

**School Adjustment and Academic Achievement of Scheduled Tribe High School
students- A correlational study.**

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ABSTRACT

The present study attempts to find out the level of school adjustment of Bodo and Rabha High School Students of Udalguri District. Convenience sampling for school selection and proportionate stratified random sampling for student selection have been used by the investigator to collect reliable data. A sample of 594 students has been taken. Adjustment Inventory For School Students developed by by A.K.P. Sinha and R.P. Singh (2013) was used to collect the data. The investigator adopted the test-retest method to find out the reliability co-efficient of the scale. And the reliability co-efficient value of the scale was found to be 0.971. The collected data was analyzed and interpreted with the help of statistical techniques like Mean, Standard Deviation and t-test. It was found from the study that regarding overall school adjustment, both the Bodo and Rabha girls are more adjusted than the Bodo and Rabha boys. The study clearly states that there is a negative but significant correlation between School Adjustment and Academic Achievement of Bodo and Rabha High School students.

Key words: ST students, School Adjustment, Academic Achievement.

Introduction

Like all other fields, regarding educational aspect too qualitative progress has become the vital area of discussion and importance has been given to implementation of quality curricular and co-curricular activities according to time, need and interest of the students. There is a serious need to study about the factors affecting the academic achievement of the students, specially the ST students of high school level in Udalguri District as that will predict their future efforts in the academic field. Hence **school adjustment** of the students is one of the important aspects to be taken note of. Adjustment is connected to the students' academic progress, attitudes towards school, anxieties, loneliness, social support and academic motivation. Adjustment is a process that helps human beings and animals to maintain equilibrium among themselves. In other words, adjustment refers to coping of the individuals with the various demands, challenges, needs, desire and pressure arising in the society. Proper School Adjustment of the students will bring about a positive effect in their academic achievement. Positive adjustment with other students in the school promotes high self esteem, social behaviour, decreased emotional problem, better attitude and higher level of achievement. On the contrary, maladjustment leads to less classroom involvement and more disturbing behaviour among the students.

Need and significance of the study

The major causes that have kept the Scheduled Tribes down in the society have been due to poverty, illiteracy, ignorance, fear etc. They have been ignorant and inactive regarding the importance of education in their lives for long years. Even now most of the ST parents are not aware of the psychological aspects that impact a child's academic field. Thus the present study attempts to provide multidimensional cause in the vast field of education with regard to the educational achievement of the STs. Parents, teachers, students and all the members associated with education would be benefitted from this study. Further it would help to realize the need of understanding the students and their adjustment level in the school. The investigator did not select sample from the same family as they have more or less similar environment but included students from varied family environment. Thus this study would provide knowledge on the different aspects of family environments of the Bodo and Rabha students in relation to their academic achievement.

Objectives of the study

1. To study the level of school adjustment of Bodo and Rabha High School Students with special reference to the following parameters-
 - a) Emotional Adjustment
 - b) Social Adjustment
 - c) Educational Adjustment
2. To study the interrelationship between School Adjustment and Academic Achievement of-
 - a) Bodo High School Students
 - b) Rabha High School Students.

Hypotheses

H0₁- There is no significant difference in the school adjustment between Bodo boys and girls of High School with special reference to the following parameters-

- a) Emotional Adjustment
- b) Social Adjustment
- c) Educational Adjustment

H0₂- There is no significant difference in the school adjustment between Rabha boys and girls of High School with special reference to the following parameters-

- a) Emotional Adjustment
- b) Social Adjustment
- c) Educational Adjustment

H0₃- There is no inter-relationship between the School Adjustment and Academic Achievement of High School students of- a) Bodo

b) Rabha.

DELIMITATION OF THE STUDY

The study has been delimited to the following-

1. Provincialized High Schools of Udalguri Educational Block, Udalguri District, B.T.A.D. Assam under SEBA.

2. Bodo Boys and Girls studying in class X in High Schools of Udalguri District, B.T.A.D. Assam.
3. Rabha Boys and Girls studying in class X in High Schools of Udalguri District, B.T.A.D. Assam.
4. The sample is delimited to only 594 Bodo and Rabha students.
5. The study is delimited to two variables such as School Adjustment and Academic Achievement.

