

RELATING ACADEMIC ACHIEVEMENT TO EMOTIONAL ADJUSTMENT: STUDYING THE HIGHER SECONDARY STUDENTS

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ABSTRACT

The main objective of this study is to find out the relationship between academic achievement and emotional adjustment among higher secondary students and to explore whether students' academic achievement determine by their emotional adjustment. The researcher used descriptive survey type research method to conduct this study. A total of 1009 higher secondary school students of West Bengal were selected as a sample through the use of multistage cluster sampling technique. A self standardized adjustment ability inventory has been used by the researcher to collect responses from the students. The finding of this study revealed that there is a significant relationship exists between emotional adjustment and academic achievement of the higher secondary school students. Others findings of this study also revealed that there is a significant differences exists in emotional adjustment between male vs. female, rural vs. urban and arts vs. science stream higher secondary school students.

Key words: Emotional Adjustment, Academic Achievement, Adjustment Ability Inventory, Sample

1. INTRODUCTION

Adjustment is a behavioural process by which human and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments. It is a process which helps individuals to keep out basic impulses at tolerable levels, to believe in one's own abilities and to achieve desire goals. Emotional adjustment is the maintenances of emotional equilibrium in the face of internal and external stressors. It helps individuals to maintain emotional balances. Different studies conducted by different researchers showed emotional adjustment as a determining factor for their academic achievement. Richard (2015) revealed that the emotional adjustment of the students is largely influenced by their emotional adjustment. So, with help of this study the researcher tries to study the significant relationship between emotional adjustment and academic achievement of the higher secondary school students.

2. REVIEW OF THE RELATED LITERATURE

• Review Related to Adjustment

Roy (2013) found that the level of adjustment of secondary school students was average and there was significant difference exists in the emotional adjustment of boys and girls students. Gupta and Mehtani (2017) revealed the main and interaction effect of academic achievement and gender on the adjustment of secondary school students. Sharma (2019) revealed a significant relationship of social adjustment with emotional intelligence and spiritual intelligence. Jahannejadi, Taghvaei and Pirani (2020) concluded that there was a significant relationship exists between social adjustment and educational well being of the students. Paramanik, Saha and Mondal (2014) found that there is no significant difference between adjustments of students residing either at rural or urban areas. Gorain et al. (2018) revealed that high internet user is more socially isolated than that high internet user. Kar, Saha and Mondal (2016) revealed that emotional intelligence affects home, school and peer adjustment. Kundu, Saha and Mondal (2015) found that male and female as well as science and humanities students of undergraduate students did not differ significantly with regards to their adjustment ability. Ansary and Saha (2023) explained that the adjustment ability of the students is largely affected by some psychological factors. Mahanti, Mondal and Saha (2016) revealed that internet use pattern varies according to gender and stream but not for residence. Gorain et al.

(2021) revealed that there are no significant differences in dynamical nature between male and female students and arts and science students. Ansary, Ansary and Adhikari (2020) found that there is no significant difference existing between male-female, rural-urban undergraduate students regarding their attitude towards social adjustment. Ansary (2023) explained that a person's social attitudes are how they perceive social issues. Ansary and Saha (2023) developed and standardized an adjustment ability inventory.

Mahato, Gayen and Mahato (2023) found that academic resilience and internet addiction have no significant relationship. Gorain and Saha (2023), Gorain et al. (2022), Mondal et al. (2018), Saha and Adikari (2021) have also conducted a variety of research studies in this field. Adjustment has also been studied in varied ways such as, in relation to the adjustment ability in the institutions and their climate (Mohanta et al., 2023a; 2023b; Sen et al., 2023a; 2023b)

