

Effect of Adjustment on the Academic Performance of Urdu Medium Male and Female Secondary Level Students

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ABSTRACT

This paper makes an attempt to find out the relationship of adjustment with the academic performance for the Urdu medium male and female secondary level students. Sample of the study consisted of 336 Urdu Medium secondary level students (143 male and 193 female) selected by stratified random sampling procedure. Data were analyzed by using t-ratio and Pearson Product Moment correlation coefficient (r) techniques. The major findings of the study indicated that the coefficients of correlation of adjustment with academic performance for both the groups are found to be positive and significant.

Keywords: Academic Performance, Urdu Medium, Adjustment, Secondary Level

Education is a powerful instrument to bring about desired change in the individual as well as in the society. These changes are in terms of more physical and mental abilities, development of certain skills peculiar to each subject and better adjustment to the given situation or environment. Moreover, education helps in the preservation and promotion of socio-cultural heritage for the betterment of the human beings and the society in which they live. It inculcates logical thinking and develops scientific skills among the individuals to cope intelligently with their environment and to contribute to their own well-being and that of society.

Academic performance has become an index of child's future in this highly competitive world. As a result, the students going to schools and colleges attempt for attaining high achievement. The effectiveness of any educational system to a large extent depends upon the involvement of students to achieve whatever it is to be in the cognitive or psycho-motor domain. Good (1973) defines school (academic) achievement as, 'The knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by teachers, or the both'. Hawes (1982) described academic achievement as 'successful accomplishment or performance in particular subjects, areas or courses, usually by reasons of skill, hard work and interest; typically summarized in various types of grades, marks, scores or descriptive commentary'.

In the present society academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence, academic achievement occupies a very important place in education as well as in the learning process. The student who cannot keep up academically is likely to find his school

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experiences frustrating, unrewarding and in a significant number of instances humiliating (Mussen et al., 1974). Academic performance is a function of a set of variables. It shows the extent to which students are able to attain the predefined instructional objectives. In order to achieve the stipulated objectives learning experiences are provided in the classroom.

There are many cognitive and non-cognitive factors such as intelligence, personality, creativity, socio-economic status, adjustment, study habits, social acceptance, and level of aspiration, motivation, achievement motivation, opportunities, education and training and gender which influences the learning of a student (Conger and Peterson, 1984).

The concept of adjustment is as old as human race on the earth. The systematic emergence of this concept starts from Darwin's (1859) Theory of Evolution. Psychologists have interpreted adjustment from two important points of views; one adjustment as an achievement and another adjustment as a process. The first point of view emphasizes the quality or efficiency of an individual where he can perform his duties in different circumstances and the second lays emphasis on the process on by which an individual adjusts in his external environment. The term adjustment refers to a harmonious relationship between the individual and the environment. Coleman (1960) states, 'The process by which an organism attempts to meet the demands placed upon it by its own nature and by its environment is called adjustment'. Good (1973), in the dictionary of education, held that adjustment as the psychological process, it is process of finding and adopting modes of behavior suitable to the environment or to changes; the favorable, neutral or unfavorable adaptation of an organism to internal and external stimulus. According to Hurlock (2003), the term adjustment refers to the extent to which an individual's personality functions efficiently in the world of people. It is clear from the above discussion that the adjustment process is multi-dimensional.

The studies which taken into consideration the adjustment as the variable to see the effect on the academic performance like Aggrawal (1998) revealed that adjustment significantly affect the academic achievement of the students. Vashishtha (1989) found that well adjusted students demonstrated a high academic achievement which maladjusted ones lacked in academic achievement. Ahmad & Raheem (2003) revealed that the adjustment have contributed significantly to the academic achievement. Gurubasappa (2005) found that there exists a significant positive high correlation between academic achievement and adjustment. Nalini and Bhatta (2009) concluded that the interaction effect of school adjustment on achievement of the students was significant. Osaedoh & Iyamu (2012) revealed that the social life adjustment influences students' academic achievement. Shah and Sharma (2012) found that there is a significant difference existed between adjustments of the three groups i.e. low, high and average levels of academic achievement.

The above mentioned studies clearly show that adjustment level of the students influences their academic performance. Therefore, it is pertinent to study the effect of adjustment on the academic performance of the students because the secondary level student faces different problems at home, school and society at large. Hence, the investigator decided to study the present problem.

Objectives of the Study

1. To find out the relationship of adjustment with the academic performance for the Urdu medium male and female secondary level students.
2. To compare the academic performance of Urdu medium male and female secondary level students on the basis of adjustment.

Hypotheses

- H.01:** There will be no significant relationship of adjustment with the academic performance for the Urdu medium male and female secondary level students.
- H.02:** There will be no significant difference in the academic performance of Urdu medium male and female secondary level students on the basis of adjustment.

Methodology

Sample

Sample of the present study consisted of 336 Urdu Medium secondary level students (143 male and 193 female) selected from fourteen schools (08 boys & 6 girls) of the district Hyderabad of A.P. by stratified random sampling procedure in such a way that Urdu and English medium students may get equal representation.

Tools

For the sake of data collection, the standardized tool "Adjustment Inventory for School Students (AISS)" prepared and standardized by Sinha and Singh was employed, and the students' % of annual examination marks (Class IX) taken from the school records was considered as the measure of Academic Performance.

Data Processing & Statistical Techniques

Keeping in view the objectives of the study, the collected data were processed by computer using statistical software package SPSS (Statistical Package for Social Sciences). The main statistical technique used for the treatment of data includes Mean, Standard Deviation, t- test to see the significance of difference between two means and Pearson Product Moment correlation coefficient (r) to find out the correlations between the paired variables.