Review of related literature

Wig and Nagpal (1972) explored that the failure group had poor adjustment at school level and poor school level adjustment leads to low academic achievement. **Sabu (1996)** concluded that rural pupils are having poor social adjustment than urban pupils. Secondary school pupils are facing several problems and these problems have a significant relationship with their social adjustment. **Taviyad and Patel (2014)** explored and concluded that there was a significant difference between male and female adolescent on academic achievement. **Rani Kanak (2017)** explored on the adjustment in relation to their gender at higher secondary in Ghaziabad District. The results indicate that with regards to personality and adjustment of male and female students, their adjustment for all said dimensions are not differing significantly. They are showing almost equal pattern of adjustment in different areas.

Methodology

The present study is based on Descriptive Survey method.

Population of the study

The population of the study includes 18 High Schools of the Udalguri Educational Block from Udalguri District.

Sample of the study

Regarding the selection of Educational Block (Udalguri Block), convenience sampling has been used. For the selection of schools, simple random sampling has been adopted. Hence 9 Provincialized co-educational High Schools of Udalguri Block have been taken for the study. Out of these schools, sample of 594 students have been taken. Proportionate Stratified random sampling has been followed in selecting the sample of students. Thus, Bodo students

(Boys-186 and Girls-180) and Rabha students (Boys-111 and Girls-117), 30 % each have been taken for the study.

Analysis and interpretation of data

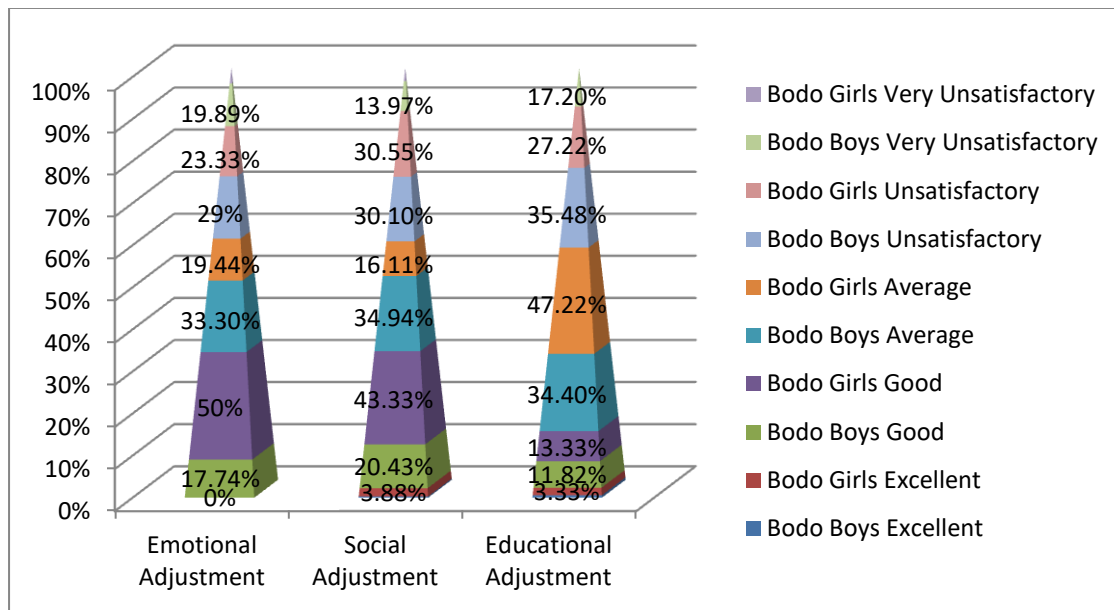
Objective 1: To study the level of school adjustment of Bodo and Rabha High School Students with special reference to the following parameters-

- a) Emotional Adjustment
- b) Social Adjustment
- c) Educational Adjustment

Table 1: Showing Levels of School Adjustment of Bodo Students.