• Review Related to Co-relation

Saha (2012) proved that creativity is positively correlated with socio-economic status. Sutradhar et al. (2023) projects a detailed review of the varied uses of correlation which is used in different fields. Naik, Dutta and Sutradhar (2015) found negative relationship between mental health and Facebook addiction. Karmakar et al. (2016) showed significant relationship between IQ and height; and low significant relationship between IQ and weight; and also, no significant relationship between IQ and BMI. Kar, Saha and Mondal (2016) revealed that Emotional Intelligence affects home, school and peer adjustment through Pearson coefficient correlation. Gorain et al. (2018) revealed that while there is no discernible difference in internet usage between humanities and science graduate students, high internet users are more socially isolated than ordinary and low internet users. Mondal et al. (2018) revealed that neuroticism is highly correlated with internet affinity, whereas the other four personality factors are either negatively correlated with internet affinity or are not correlated at all, and that males have a higher internet affinity than their female counterparts. Kar and Saha (2021b) showed significant relationship between emotional intelligence and leadership style of undergraduate students of West Bengal. Sutradhar and Sen (2022a) revealed that emotional maturity and its dimensions have a significant effect on academic achievement of B.Ed. trainees. Gayen and Sen (2021) found significant relationship between anxiety and depression. Kar and Saha (2021b) revealed significant relationship between Adjustment Ability and Leadership style of undergraduate students of West Bengal. Sutradhar and Sen (2022b) found significant relationship between emotional maturity and study habits. Gorain et al. (2022) found positive relationship between Internet Dependency and Social Isolation. Mahato and Sen (2023) studied the relationship among three variables Contexts Knowledge (CK1), Technological Pedagogical Content Knowledge (TPCK) and Attitude towards Creative Teaching (ACT) considering two variables at a time and found significant relationship in most of the cases. Mahato, Gayen and Mahato (2023a) proved that there is no correlation between undergraduate students in the Purulia area of West Bengal's self-efficacy and M-learning. Mahato, Gayen and Mahato (2023b) showed a significant relationship of internet addiction between boys and girls, but no difference has been found in academic resilience. Mahato, Gayen and Mahato (2023c) explored a substantial association between cognitive failure and internet addiction among pupils in West Bengal's higher secondary Purulia area. However, no substantial differences in cognitive failure and internet addiction have been reported in terms of gender, region, or stream. Ansary (2023) said that an individual's social attitude is their attitude towards other people or things in society.

• Review Related to 't'-Test

Sen, Mondal and Saha (2012) explored that difference exists among secondary and higher secondary students in the basis of academic achievement of the students in physical science. Mondal and Saha (2012) said that there is a significant difference exists in urban-rural, urban-rural male, urban-rural female, urban male – rural female and urban female – rural male on achievement in science students. Sen and Samanta (2013) concluded with a significant difference in different grades and subjects. Banerjee et al. (2018) found a difference in achievement level but no difference was found in achievement between boys and girls & achievement in mathematics between 11th and 12th grade. Sen and Kar (2014) found significant differences in unit test and annual examinations on the basis of mathematics, Physical Science and Life Science of class VII and VIII boys, girls and Co-educational School. Ahmed et al. (2020) found no significant difference in gender attitude towards the mathematics of secondary level students but differences were found in higher secondary level students. Ahmed et al. (2023) revealed a significant difference among students from tribal and non-tribal communities together with their gender of class X as well as class XII. Roy and Saha (2022) explored no difference in gender, residence and stream on Achievement Motivation. Mahato and Sen (2023) explore no difference in gender and residence on Attitude towards Creative Teaching or the Pre-Service Mathematics Trainee Teachers in Rarh Region of West Bengal. Mahato, Gayen and Mahato (2023), Mahato and Sen (2021), Roy, Saha and Maji (2017), Gayen et al. (2021), Mondal et al. (2012), Naik, Bhattacharjee and Sutradhar (2015), Mondal and Saha (2017), Paramanik, Saha and Mondal (2014), Mondal and Sutradhar (2015), Kar and Sen (2014), Ansary, Ansary and Adhikari (2022), Bag et al. (2021), Kar, Saha and Mondal (2014), Naik and Sutradhar (2015), Paul et al. (2017), Roy and Saha (2023), Kar, Saha and Mondal (2014), Mahanti, Mondal and Saha (2016), Chatterjee, Mondal and Saha (2016), Khan et al. (2023), Khatun, Ansary and Adhikari (2022), Saha (2021), Ansary, Gorain and Saha (2023) have also conducted a variety of research studies in this field.

