

 Research Article

Synchrony in Learning: Investigating the Connection between Student Adjustment and Academic Performance

Jagneet Kaur , Raino Bhatia 

College of Education, Eternal University, India

Abstract

Adjustment is an important part of human life because it gives people the power and strength to make positive changes in the world around them. The need for adjustment extends beyond the classroom to include classmates, instructors, curriculum, any other school activities and background setting of that place. Those who possess the ability to adapt to the ever-changing conditions in their surroundings have the potential to achieve harmonious living and maintain a contented and well-rounded existence. The present study comprised 191 secondary school students of Sirmaur district, Himachal Pradesh. The method used in the current research was a descriptive survey and stratified random sampling technique was utilized in order to organize and collect data on the basis of gender and locality. The Adjustment Inventory for school students, which was established by A.K.P. Sinha and R.P. Singh and incorporates 60 items evenly split between emotional, social, and educational adjustments, was deployed to measure the level of adjustment of the students. From the previous records, academic scores were taken as academic performance of the students. There is no significant difference of adjustment scores between male and female students of secondary school but highly significant difference (t value 4.376) between urban and rural students. girls are more well-adjusted result shows that rural students are more adjusted than urban students as maximum students of rural area are in good category highly negative correlation between adjustment problems and academic achievement scores of secondary school students.

Keywords: Academic Achievement, Adjustment, Gender, Locality, Secondary Students



Jagneet Kaur
bs22ped002@eternaluniversity.edu.in

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1. INTRODUCTION

Education has a key role in shaping a child's character, serving as a fundamental cornerstone in their overall development. The first interaction of the youngster with the external environment outside the confines of the household is being referred to as educational institution. The educational institution plays a significant role as a primary agent of socialisation for children. The function of school education is of paramount importance in achieving the ultimate goal of education. Education is facilitated by the institution of school, which serves as a fundamental and dynamic platform for learning. The enduring effects of learning and training acquired by students at educational institutions persist throughout the course of their lifetimes. Children acquire qualifications in a range of skills, including the acquisition of knowledge and completion of responsibilities, relationships with others, emotional regulation, and the management of everyday encounters within both the school and home settings (Raju & Rahamtulla, 2007). Within the ever-changing realm of education, the pursuit of scholastic success is an all-encompassing preoccupation that affects students, instructors, and scholars. Optimal learning outcomes may be achieved when students are well acclimated to their learning environment. When a student, regardless of gender, is unable to successfully adapt to the school environment, it might impede their academic progress and harm their personal growth. The effectiveness of school education depends upon multitude of factors. The variables included in this context may include social, economic, cultural, and psychological aspects. In relation to the psychological aspects, there are several dimensions. One of the most significant factors is the element of

adjustment (Adhikary, 2018). For each person, adaptation is a key part of their developmental process. According to some, adjustment is an important part of human life because it gives people the power and strength to make positive changes in the world around them. A person's lack of adjustment stops his personality from developing, which leads to his maladjustment. The need for adjustment extends beyond the classroom to include classmates, instructors, curriculum, any other school activities and background setting of that place. Those who possess the ability to adapt to the ever-changing conditions in their surroundings have the potential to achieve harmonious living and maintain a contented and well-rounded existence (Kaur & Gupta, 2021). According to the (Shaffer & Shoben Jr, 1956) "Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs." In the viewpoint of (Lehner and Kube, 1955) "Adjustment is the on-going process of interaction between us and our surroundings is the efficacy of an individual's endeavours to satisfy his own requirements". According to the (Good, Barr, & Scates, 1936) "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment." The concept of adjustment may be described as a cognitive and behavioural process by which individuals modify their actions and attitudes in order to establish a state of equilibrium and compatibility with their surrounding environment (Chamyal & Manral, 2017). The academic experience encompasses more than mere subject mastery; it is deeply intertwined with an individual's capacity to adjust and successfully navigate the diverse obstacles that arise throughout the academic vocation (Kaur & Bhatia, 2023; Upadhyay, 2017). At the core of this adaptive process resides the notion of adjustment, which pertains to an individual's ability to manage the challenges of their academic surroundings while preserving their psychological welfare. A student who is well-adjusted tends to do better academically.