Dimensions	Gender	Levels of Adjustment				
		Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Emotional	Boys	0	33(17.74%)	62(33.33%)	54(29%)	37(19.89%)
	Girls	0	90(50%)	35(19.44%)	42(23.33%)	13(7.22%)
Social	Boys	1(0.53%)	38(20.43%)	65(34.94%)	56(30.1%)	26(13.97%)
	Girls	7(3.88%)	78(43.33%)	29(16.11%)	55(30.55%)	11(6.11%)
Educational	Boys	2(1.07%)	22(11.82%)	64(34.40%)	66(35.48%)	32(17.20%)
	Girls	6(3.33%)	24(13.33%)	85(47.22%)	49(27.22%)	16(8.88%)

Figure 1: indicates Levels of School Adjustment of Bodo Boys and Girls.

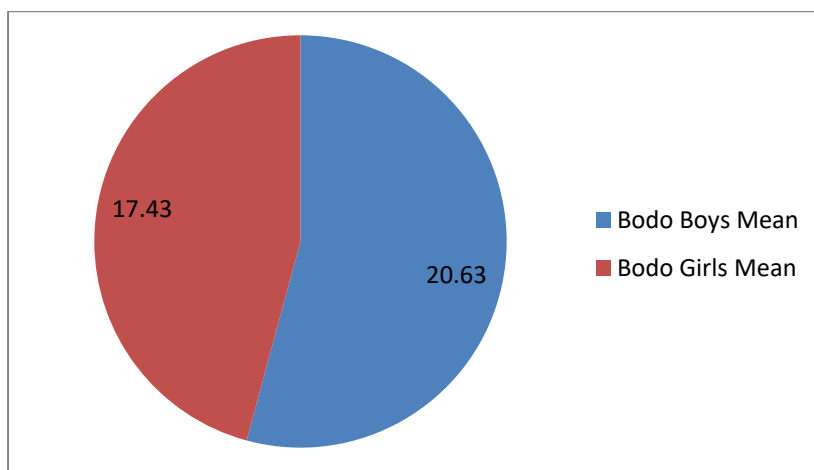


Interpretation: The figure 1 depicts the Levels of School Adjustment of Bodo Boys and Girls. And from the table 1, it can be interpreted that regarding level of emotional adjustment of Bodo boys, 17.74% students fall under **good** category, 33.33% under **average** category, 29% under **unsatisfactory** category and 19.89% under **very unsatisfactory** category. Again regarding level of emotional adjustment of Bodo girls, 50% students fall under **good** category, 19.44% under **average** category, 23.33% under **unsatisfactory** category and 7.22% under **very unsatisfactory** category. Regarding level of social adjustment of Bodo boys, 0.53% students fall under **excellent** category, 20.43% fall under **good** category, 34.94% under **average** category, 30.1% under **unsatisfactory** category and 13.97% under **very unsatisfactory** category. Regarding level of social adjustment of Bodo girls, 3.88% students fall under **excellent** category, 43.33% fall under **good** category, 16.11% under **average** category, 30.55% under **unsatisfactory** category and 6.11% under **very unsatisfactory** category. Regarding level of educational adjustment of Bodo boys, 1.07% students fall under **excellent** category, 11.82% fall under **good** category, 34.40% under **average** category, 35.48% under **unsatisfactory** category and 17.20% under **very unsatisfactory** category. Regarding level of educational adjustment of Bodo girls, 3.33% fall under **excellent** category, 13.33% fall under **good** category, 47.22% under **average** category, 27.22% under **unsatisfactory** category and 8.88% under **very unsatisfactory** category.

Table 1.1: Showing Mean, S.D. and t-value of Overall School Adjustment of Bodo Boys and Girls

Ajustment Areas	Group	N	Mean	S.D.	t-values
Emotional	Boys	186	7.12	3.336	3.30 (S)
	Girls	180	6.05	2.835	
Social	Boys	186	6.47	3.345	3.41(S)
	Girls	180	5.39	2.704	
Educational	Boys	186	7.04	3.251	3.21(S)
	Girls	180	5.99	2.981	
Overall Adjustment	Boys	186	20.63	9.932	9.92(S)
	Girls	180	17.43	8.52	

