

A STUDY ON THE ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS

LIPIKA BORUAH

ASSISTANT PROFESSOR

DEPARTMENT OF EDUCATION

MAHAPURUSA SRIMANTA SANKARADEVA VIAWAVIDYALAYA

ABSTRACT *The world of 21st century is becoming competitive and ambitious day by day. Quality of performance of the students has become the key factor in determining their personal growth and development. Parents always desire that their children climb the ladder of academic success as high as possible and this poses a high level of pressure on students and the whole education system concerned. Adjustment can be considered as one of the potent aspect in raising the academic excellence of the students and to attain high levels of personal, social, educational and emotional wellbeing. The present study attempts to examine the relationship between the adjustment and academic achievement of college students. For this, a sample of 110 students consisting of 56 males and 54 females were purposively selected by the researcher from three different colleges of Kamrup Metro. Adjustment Inventory for College Students (AICS) by Singh and Sinha was used to collect the data. The results indicated that that there lie no significant differences in adjustment mean scores between the male and female college students. Besides this, it was also found that there exist a high negative correlation between the overall adjustment and academic achievement of college students.*

Keywords: *Adjustment, Academic Achievement, College Students*

I. INTRODUCTION

According to Stanley Hall, the period of adolescence is generally regarded as the ‘stress and storm’ of an individual’s life. At this stage he/she not only develops physically,

intellectually, emotionally and socially but along with that they also experience many situations that can bring on stress and anxiety. Proper adjustment in college life is considered as one of the potent factors which leads to student's success in their educational life as it is an indicator for the student's potentiality to cope up with the problems emerging from academic, social and emotional needs. Shivagunde, S. & Kulkarni, V. V. (2012) concluded the school adjustment impacts the academic achievement of students. The students with higher school adjustment have better academic achievement compared to others. It is generally seen that maladjusted behavior can not only affect an individual's personal growth and development but also his academic performance too. In a study conducted by Gerdes & Mallinckrodt, (1994) found that the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment. Adjustment difficulties, loneliness and depression are much more common now a day among college students than their peers who are not in college.

The problem of students' adjustment has increased rapidly causing students' unrest and students' indiscipline which has posed a negative impact on their personal development and academic achievement as well. The failure to achieve proper adjustment makes the adolescents frustrated and also loses their own self worth and self confidence in their entire academic career than a well adjusted individual who has greater determination to face all hurdles of life boldly and attain a greater amount of inner peace and happiness. So the present study focuses to measure the degree of adjustment of college students pertaining to their academic life and also provide decision makers and higher education managers with necessary information to enhance the adjustment level of the students so as motivate them towards better academic performance.

II. REVIEW OF RELATED LITERATURE

Ray, Corey, E., Elliott & Stephen, N. (2006) has conducted a research on Social Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competencies. The study examined the hypothesized relationship between social adjustment, as measured by perceived social skills, and performance on academic achievement tests. Results indicated that each participant differed significantly on social skills, and students with proficient academic and behavior competence demonstrated significantly greater levels of self concept than those with an undeveloped behavior competency.

Hussain, A., Kumar, A. & Husain, A. (2008) has conducted a study titled Academic stress and adjustment among high school students. Results revealed that the magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment.

DeRosier, M. M. & Lloyd, S.W. (2012) has conducted a study on The Impact of Children's Social Adjustment on Academic Adjustment. In the study it was found that social adjustment contributed independently to the prediction of each area of academic adjustment. Gender differences in the patterns of results were present, particularly for the impact of aggression on academic adjustment.

Yellaiah (2012) also conducted a research work on the topic "A Study of Adjustment on Academic Achievement of High School Students." The results conclude that adjustment and academic achievement cause significant difference between male and female students; rural and urban school students and government and private school students.

