

## The Relation of Adjustment and Academic Wellness

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### Abstract

The Adolescence period is a challenging stage and different types of hormonal changes develop in this stage. Specially, female adolescents are having comparatively more challenges than male. The female students have adjustment issues due to physical and hormonal changes. Those students have well adjustment ability their academic performance has better. The present study was conducted to assess the level of adjustment and its relation with academic performance. The hypotheses were formulated as there is significant level of adjustment and academic performance of female adolescents; there is significant relation between different domains of adjustment and academic performance. 100 samples consisted of 10<sup>th</sup> std. female school going adolescents. The age range of samples was between 14-16 years old. The samples were selected by random method from a school of Hazaribag district of Jharkhand. The participants were assessed by using self prepared socio-demographic data sheet to collect socio-demographic information, Global Adjustment Scale-student form and pre-board result. Percentage and Pearson correlation tools were used as statistical analysis (SPSS 20-version). Most of participants found average to excellent level of adjustment ability in emotional, family, health, school, sexual and social adjustment. 36% students were obtained marks between 60%-74%; 51% students were having marks equal and above 75%. The positive coefficient of correlation was found between academic performance and family, health, school and sexual adjustment; negative correlation was found with social adjustment.

**Keywords:** Female, students, adjustment, academic performance

### Introduction:

As we know that stage of adolescence is a crucial phase in the life. There are different type of changes occur suddenly in adolescence period as in physiological, psychological, and physical etc. World Health

Organization (2003) defined the adolescence period starts from about ten years of age and continues through nineteen years old. The growing age experiencing a myriad of psychological, social, behavioral and health problems that interfere with their interpersonal relationships, school success, and their potential to become competent adults and productive citizens (Greenberg et al. 2001). There are distinct change occur among boys and girls during adolescence period. The puberty of girls begins on average 12–18 months earlier than boys; the median age of girls' first period is 12 years. The growth of the breasts and pelvis in girls are physical developments that have significant influence on the adolescent girl's conception of her physical self. The regular changing of physical appearance and hormonal in girls are having adjustment difficulty.

Adjustment refers interaction between the person and environment. Lazarus (1969) defined the adjustment consists of the psychological process by means of which the individual manage or copes with various demands or pressures. Adjustment ability can be good with practice and most of time it is inborn. Gates & Jersild (1948) suggested adjustment is a continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself & his environment. Academic achievement means excellence in all academic discipline in class as well as extracurricular activities. Usually, academic achievement is marks assigned by the teacher. Devika. R. (2014) concluded the female secondary students are average to good level of adjustment. Paramanik et al. (2014) found that girl students have higher adjustment ability than boys. Yellaiah (2012) reported that low positive relationship between adjustment and academic achievement of male and female students. Chauhan (2013) pointed that female students have good adjustment level than male students of secondary schools. Mohanraj & Latha (2005) reported the relationship between family environment, home adjustment and academic achievement in adolescents. The secondary school students are precarious lives. In this stage, they are most in need of their adjustment abilities. Thus, the present study aimed to assess adjustment and academic performance level and relation between also.

## 1. Objective of the Study

**The objectives of study as follows:**

1. To assess the level of different domain of adjustment of female adolescent students
2. To assess the academic performance of female adolescent students

3. To find out relation between different domain of adjustment and academic performance of female adolescent students

## 2. Hypotheses of the Study

### Following hypotheses were proposed to test the objectives:

H<sub>1</sub>. There is significant level of adjustment of all five dimensions of female adolescent students.

H<sub>2</sub>. There is a significant level of academic performance of female adolescent students.

H<sub>3</sub>. There is significant relation between different domain of adjustment and academic performance of female adolescent students.

## 3. Method of the Study

The sample of the present study is drawn from the random method from school of Hazaribag district of Jharkhand. 100 samples consisted of 10<sup>th</sup> std. female school going adolescents. The age range of samples was between 14-16 years old.

### 3.1 Tools Used

The following tools were used for the conduct of present investigation

#### 3.1.1 Personal Data Sheet

A semi structured Performa was prepared by the researcher to collect information about the socio-demographical variables such as age, language, education, religion, marital status, socioeconomic status, domicile and family type etc

#### 3.1.2 Global Adjustment Scale (G.A.S.)-Student Form

It is designed for 13-19 years old students and developed by Psy-Com Service in 1994. This inventory consists of 120 items which is used to obtain the reliable information from the student of six areas like family, health, social, emotional, school and sex.

The test-retest reliability is .65 to .78 and split –half reliability is measured .69 to .86. Validity coefficient of the test is considered .69 to .78.

### 3.1.3 Academic Record sheet

The results of 10<sup>th</sup> pre-board (sent-up) exam were collected from all the students for the assessing academic performance in all subjects.

