A Study on Change of High School Students in Relation to their Academic Achievement

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Abstract

This study attempted to measure the adjustment of secondary school students in relation to their academic performance. The Bell Adjustment Inventory was used in this study. Means and standard deviations were calculated from the raw data. To determine the significant difference between subgroups, a t-test was used and Karle's "r" was used to determine the relationship between adjustment and academic performance of each subgroup. The results show that students of secondary schools in Bijapur city, Karnataka have excellent coping skills. There is a significant difference between the government and private, male and female subgroups and the Kannada and English middle groups in terms of the nature of their accommodation. There is no relationship between the type of adjustment and the academic performance of all high school students.

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Introduction

Life is a constant process of adaptation. Adaptation is the ability of an individual to adapt effectively to their environment. As a child grows up, it is necessary to adapt to different circumstances and therefore adjective behavior becomes more complex and varied.

Benjamin B. Wolman defines adaptation as "harmonious with the environment, including the ability to satisfy most of our needs and meet most of the requirements of both physical and our conditions necessary for establishing satisfactory relationships with others and with the environment."

Adaptation and Homeostasis: When psychologists study personality, they often pay particular attention to how people respond to stress and demons in their environment. The word adaptation is used to describe an individual's efforts to establish a stable and satisfying relationship with the environment.

Adaptation also refers to the interrelationships between an individual's different behavioral tendencies; The degree to which one's habits contradict or are consistent with one's motivations is one aspect of this internal adaptation. The principle formulated by Cannon, an eminent recent physiologist, is linked to the concept of adaptation, according to which the organism strives to maintain "homeostasis", a kind of equilibrium in which all the forces acting in or on it are maintained are in optimal equilibrium. - he is neither hungry nor hungry, neither too cold nor too hot, etc.

Homeostasis is essentially a physiological concept intended to draw attention to the tendency of multiple body systems to respond interdependently and in a manner that minimizes the overall destructive effects of stimulation. Some argue that personality functions are sufficiently analogous to purely physiological functions to justify applying the concept of homeostasis to human behavior.

They argue that people behave in such a way as to achieve some kind of balance or adaptation between themselves and their environment. Frustration, fear or threat from environmental sources or from the individual's hidden desires create an "imbalance" that the individual attempts to correct through various techniques, with the end result of reducing or avoiding the threat.

Alignment almost immediately leads to qualitative considerations such as those associated with the labels "good fit," "good fit," or "poor fit." Ultimately, these qualitative judgments are based on the value system of the person making them. Maladaptive behavior does not exist as a specific type of behavior; which can be maladaptive if these traits lead to success. However, if he were promoted to a

managerial position that required the ability to make quick decisions based on minimal information, his characteristic of being attuned to internal and external demands would mean that the accountant's personality would have changed with the promotion, because it would have changed the accountant's personality quality of his adaptation. It might be argued that the truly adjusted man would be able to adapt to both jobs. Within limits, most personalities are adaptable. Nevertheless, it is impossible for a person to reach adulthood without acquiring leanings toward some activities that would make him less suitable for other activities.

The idea of good fit does not contain any specific restrictions on its application. If it is a good habit for a person to get used to their job, it is also a good habit for a person to get used to being incarcerated for a crime. In different situations, individuals respond to the internal psychological conditions and processes they bring to the situation. Sometimes his reactions fit his surroundings, but sometimes they don't match others' assessment of what would be the case in a particular situation.

An individual's adaptation is closely linked to past experiences, environmental influences, and personal strength. The degree to which an individual can adapt successfully to life depends on (1) the environmental stimuli to which he or she is exposed throughout his or her life and (2) whether he or she has inherited the ability to do so acquired effect change also through them. Poor environmental conditions or personality deficiencies can promote the development of maladjustments that can be harmful to both the individual and others whose lives are affected by their attitudes and behaviors.

Adjustment is an active process that occurs as a person experiences his or her family situation, makes academic progress, seeks a career path, and engages in social relationships. The different areas of adaptation are domestic, health, social, emotional and occupational. Home adjustment is about a person's relationship with parents, siblings, and caregivers. Health coping refers to how a person deals with health problems, such as the occurrence and occurrence of illnesses and other long-lasting phenomena. Social adaptation refers to interpersonal relationships, popularity level, sociability, participation in social gatherings, etc. Emotional adaptation refers to a person's ability to express their emotions acceptably or unacceptably. This also applies to whether a person is emotionally stable or not. Work fit refers to a person's ability to get along with their superiors, colleagues and subordinates. This also applies to whether a person is satisfied with their job.