Figure 1.1: indicates Mean of Overall School Adjustment of Bodo Boys and Girls



Interpretation: The figure 1.1 represents the overall school adjustment of Bodo boys and girls. The table 1.1 above depicts that the t-value (3.30) for the mean scores of Bodo boys (7.12) and girls (6.05) with respect to their emotional adjustment differ significantly both at 0.01 and 0.05 levels. High score means unstable emotional adjustment. Thus it can be concluded that boys are emotionally more unstable than girls. Similarly, the t-value (3.41) for the mean scores of Bodo boys (6.47) and girls (5.39) with respect to their social adjustment differ significantly at both 0.01 and 0.05 levels. The mean score of boys is higher than the mean score of girls. High score indicates good social adjustment. Thus it can be concluded that boys are socially more adjusted than girls. Again, the t-value (3.21) for the mean scores of Bodo boys (7.04) and girls (5.99) with respect to their educational adjustment differ

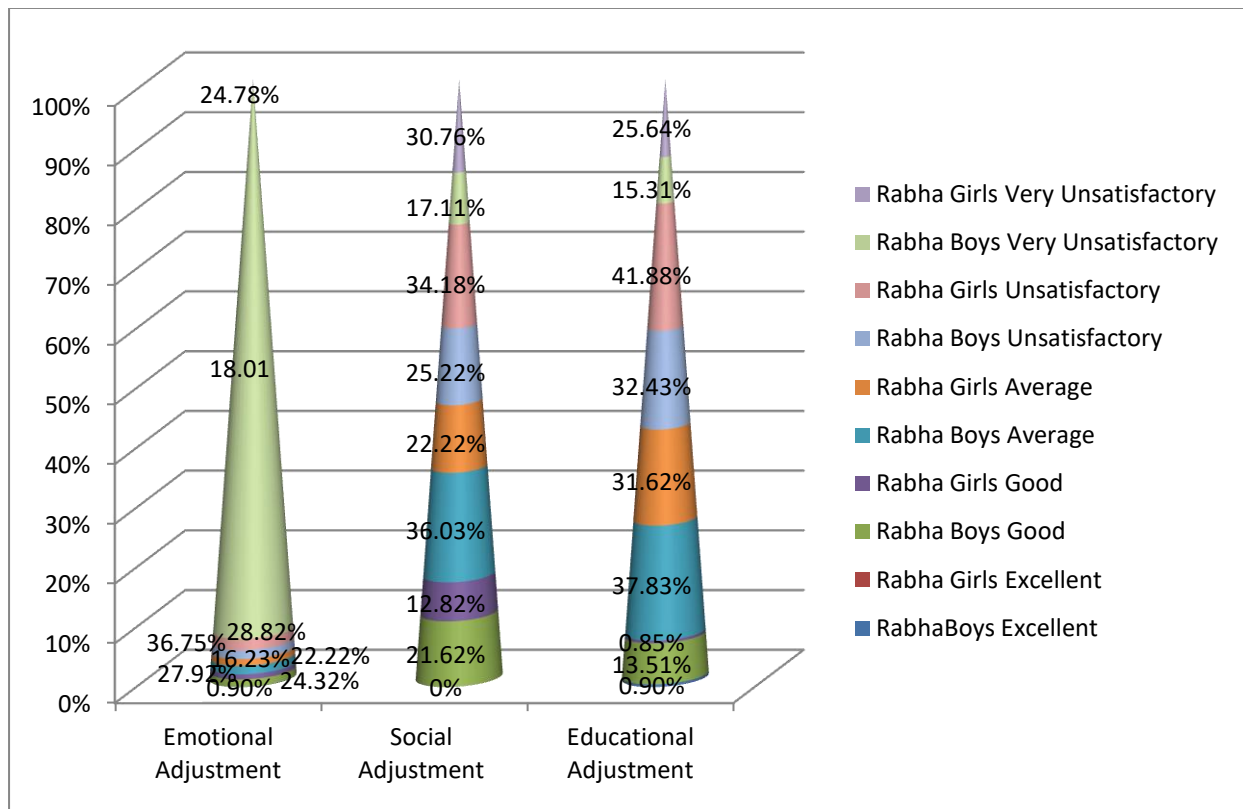
significantly at both 0.01 and 0.05 levels. Low score indicates good educational adjustment. Thus it can be concluded that girls are educationally more adjusted than the boys.