## 4 Procedure

The present study conducted on hundred female students of secondary schools. At first, the school has been selected randomly and permission granted from school authority for research work. After establishing the rapport questionnaire were administrated. The scored proceed as per the test manual.

## 5 Statistical Analysis

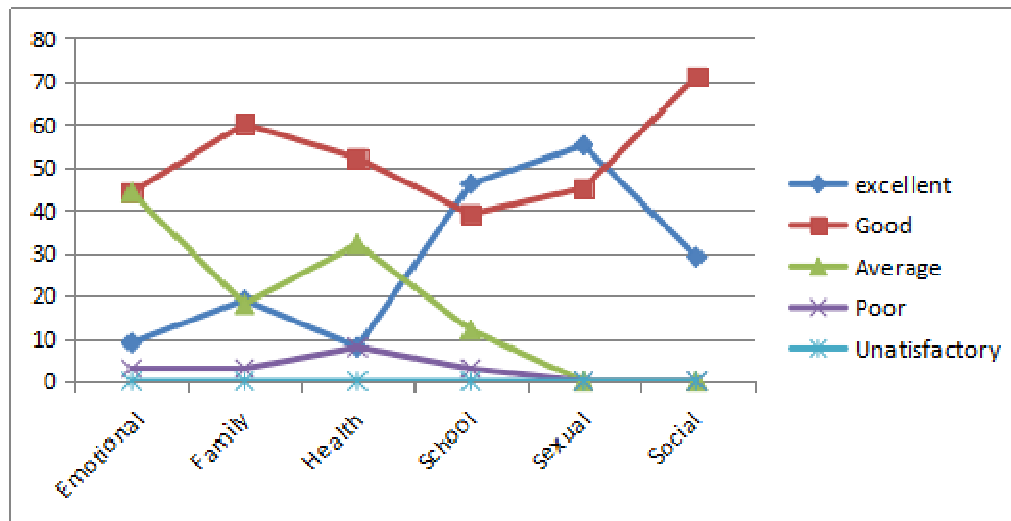
As per demands of statistical tools, percentage and coefficient of correlation Pearson method were used to analysis the data. The result of analysis presented in the table 1-3.

## 6. Results

**Table 1: Showing percentages of different domain of adjustment levels of female adolescent students.**

Domain of Adjustment	Range				
	Excellent	Good	Average	Poor	Unsatisfactory
Emotional	09%	44%	44%	03%	00%
Family	19%	60%	18%	03%	00%
Health	08%	52%	32%	08%	00%
School	46%	39%	12%	03%	00%
Sexual	55%	45%	00%	00%	00%
Social	29%	71%	00%	00%	00%

**Fig.1 indicates percentages of different dimension of adjustment levels of female adolescent students**



The result of the analysis from Table 1 revealed that in emotional adjustment, 09% students found in excellent range, 44% were good adjustment; 44% were in average adjustment; 03% were poor adjustment and no one was found in unsatisfactory range.

In family adjustment, 19% students found in excellent range; 60% were good adjustment; 18% were in average adjustment; 03% were poor adjustment and no one was found in unsatisfactory range. In health adjustment, 08% students found in excellent range; 52% were good adjustment; 32% were in average adjustment; 08% were poor adjustment and no one was found in unsatisfactory range. In school adjustment, 46% students found in excellent range; 39% were good adjustment; 12% were in average adjustment; 03% were poor adjustment and no one was found in unsatisfactory range.

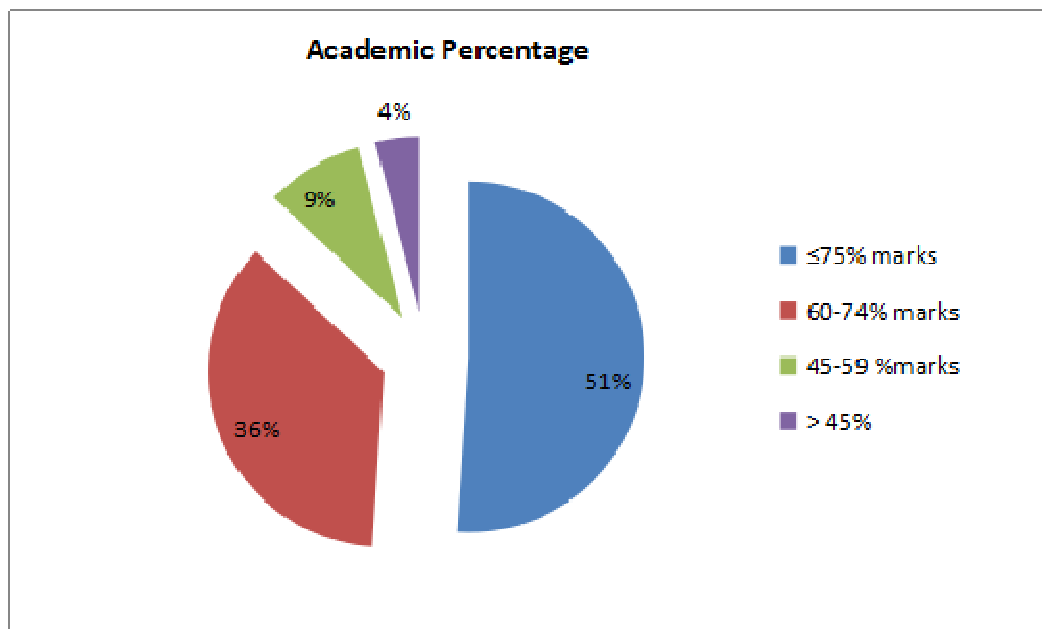
In sexual adjustment, 55% students found in excellent range; 45% were good adjustment and no one was found in average, poor and unsatisfactory range. In social adjustment, 29% students found in excellent range; 71% were good adjustment and no one was found in average, poor and unsatisfactory range.

