondary school students
- There is a significant difference in the social adjustment among higher secondary school students with respect to locality of the school. Moreover the rural higher secondary school students possess high level social adjustment than their urban higher secondary school students.
- There is no significant difference in the social adjustment among the higher secondary school students with respect to medium of instruction. Moreover, the Tamil medium higher secondary school students possess high level social adjustment than English medium higher secondary school students.
- There is a significant difference in the social adjustment among the higher secondary school students with respect to subject group. Moreover, the science group higher secondary school students possess high level social adjustment than their arts group higher secondary school students.
- There is a significant difference in the social adjustment among the higher secondary school students with respect to type of family. Moreover, the joint family higher secondary school students possess high level social adjustment than their nuclear family higher secondary school students.
- There is a significant difference in the social adjustment among the higher secondary school students with respect to type of management. Moreover, the government higher secondary school students possess high level social adjustment than their private higher secondary school students.
- There is a positive and significant correlation between social adjustment and academic achievement of the higher secondary school students.

## CONCLUSIONS AND DISCUSSION

The following are the conclusions drawn from the analysis of the data. These conclusions arrived at, after appropriate research findings and followed by necessary discussions. The level of social adjustment of the higher secondary school students is moderate similar findings were reported by Jaikumar, S., and Muthumanikam, R. (2010), Selvi, P, P., and Malathi (2017). The

female higher secondary school students possess more social adjustment than their male higher secondary school student, similar findings reported by Jaikumar, S., and Muthumanikam, R. (2010), Alam, K. and Halder, U. K. (2017), Selvi, P. P. and Malathi (2017). In contrast, the studies by Kamendu (2014), Makwana and Kaji (2014) Bhaget, P. (2016), Mahadevan and Ravichandren (2018). The rural higher secondary school students possess high level social adjustment than their urban higher secondary school students, similar findings reported by Parmar (2014), Selvi, P. P. and Malathi (2017). The Tamil medium higher secondary school students possess high level social adjustment than their English medium higher secondary school students, similar findings reported by Selvi, P. P. and Malathi (2017). The science group higher secondary school students possess more social adjustment than their arts group higher secondary school students. The joint family higher secondary school students possess more social adjustment than their nuclear family higher secondary school students. The Government higher secondary school students possess more social adjustment than their Private higher secondary school students. The correlation between social adjustment and academic achievement of higher secondary school students is positive correlation and significant, similar findings reported by Bano and Naseer (2014), Yengimolki, S., Kalantarkousheh, S.M., and Malekitabar, A. (2015), Master Arulsekhar and Arul Lawrence (2016), Alam, K and Halder, U. K. (2017).

### **EDUCATIONAL IMPLICATIONS**

The present study has its implication for different stakeholders.

- Parents and teachers should be aware of the area in which students have no social adjustment and try to provide better conditions for an appropriate social adjustment.
- As there are gender differences in social adjustment, the school must provide students with facilities so that they can adapt better.
- Adequate guidance and counseling on social Adjustment should be provided to students.
- Schools should try to encourage and develop social qualities in students, so that they are better adapted to the environment and to better social adjustments during life.
- School environment must be cordial and friendly for both the gender.
- There should be proper provision of co-curricular activities in the school. No gender biasness in the provision of co-curricular activities.
- Teachers must provide a pleasant environment and equal opportunities to both the gender for exploration.
- Parents should act as role model and provide healthy environment and maintain good relations with their children.

### **RECOMMENDATIONS**

Social adjustment is the process by which living organisms maintain a balance between their needs and the circumstances that influence the satisfaction of those needs. It is the process by which the individual tries to manage stress, tensions, conflicts etc. to meet one's needs. The individual, in due time, can maintain harmonious relations with the environment in the process of social adjustment. The study found that social adjustment has a positive and average relationship with students' academic success. Therefore, care must be taken to develop and maintain quality of social adjustment procedures and educational activities, and parents must nurture this psychological phenomenon to help students achieve their goals.



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