The mean score of overall adjustment of boys is 20.63 with S.D. 9.932 and mean score of girls is 17.43 with S.D. 8.52. The t-value- 9.92 is highly significant at both 0.01 and 0.05 levels. It can be said that there is significant difference in the adjustment of boys and girls. The mean score of boys is higher than the mean score of girls. High scores mean low adjustment. Therefore it can be concluded that girls are overall more adjusted than the boys. Thus H_{01} "There is no significant difference in the school adjustment between Bodo boys and girls of High School with special reference to the following parameters-Emotional Adjustment, Social Adjustment, Educational Adjustment" is **rejected**.

Table 1.2: Showing Levels of School Adjustment of Rabha Students.

Dimensions	Gender	Levels of Adjustment				
		Excellent	Good	Average	Unsatisfactory	Very Unsatisfactory
Emotional	Boys	1(0.90%)	27(24.32 %)	31(27.92%)	32(28.82%)	20(18.01%)
	Girls	0	19(16.23%)	26(22.22%)	43(36.75%)	29(24.78%)
Social	Boys	0	24(21.62%)	40(36.03%)	28(25.22%)	19(17.11%)
	Girls	0	15(12.82%)	26(22.22%)	40(34.18%)	36(30.76%)
Educational	Boys	1(0.90%)	15(13.51%)	42(37.83%)	36(32.43%)	17(15.31%)
	Girls	0	1(0.85 %)	37(31.62%)	49(41.88%)	30(25.64%)

Figure 1.2: indicates Levels of School Adjustment of Rabha Boys and Girls

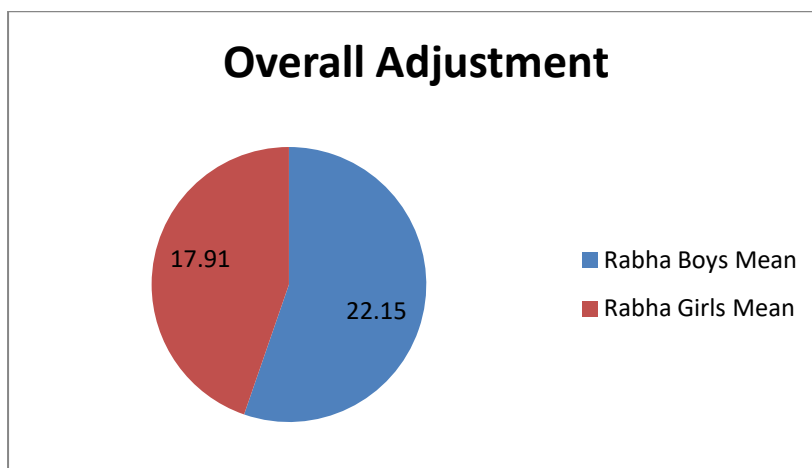


Interpretation: The figure 1.2 indicates the Levels of School Adjustment of Rabha Boys and Girls. And from the table 1.2, it can be interpreted that regarding level of emotional adjustment of Rabha boys, 0.90% students fall under **excellent** category, 24.32 % under **good** category, 27.92% under **average** category, 28.82% under **unsatisfactory** category and 18.01% under **very unsatisfactory** category. Again regarding level of emotional adjustment of Rabha girls, 16.23% students fall under **good** category, 22.22% under **average** category, 36.75% under **unsatisfactory** category and 24.78% under **very unsatisfactory** category. Regarding level of social adjustment of Rabha boys, 21.62% fall under **good** category, 36.03% under **average** category, 25.22% under **unsatisfactory** category and 17.11% under **very unsatisfactory** category. Regarding level of social adjustment of Rabha girls, 12.82% fall under **good** category, 22.22% under **average** category, 34.18% under **unsatisfactory** category and 30.76% under **very unsatisfactory** category. Regarding level of educational adjustment of Rabha boys, 0.90% student fall under **excellent** category, 13.51% fall under **good** category, 37.83% under **average** category, 32.43% under **unsatisfactory** category and 15.31% under **very unsatisfactory** category. Regarding level of educational adjustment of Rabha girls, 0.85% fall under **good** category, 31.62% under **average** category, 41.88% under **unsatisfactory** category and 25.64% under **very unsatisfactory** category.