3. OBJECTIVES OF THE STUDY

- To study the relationship between academic achievement and emotional adjustment of higher secondary students
- To find out the difference between male and female students of higher secondary school regarding their emotional adjustment

- To explore the difference between rural and urban higher secondary school students regarding their emotional adjustment
- To determine the difference between arts and science stream higher secondary school students regarding their emotional adjustment

Hypotheses of the Study

- H₀₁: There is no significant relationship between academic achievement and emotional adjustment of higher secondary school students.
- H₀₂: There is no significant difference between male and female students of higher secondary school regarding their emotional adjustment.
- H₀₃: There is no significant difference between rural and urban students of higher secondary school regarding their emotional adjustment.
- H₀₄: There is no significant difference between arts and science stream students of higher secondary school regarding their emotional adjustment.

Research Design

A descriptive survey type research method was adopted by the researcher to conduct this study.

Population of the Study

All the higher secondary level school students of West Bengal considered as the population of this study.

Sample and Sampling of the Study

A total of 1009 higher secondary school students are selected as a sample in this study. The researcher used multistage cluster sampling technique while selecting the sample for this study.

Variable of the Study

- Independent variables: Emotional Adjustment
- Dependent variable: Academic Achievement

Delimitations of the Study

- This study is delimited to the higher secondary school students of West Bengal.
- This study is also delimited to the Bengali-knowing higher secondary school students.
- This study is also delimited to the students of the West Bengal Council of Higher Secondary Education (WBCHSE).

Tool of the Study

A self standardized adjustment ability inventory has been used by the researcher to conduct this study.

Statistical Techniques Used for the Study

Mean, SD, t-test and correlation has been used by the investigator to analyze the collected data in this study.

Hypothesis Wise Data Analysis

H₀₁: There is no significant relationship between academic achievement and emotional adjustment of higher secondary school students

To test this hypothesis following table was used

Table 1: Presenting Co-efficient of Correlation between Emotional Adjustment and Academic Achievement of Higher Secondary School Students

		Emotional Adjustment	Academic Achievement
Emotional Adjustment	Pearson Correlation	1	.163**
	Sig. (2-tailed)		.000
	N	1009	1009
Academic Achievement	Pearson Correlation	.163**	1
	Sig. (2-tailed)	.000	
	N	1009	1009
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 1, depicts that the co-efficient of correlation between emotional adjustment and academic achievement of the higher secondary school students is .163 which is significant at .01 level of significance. So, the null hypothesis, “There is no significant relationship between academic achievement and emotional adjustment of higher secondary school students” is not retained at .01 level of significance. Hence, there exists a positive correlation between these variables. It indicates that emotional adjustment and academic achievement of higher secondary school students are positively correlated with each other. It concluded that students have more academic achievement if they have more emotional adjustment and vice versa. It can be also interpreted that the higher the academic achievement indicates the higher emotional adjustment of higher secondary school students and vice versa.

H₀2: There is no significant difference between male and female students of higher secondary school regarding their emotional adjustment

To test this hypothesis following table was used

Table 2: Presenting ‘t’-Test for Emotional Adjustment between Male and Female Students of Higher Secondary School

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Male	423	33.16	5.35	1007	3.58	Significant at .05 & .01 level
Female	586	31.97	5.08			

From Table 2, it has been found that the mean scores of both male and female students of higher secondary schools are 33.16 and 31.97 respectively. The standard deviation is 5.35 for male and 5.08 for female students respectively. The calculated ‘t’ value between male and female students of higher secondary school in respect to their emotional adjustment is 3.58 with df =1007, which is significant at .05 and .01 level of significance. The above calculated ‘t’ value indicated that there is a significant difference exists in emotional adjustment between male and female students of higher secondary school. So the null hypothesis, “There is no significant difference between male and female students of higher secondary school regarding their emotional adjustment” is not retained. Hence, significantly higher emotional adjustment is possessed by male students than their female counterpart of higher secondary level school students.