Statement of the Problem

"A Study of Adjustment of High School Students in relation to their Academic Achievement*"*
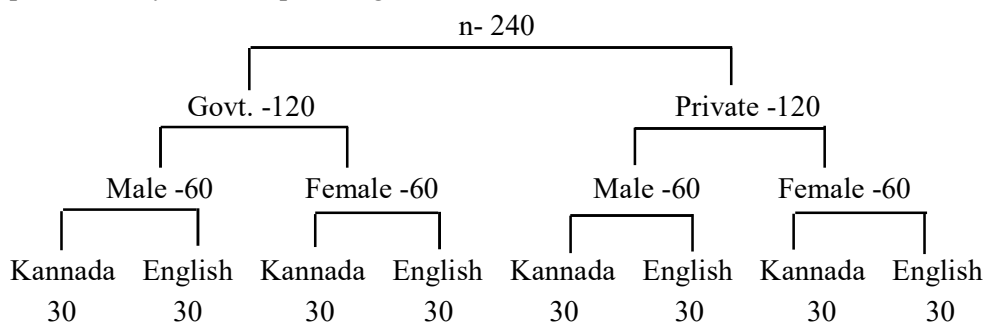
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Objectives of the Study

1) To identify the Nature of Adjustment of High School Students.
2) To identify the correlation between Adjustment and Academic Achievement of High School Students.

Research Methodology

   a) Sample

The study was conducted on a sample of 240 High School students of Bijapur city in the of Karnataka state. The stratified random sampling was adapted for the present study. The sample design is as follows;

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                              n- 240
            ┌───────────────────┴───────────────────┐
        Govt. -120                              Private -120
      ┌──────┴──────┐                         ┌──────┴──────┐
  Male -60      Female -60                 Male -60      Female -60
  ┌───┴───┐    ┌───┴───┐                  ┌───┴───┐    ┌───┴───┐
Kannada English Kannada English      Kannada English Kannada English
  30     30     30     30               30     30     30     30
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   b) Tools of the study

Bell's Adjustment Inventory was used for the present study.

   c) Procedure of data collection

The students sat comfortably. Students were given an answer sheet and asked to fill in their personal information. An inventory was then taken and the following instructions were given: "Read each question carefully and answer honestly and thoughtfully." Your answers to questions will be treated with the utmost confidentiality. There are no right or wrong answers. Indicate your answer to each question by drawing the object around "Yes," "No," or "?" ". Use the question mark only if you are sure you cannot answer "yes" or "no". There is no time limit, but act quickly. Most people take 30 minutes to complete this inventory.

Results and Discussion

Means and standard deviations were calculated for the subgroups. To determine the significance of the difference between subgroups, a t-test was used and to identify the relationship between home environment and academic performance of each subgroup, Karle Pearson's "r" was used.

Null hypothesis 1

There is a good adjustment among high school students of Bijapur city in Karnataka state.

Table – 1: Mean score of adjustment of high students.

Group	n	Mean	S D
High school students	240	107.75	21.89

Table – 1 reveals that the computed mean score is 138.45. This score indicates that all the families of high school students of Bijapur city in Karnataka state fall under the category, of very good adjustment nature. The adjustment was dispersed widely in families of secondary school students as per the standard deviation value cited in Table – 1. Therefore, the framed null hypothesis was rejected in favor of the alternative hypothesis. Hence, it was concluded that there is a very good adjustment nature of high school students of Bijapur city of the Karnataka state.

Null hypothesis 2

There is no significant difference between the subgroups i.e. Govt. and private, male and female, and Kannada and English in their adjustment.

Table 2: Difference between the different sub-groups in their adjustment.