III. RATIONALE OF THE STUDY

The present study intends to estimate the adjustment and academic achievement of college students particularly in the Kamrup (Metro) district. This is because according to the Census Report of 2011, the literacy rate of Kamrup (Metro) is seen to be the highest among all the districts in Assam i.e. 88.71%. This implies that the number of students receiving education in this district is significantly increasing day by day. As the students getting enrolled for higher education at the U.G. and P.G. level is maximizing as compared to the rest of the districts so in order to achieve better academic excellence the adjustment of these students, particularly those migrating from other places to receive education needs to be higher in areas pertaining to home, health, social, emotional and educational too has to be significantly good.. Thus, this study will try to develop an understanding and awareness related to the adjustment and academic achievement of the college students particularly in the Kamrup (Metro) district.

IV. STATEMENT OF THE PROBLEM

The research problem is stated as "**A study on the Adjustment and Academic Achievement of College Students.**"

V. OBJECTIVES OF THE STUDY

1. To study the overall level of adjustment among college students.
2. To estimate the significance of difference in the mean adjustment score of students at college level with respect to gender.
3. To find out the relationship between adjustment and academic achievement of students at college level.

VI. HYPOTHESES

1. **Null Hypothesis (H_0):** There will be no significant difference in the level of adjustment of college students with respect to gender.

With reference to objective 3

2. **Null hypothesis (H_0):** There will be no significant relationship between adjustment and academic achievement of college students.

VII. DELIMITATIONS OF THE STUDY

1. The present study is delimited to only the undergraduate and post graduate college students.
2. The study is delimited to only the Kamrup (Metro) district.
3. The study is delimited to only three colleges of Kamrup (Metro) district.

VIII. METHOD OF STUDY

For the present study 'Descriptive Survey Method' will be applied to study the adjustment and academic achievement among students at college level.

IX. POPULATION AND SAMPLE

For this study a sample of 110 students consisting of 56 males and 54 females were purposively selected from three different colleges of Kamrup (Metro) District as per the convenience of time and money of the researcher.

TABLE 1: sample of study from the different colleges in Kamrup (Metro)

NAME OF THE INSTITUTIONS	NO. OF MALES	NO. OF FEMALES	TOTAL
COTTON UNIVERSITY	17	18	35
ROYAL GLOBAL UNIVERSITY	32	25	57
B.BOROOAH COLLEGE	7	11	18
TOTAL	56	54	110

X. TOOLS USED

For gathering the data for the study 'Adjustment Inventory for College Students' (AICS) by Singh and Sinha was used by the researcher. The inventory comprises of 102 items in relation to five areas of adjustment (home 16, health 15, social 19, emotional 31 and educational 21 items).

XI. STATISTICAL TECHNIQUES

1. Mean and Standard Deviation
2. Independent sample 't' test
3. Product Moment Correlation

XII. DATA ANALYSIS AND INTERPRETATION

The data were analyzed and interpreted in the following ways:

OBJECTIVE 1: To study overall adjustment of college students

Findings

In order to study the overall adjustment of college students, the total scores obtained by the subjects were divided into five categories: excellent, good, average, unsatisfactory and very unsatisfactory. The interpretation of Objective 1 has been discussed as follows:

TABLE 2: Levels of Adjustment among College Students

CLASSIFICATION OF ADJUSTMENT	EXCELLENT	GOOD	AVERAGE	UNSATISFACTORY	VERY UNSATISFACTORY
TOTAL SAMPLE	0	3	37	67	3
PERCENTAGE	0	2.72%	33.63%	60.91%	2.72%

From the above table it is evident that no single percentage of college students have excellent level of adjustment, 2.72% of college students are found to have good level of adjustment, 33.63% of college students have average level of adjustment, 60.91% of college students are found to have unsatisfactory level of adjustment and 2.72% of college students have very unsatisfactory level of adjustment.

OBJECTIVE 2: To estimate the significance of difference in the mean adjustment score of students at college level with respect to gender.