Analysis and Interpretation

As per the design of the study, the needed data are collected and subjected to statistical treatment to verify the stated hypotheses. The results of the Correlation between adjustment and the academic performance for the Urdu medium male and female respondents are presented in the Table 1

Table 1. Correlation between Adjustment and the Academic Performance

	Urdu Medium Male Students (N=143)	Urdu Medium Female Students (N=193)
Adjustment	0.330***	0.467***

*** = P<0.001

From the table-1, it is clear that the coefficients of correlation between adjustment and academic performance are found to be 0.33 for the Urdu medium male students and 0.47 for the Urdu medium female students. The coefficients of correlation of adjustment with academic performance for both groups are found to be positive and significant. This indicates that the students who are well adjusted also have high academic performance.

Thus, the hypothesis **H.01**: 'There will be no significant relationship of adjustment with the academic performance for the Urdu medium male and female secondary level students', is rejected

Table 2. Significance of Difference in the Mean Academic Performance Scores of Highly Adjusted Male and Highly Adjusted Female Students

Groups	N	M	SD	t-value
Highly Adjusted Male Students	51	66.14	9.07	5.32***
Highly Adjusted Females Students	113	73.88	8.44	

***=P<0.001

As per table-2, when the comparison between the mean academic performance scores of the highly adjusted male students and highly adjusted female students is observed, it is found that the mean academic performance scores of the Urdu medium male students is 53.83 whereas it is 58.77 for the Urdu medium female students. When the difference in mean academic performance scores of these two groups is subjected to t-test, it is found to be 5.30 which is significant beyond 0.001 level. This shows that the highly Urdu medium female students are significantly better in academic performance as compared to the Urdu medium male counterparts.

Table 3. Significance of Difference in the Mean Academic Performance Scores of Low Adjusted Male and Low Adjusted Female Students

Groups	N	M	SD	t-value
Low Adjusted Male Students	93	54.95	8.35	0.51
Low Adjusted Female Students	75	54.32	7.21	

From the above table-3, when the comparison between the mean academic performance scores of the low adjusted male and low adjusted female students is observed, it is found that

the mean academic performance scores of the low adjusted male is 54.95 whereas it is 54.32 for the low adjusted female students. When the difference in mean academic performance scores of these two groups is subjected to t-test, it is found to be 0.51 which is not significant. This shows that there is no significant difference between the academic performance of the low adjusted male and low adjusted female students.

Table 4. Significance of Difference in the Mean Academic Performance Scores of High Adjusted Male and Low Adjusted Male Students

Groups	N	M	SD	t-value
Highly Adjusted Male Students	51	66.14	9.07	7.46***
Low Adjusted Male Students	93	54.95	8.35	

***=P<0.001

As per table-4, when the comparison between the mean academic performance scores of highly adjusted male students and low adjusted male students is observed, it is found that the mean academic performance scores of the highly adjusted male students are 66.14 whereas it is 54.95 for the low adjusted male students. When the difference in mean academic performance scores of these two groups is subjected to t-test, it is found to be 7.46 which is significant beyond 0.001 level. This shows that the highly adjusted male students are significantly better in academic performance as compared to the low adjusted male counterparts.

Table 5. Significance of Difference in the Mean Academic Performance Scores of High Adjusted Female and Low Adjusted Female Students

Groups	N	M	SD	t-value
Highly Adjusted Female Students	113	73.88	8.44	16.47***
Low Adjusted Female Students	75	54.32	7.21	

***=P<0.001

From the table-3, when the comparison between the mean academic performance scores of highly adjusted female and low adjusted female students is observed, it is found that the mean academic performance scores of the highly adjusted female is 73.88 whereas it is 54.32 for the low adjusted female students. When the difference in mean academic performance

scores of these two groups is subjected to t-test, it is found to be 16.47 which is significant beyond 0.001 level. This shows that the highly adjusted female population is significantly better in academic performance as compared to the low adjusted female students.

Thus, the hypothesis **H.02**: 'There will be no significant difference in the academic performance of Urdu medium male and female secondary level students on the basis of adjustment', is partially accepted and mainly rejected as out of four comparisons, one is found to differ non-significantly whereas three is found to differ significantly.

Major Findings

- The coefficients of correlation of adjustment with academic performance for both groups are found to be positive and significant.
- Urdu medium female students are significantly better in academic performance as compared to the Urdu medium male counterparts.
- No significant difference between the academic performance of the low adjusted male and low adjusted female students.
- Highly adjusted male students are significantly better in academic performance as compared to the low adjusted male counterparts.
- Highly adjusted female students are significantly better in academic performance as compared to the low adjusted female students.

Educational Implications

Education plays a pivotal role to train the individual to adjust and solve the personal, social and economic problems. The process of adjustment starts from the birth and continues till death. Strang (1957) states, 'Adjustment is a process and not a state.....adjustment is continuous throughout life.' The findings of the study revealed that adjustment and academic performance for both the groups are found to be positive and significant. Therefore, it is the duty of parents and teachers to provide all necessary facilities to students in terms of congenial environment at home and school, right selection of course books, proper parental care, information sources etc. which are very helpful in optimizing students' intellectual potential on one hand and in adjustment on the other. The study also

revealed that students who have lower adjustment lagged behind in academic performance in comparison with the students who are well adjusted. Therefore, these students need special attention from the parents, teachers and educational administrator. Also, there is a need to organize different types of co-curricular activities in the schools to develop the qualities of cooperation, tolerance, open-mindedness and sharing of responsibilities to enhance adjustment. Besides, there is a crying need for revitalization of parent-teacher association, to organize remedial teaching programme and to introduce Guidance and Counseling Centers in each and every school. All these arrangements will not only be helpful to the low adjusted students in achieving good adjustment at home, school and society but also helpful in achieving balanced personality which will ultimately enhance their academic performance.

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