Variable	Sub-group	n	Mean	SD	Obtained 'to-value	Level of significance
Institution	Government	120	108.4	7.36	11.75	Significant at 0.05 level
	Private	120	40.90	7.68		
Gender	Male	60	108.33	3.09	68.68	Significant at 0.05 level
	Female	60	106.33	3.26		
Medium	Kannada	30	109.5	3.03	13.62	Significant at 0.05 level
	English	30	106.16	3.30		

The tables – 2 reveals that the obtained t – t-values of the respective subgroups are greater than the t–take at 0.05 level of significance. Hence, the framed null hypothesis is rejected in favor of the alternative hypothesis. Therefore, it was concluded that there, is a significant difference between respective subgroups in the quality of the family environment.

Null hypothesis 3

There is no relationship between the adjustment and academic achievement of respective subgroups.

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Table 3: Correlation between adjustment and Academic Achievement.

Group	n	Variable	Total score	r –value 0.05	Obtained r-value	Level of significance
High School students	240	adjustment	25916		0.110	Significant at 0.05 level
		Academic Achievement	16989			
Govt. High School students	60	adjustment	13147		0.174	Significant at 0.05 level
		Academic Achievement	8274			
Private High School Students	60	adjustment	12769		0.086	Not Significant at 0.05 level
		Academic Achievement	8715			
Govt High School male Students	60	adjustment	6551		0.214	Significant at 0.05 level
		Academic Achievement	4199			
Private High School male Students	60	adjustment	6551		0.214	Significant at 0.05 level
		Academic Achievement	4199			
Govt High School Female Students	60	adjustment	6590		0.049	Not Significant at 0.05 level
		Academic Achievement	4075			
Private High School female Students	60	adjustment	6457		0.172	Not Significant at 0.05 level
		Academic Achievement	4437			
Govt High School Kannada Medium male Students	30	adjustment	3335		0.021	Not Significant at 0.05 level
		Academic Achievement	2074			
Private High School Kannada Medium Male Students	30	adjustment	3069		0.026	Not Significant at.05 level
		Academic Achievement	2298			
Govt High School English Medium male Students	30	adjustment	3216		0.440	Significant at 0.05 level
		Academic Achievement	2125			
Private High School mncl English Medium male Students	30	adjustment	3243		0.287	Significant at 0.05 level
		Academic Achievement	1980			
Govt High School Kannada Medium Female Students	30	adjustment	3262		0.169	Not Significant at 0.05 level
		Academic Achievement	1980			

Private High School Kannada Medium Female Students	30	adjustment	3208		0.014	Not Significant at 0.05 level
		Academic Achievement	2240			
Govt High School English Medium male Students	30	adjustment	3334		0.051	Not Significant at 0.05 level
		Academic Achievement	2095			
Private High School English Medium male Students	30	adjustment	3249		0.359	Significant at 0.05 level
		Academic Achievement	2197			

Table 3 shows the obtained r values as 0.086, 0.021, 0.026, 0.049, 0.172, 0.026, 0.169, 0.014 and 0.051 are lower than the r value in the table at the 0.05 significance level. Therefore, the formulated null hypothesis was adopted for each group. Therefore, it was concluded that there is no relationship between adjustment and academic performance of individual groups. Table – 3 also shows the received numerical value, for example 0.110, 0,174, 0,214, 0,214, 0,440, 0.287 and 0.359 are higher than the values in the R-value table at the 0.05 significance level. The formulated null hypothesis was therefore rejected in favor of the alternative hypothesis. Therefore, it was concluded that there is no relationship between adjustment and academic performance of individual groups.

Findings and Conclusions

1) High school students from Bijapur, Karnataka have very good adaptability.
2) There is a significant difference in the type of accommodation between secondary school students studying in public and private schools.
3) There is a significant difference between boys and girls in secondary education in terms of the type of adjustment.
4) There is a significant difference between Kannada and English students in terms of the type of accommodation.
5) There is no relationship between the type of adjustment and the academic performance of secondary school students as a whole, Govt. High School Students, Private High School Students, Male Private High School Students and Male Kannada Private High School Students, Average Government Kannada High School Students, Average Male Government High School Students, English Medium Private High School Students, Government Kannada High School Middle School Students, Kannada -Middle school students middle school students, private public middle school students, private middle school students, private high school English learners.6) There is no relationship between the quality of the family environment and the

academic success of high school students, private high school students and the government. male students in Kannada medium schools and female students in private English medium schools.

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