It was hypothesized that there is significant level of adjustment of all five dimensions of female adolescent students is accepted.

**Table 2 represents percentage of academic performance of female students**

Variable	Academic Performance			
	>45%	45%- 59%	60%- 74%	≤75%
Percentage of students	04%	09%	36%	51%

**Fig.2 represents percentage of academic performance of female students.**



The result of the analysis from Table 2 revealed that 04% female adolescent students were having below 45% marks; 09% students found in between 45%-59%; 36% students belonged to 60%-74% marks and 51% students were having above 75% marks.

This finding indicated that 50% students were having excellent marks. It was hypothesized that there is a significant level of academic performance of female adolescent students is accepted.

**Table 3: Showing co-efficient of correlation of the scores of different dimension of adjustment and academic performance of female adolescent students.**

Variable	Emotional Adjustment	Family Adjustment	Health Adjustment	School Adjustment	Sexual Adjustment	Social Adjustment
Academic Performance	.01	.20*	.39**	.23*	.27**	-.21*

\*0.05 significant level, \*\*0.01 significant level,

To calculate the correlation Pearsons' coefficient of correlation method was used. Findings reveal that significant correlation was found between academic performance and family adjustment ( $r=0.20$ ,  $p<0.05$ ); academic performance and health adjustment ( $r=0.39$ ,  $p<0.01$ ), academic performance and school adjustment ( $r=0.23$ ,  $p<0.05$ ), academic performance and sexual adjustment ( $r=0.27$ ,  $p<0.01$ ); academic performance and social adjustment ( $r=-0.27$ ,  $p<0.05$ ). It was hypothesized that there is significant relation between academic performance and different domain of adjustment is accepted but in case of emotional adjustment, relation was not found in significant level. It was also observed that there were positive relationships found between academic performance and family adjustment, health adjustment, sexual adjustment and school adjustment that mean family, health, sexual, and social adjustment having positive role for better academic performance. In social adjustment negative correlation indicate that more socially person was having poor academic performance.

## 6. Discussion

The present study aimed to assess the level of different dimension of adjustment; academic performance; and established relation between academic performance and different dimension of adjustment. Previous studies investigation finding about female adjustment ability and academic performance were not in a similar line; most of studied reported that females students had better adjustment ability while some studies findings were opposite from that. Devika. R. (2014) concluded the maximum female secondary students were average to good level of adjustment ability and low adjustment ability were having in very few female students is nearer to similar to present findings. Sarkar and Banik (2017) found that 91% female students were having excellent to good level of total adjustment whereas 83% in emotional

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adjustment; 84% in social adjustment and 88% in educational/school adjustment. Total 73% students were having under average to high level of academic performance. Also, concluded that had positive relation between academic performance and emotional adjustment, social adjustment, educational adjustment and total adjustment. These findings are supported to present finding also. The present findings are similar by Kaur (2012) that was female has better adjustment ability. Yellaiah (2012) reported that low positive relationship between adjustment and academic achievement of male and female students.

## 7. Conclusions

Adjustment ability is inborn and may be good by practice also. This ability plays important role in academic success as well as in life. The present study can be concluded that female adjustment ability definitely better position in all dimension (emotional, family, health, school, sexual and social) of adjustment. The female student's academic performance was also well. The relation between academic performances was found positive with family adjustment, health adjustment, school adjustment and sexual adjustment.

## Acknowledgments

The author appreciates to all participated in the study and helped to facilitate the research process.

## Conflict of Interests

The author declared no conflict of interests.

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