Table 1.3: Showing Mean, S.D. and t-value of Overall Adjustment of Rabha Boys and Girls

Ajustment Areas	Group	N	Mean	S.D.	t-values
Emotional	Boys	111	7.66	2.827	4.05(S)
	Girls	117	6.09	2.994	
Social	Boys	111	7.19	3.085	3.89(S)
	Girls	117	5.65	2.887	
Educational	Boys	111	7.30	2.850	2.87(S)
	Girls	117	6.17	3.066	
Overall Adjustment	Boys	111	22.15	8.762	10.81(S)
	Girls	117	17.91	8.947	

Figure 1.3: indicates Mean of Overall School Adjustment of Rabha Boys and Girls



Interpretation: The figure 1.3 represents the overall mean of school adjustment of Rabha boys and girls. And the table 1.3 above depicts that the t-value (4.05) for the mean scores of Rabha boys and girls with respect to their emotional adjustment differ significantly at both 0.01 and 0.05 levels. The mean score of boys (7.66) is higher than the mean score of girls (6.09). High score means unstable emotional adjustment. Thus it can be concluded that boys are emotionally more unstable than girls. Similarly, the t-value (3.89) for the mean scores of Rabha boys and girls with respect to their social adjustment differ significantly at both 0.01 and 0.05 levels. The mean score of boys (7.19) is higher than the mean score of girls (5.65). High score indicates good social adjustment. Thus it can be concluded that boys are socially more adjusted than boys. Again, the t-value (2.87) for the mean scores of Rabha boys and

girls with respect to their educational adjustment differ significantly at both 0.01 and 0.05 levels. The mean score of boys (7.30) is higher than the mean score of girls (6.17). Low score indicates good educational adjustment. Thus it can be concluded that girls are educationally more adjusted than the boys.

The mean score of overall adjustment of boys is 22.15 with S.D. 8.762 and mean score of girls is 17.91 with S.D. 8.947. The t-value is 10.81 which is highly significant at both 0.01 and 0.05 levels. It can be said that there is significant difference in the adjustment of boys and girls. The mean score of boys is higher than the mean score of girls. High scores mean low adjustment. Therefore it can be concluded that girls are overall more adjusted than the boys. Thus H_{02} "There is no significant difference in the school adjustment between Rabha boys and girls of High School with special reference to the following parameters-Emotional Adjustment, Social Adjustment, Educational Adjustment" is **rejected**.

Objective 2: To study the interrelationship between School Adjustment and Academic Achievement of- a) Bodo High School Students and b) Rabha High School Students.

Table 2: Coefficient of Correlation between School Adjustment and Academic Achievement of Bodo and Rabha High School Students.

Variables	N	df	Co-efficient of correlation (r)	Level of Significance
Family Environment	594	592	-0.575	0.01 level
Academic Achievement	594			

Interpretation: The table 2 above, shows the correlation between Family Environment and Academic Achievement of Bodo and Rabha High School students. And the figure1 represents the scatter diagram showing the correlation between the two variables. The co-efficient of correlation is -0.575 which is negative but significant at 0.01 level (2-tailed). The obtained 'r' value -0.57 is greater than the critical value 0.115(df=594) at 0.01 level which shows negative but significant relationship between the School Adjustment and Academic Achievement. Hence H_{03} "There is no inter-relationship between the School Adjustment and Academic Achievement of High School students of- a) Bodo and b) Rabha" stands **rejected**.