H₀3: There is no significant difference between rural and urban students of higher secondary school regarding their emotional adjustment

To test this hypothesis following table was used

Table 3: Presenting ‘t’-Test for Emotional Adjustment between Rural and Urban Students of Higher Secondary School

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Rural	716	32.17	5.22	1007	2.85	Significant at .05 & .01 level
Urban	293	33.2	5.16			

From Table 3, it has been found that the mean scores of both rural and urban students of higher secondary schools are 32.17 and 33.2 respectively. The standard deviation is 5.22 for rural and 5.16 for urban students respectively. The calculated ‘t’ value between rural and urban students of higher secondary school is 2.85 with df =1007, which is significant at .05 and .01 level of significance. The above calculated ‘t’ value indicated that there is a significant difference exists between rural and urban students of higher secondary school regarding their emotional adjustment. So, the null hypothesis, “There is no significant difference between rural and urban students of higher secondary school regarding their emotional adjustment” is rejected. Hence, a significantly higher emotional adjustment is found in urban students than their rural counterpart of higher secondary level school.

H₀4: There is no significant difference between arts and science stream students of higher secondary school regarding their emotional adjustment

To test this hypothesis following table was used

Table 4: Presenting ‘t’-Test for Emotional Adjustment between Arts and Science Students of Higher Secondary School

Variables	N	Mean	Standard Deviation	df	‘t’-value	Remark
Arts	818	32.31	5.21	1007	2.02	Significant at .05 level
Science	191	33.16	5.25			

From Table 4, it has been found that the mean scores of both arts and science stream students of higher secondary schools in respect to their emotional adjustment are 32.31 and 33.16 respectively. The standard deviation is 5.21 for arts and 5.25 for science students respectively. The calculated 't' value between these two variables is 2.02 with df =1007, which is significant at .05 level of significance. The above computed data indicated that there is no significant difference exists between arts and science students of higher secondary school according to their emotional adjustment. So, the null hypothesis, "There is no significant difference between arts and science stream students of higher secondary school regarding their emotional adjustment" is rejected. Hence, there is a significantly higher emotional adjustment is recorded in favour of science students than their arts counterpart of higher secondary level school students.

4. FINDINGS OF THE STUDY

- There is a significant relationship exists between emotional adjustment and academic achievement of the higher secondary school students.
- There is a significant difference exists between male and female higher secondary school students regarding emotional adjustment. The level of emotional adjustment of male higher secondary school students is better than female students.
- There is a significant difference exists between rural and urban higher secondary school students regarding emotional adjustment. The emotional adjustment of the urban resides students is greater than the rural areas students.
- There is a significant difference exists between arts and science students of higher secondary level regarding emotional adjustment.

5. CONCLUSION

Emotional adjustment is the maintenances of emotional equilibrium in the face of internal and external stressors. It helps individuals to maintain emotional balances. The objectives of this study are to find out the relationship between academic achievement and emotional adjustment among higher secondary students and compare emotional adjustment for different dichotomous variables viz. male-female, rural-urban and science-arts students. The finding of this study revealed that there is a significant relationship exists between emotional adjustment and academic achievement of the higher secondary school students. Others findings of this study also revealed that there is a significant differences exists in emotional adjustment between male vs. female, rural vs. urban. The male as well as urban areas students' emotional adjustment is better than female and rural higher secondary school students respectively. There is also a significant difference exists between arts and science stream students regarding their emotional adjustment and science students have enhanced emotional adjustment.

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