Findings

In order to estimate the significant difference in the mean adjustment score of students at college level with respect to gender, independent sample 't' test has been used. The results of 't' test are shown below:

TABLE 3: Results of 't' test of adjustment score of students with respect to gender

Groups	N	Mean	S.D.	't' value	Critical 't' value	Df	Level of significance
Male	56	47.14	7.54	0.048	1.98	108	0.05
Female	54	47.07	7.38				

The above table depicts that the mean scores of male college students is 47.14 and of female college students is 47.07. As the obtained 't' value being 0.048 is lower than the tabulated 't' score value 1.98 at 0.05 level of significance, hence, the null hypothesis is accepted. This indicates that the mean scores of two groups i.e. both the male and female college students does not differ significantly.

OBJECTIVE 3: To find out the relationship between adjustment and academic achievement of students at college level.

Findings

In order to find out the correlation between overall adjustment and academic achievement of the college students, Correlation co-efficient value (r) has been calculated through Pearson correlation coefficient

Table 4: Correlation between overall adjustment and academic achievement

Variable	No. of sample	Correlation coefficient value (r)
Overall adjustment and academic achievement	110	-0.716

The above table found that the relationship between overall adjustment and academic achievement among the college students is -0.716. Hence it is evident that there exist a negative correlation between overall adjustment and academic achievement. This means with the increase in adjustment level there is a decrease in the academic achievement of students and vice-versa.

XIII. CONCLUSION

The present study concludes that in terms of overall adjustment majority of the college students have unsatisfactory level of adjustment. Also it is seen that there was no significant difference found between the mean adjustment scores of male and female college students. This concludes that gender has no influence on the adjustment level of the students. Again the study concludes that there exist a high negative correlation between overall adjustment and academic achievement of the college students. This implies that a student with poor adjustment can achieve high or moderate academic achievement.

XIV. SUGGESTIONS FOR FURTHER RESEARCH

1. In the future researches, adjustment can be studied in relation to demographic factors, type of management, teacher effectiveness, teachers' job satisfaction, teacher morale, teachers and students' creativity, and psycho-social development of students.
2. A comparative study can also be done on the adjustment level of government and private schools, rural and urban areas, tribal and non-tribal areas, rich and poor students, etc. in relation to their academic performance.
3. This study is confined only one district viz., Kamrup (Metro). It may be extended to other districts of Assam and other states of the country too.

4. Only one independent variable i.e. adjustment is included in the study. But there are many other variables like emotional intelligence, interest, academic motivation, self-concept, stress factors, mental health, aptitudes etc. may be included in the further researches that have a great impact in enhancing the academic excellence of the students too.

REFERENCE

- DeRosier, M. E. & Lloyd, S. W. (2011). The Impact of Children's Social Adjustment on Academic Outcomes. *HHS Public Access*, 27(1), 25–47.
- Gerdes, H. & Mallinckrodt, B. (1994). Emotional Social, & academic adjustment of college student: A Longitudinal study of retention. *Journal of counseling 7 Development*, 72 (11-3), 1-14.
- Hussain, A. Kumar, A. & Husain, A. (2008). Academic Stress and Adjustment among High School Students. *Journal of the Indian Academy of Applied Psychology*, 34 (4), 70-73.
- Ray, Corey E.; Elliott, Stephen N. (2006). Social Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competencies. *Questia: Trusted Online Research*, 35 (3), 2-5.
- Shivagunde, S. & Kulkarni, V.V. (2012). School Adjustment and Its Relationship with Academic Achievement among Tribal Students. *IJRDMs*, 6 (1), 139-152.
- Yellaiah. (2012). A Study of Adjustment on Academic Achievement of High School Students, *International Journal of Social Sciences and Interdisciplinary Research*, 1 (5). 84-94.

WEBLINKS

- <https://www.reference.com/world-view/characteristics-well-adjusted-person-4631e52b6cbfe6c2>
- <http://www.education.gouv.qc.ca/en/teachers/references/examens-et-epreuves/processing-of-results/factors-that-may-affect-students-academic-achievement/>
- <https://www.reference.com/education/academic-achievement-important-f5caf6e19dec7100#>