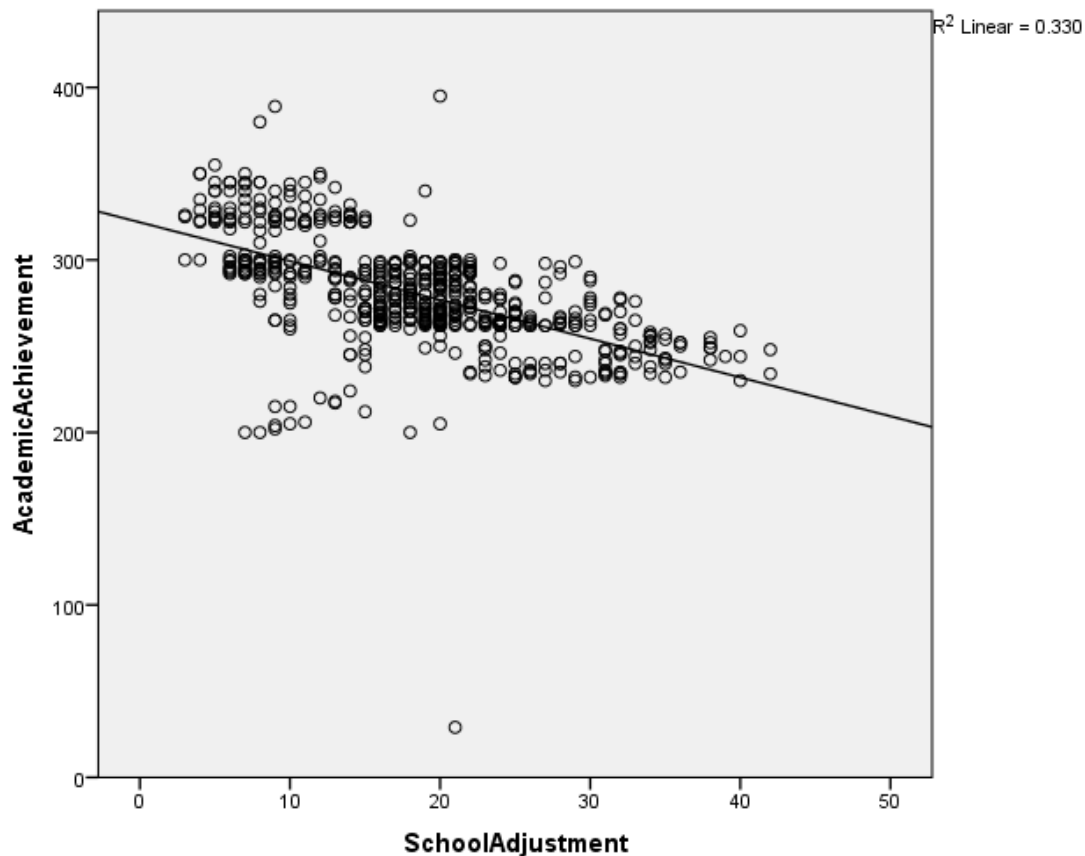


Figure2: Scatter diagram showing correlation between School Adjustment and Academic Achievement of Bodo and Rabha students.

Findings

The major findings of the study are described below-

- From the study it can be interpreted that regarding the level of emotional adjustment, **Bodo boys** mostly fall under **average category** and **girls** mostly fall under **good category**. Regarding level of social adjustment most of the **Bodo boys** fall under **average category** and **girls** under **good category**. Regarding level of educational adjustment, **Bodo boys** fall under **unsatisfactory category** mostly and **girls** mostly fall under **average category**.
- The study reveals that regarding level of emotional adjustment, most of both the **Rabha boys** and **girls** fall under **unsatisfactory category**. Regarding level of social adjustment, **Rabha boys** mostly fall under **average category** and **girls** under **unsatisfactory category**. Regarding level of educational adjustment of **Rabha boys**,

they mostly fall under **average category** and **girls** fall under **unsatisfactory category**.

- The study depicts that Bodo and Rabha girls are emotionally more stable, educationally more adjusted than their boy counterparts. But regarding social adjustment, both Bodo and Rabha boys are more adjusted than girls.
- The study further reveals that the Rabha students have more mean score than their Bodo counterparts. This states that Bodo students are better adjusted in school than the Rabha students.

Conclusion

The education system in India attempts to enhance the quality of education right from the foundation level i.e. primary level by making the teachers trained enough to impart proper education to students. It is education that can create a strong backbone for a nation. Quality education is sure to produce quality human resources. As High School is an important stage of education, the students at this level must be emphasized to perform better in the academic achievement. The students would achieve better and develop productivity only when they are properly adjusted in their school environment. These productive students will possess the potentialities to deal with any obstacles that prevent the national progress and development. Therefore, education, school adjustment and academic achievement should find an important place in the society starting from the pre-primary level to the higher level.

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