1.1 Literature Review

Chauhan (2013) examined 111 Durg District high school students' adjustment. The A.K.P., Sinha, and R.P. Singh adjustment scale was employed to gather data. In upper secondary school, female pupils adapt better than male students, according to the t-test. This study (Chamyal & Manral, 2017) aims to examine and evaluate the adjustment levels of secondary and senior secondary school students in the Almora area. A sample of 220 pupils was randomly chosen from secondary schools in the Almora area, including both male and female students. The survey approach was used in the current paper. The findings of the study indicate that an understanding of adjustment and its many factors, such as emotional, social, and educational factors, may be used to determine the level of adjustment or maladjustment within our college, family, and social settings. (Chaudhary, 2018) investigated the current research that the extent to which accomplishment incentive contributes to the adjustment of high school pupils. The study sample included 200 students, namely 100 male and 100 female students from a high school in the Ghaziabad area. The results of the research indicated that there was no significant difference between the adjusted males and adjusted girls, but significant difference was observed between adjusted and maladjusted boys and girls respectively. (Prasad, 2019) This research examines and compares variation in adjustment levels of male and female students enrolled in post-secondary school. Female students have higher levels of adjustment in the domains of home, good health, interpersonal, and emotional well-being when compared to their male classmates. (Vyas, 2021) examined children's adjustment issues in urban and rural schools of Bhavnagar district Gujarat. Transition to school milieu, student self-motivation to improve academically, and teacher assistance were the biggest factors affecting school transition. Results show that upper secondary school pupils adapt differently, with female students adjusting better than male students.

1.2 Objectives of the Study

- To compare the total adjustment scores of secondary students on the basis of gender
- To compare the total adjustment scores of secondary students on the basis of locality.
- To compare the emotional, social and educational adjustment scores of secondary school students on the basis of gender and locality.
- To study the levels of adjustment scores of secondary school students on the basis of gender and locality
- To verify the relationship between adjustment and academic achievement of secondary school students of Sirmaur district

1.3 Hypotheses of the Study

- There is no significant difference between adjustment scores of secondary students on the basis of gender and locality.
- There is no significant difference between emotional, social and educational scores of secondary students on the basis of gender and locality.
- There is no significant levels of adjustment scores of secondary school students on the basis of gender and locality.
- There is no significant relationship between adjustment and academic achievement of secondary school students of Sirmaur district.

2. METHODS

2.1 Research Design

The method used in the current research was descriptive survey and stratified random sampling technique was utilized in order to organize and collect data on the basis of gender and locality. The research was carried out in the month of April 2024 from Sirmaur district schools.

2.2 Participants

The present study comprised 191 secondary school students of Sirmaur district, Himachal Pradesh. The sample of 191 participants was divided into gender and locality basis. 96 students were selected from rural and 95 students from urban which were further divided into male and female participants. Various schools as Holy Heart, S.V.N., A.V.N., of Sirmaur District were selected to collect the data.

2.3 Instruments

The Adjustment Inventory for school students, which was established by A.K.P. Sinha and R.P. Singh and incorporates 60 items evenly split between emotional, social, and educational adjustments, was deployed to measure the level of adjustment of the students. An Inventory for Adjustment for School Students by Sinha and Singh (1971) A.K.P. Sinha and R.P. Singh (1971) made the Adjustment Inventory for School Students by ensuring sure it was all the same. The survey checks how well high school students are adjusting in three areas: academically, socially, and emotionally. With 60 things, 20 in each area of change, the collection is complete. There are 20 items which assess mental adjustment, 20 items that evaluate social adjustment, and 20 items that measure intellectual adjustment. The tool has proven valid and reliable. If you use Split half, Test repeat, or the KR formula-20, the coefficients of confidence are .95, .93, and .94, respectively. For academic performance of the students academic scores from the previous class records were taken with the prior permission of the authorities with complete confidentiality.

2.4 Data Analysis

To test the hypotheses of the study after data collection, data was analysed using descriptive statistical tests as mean, standard deviation and inferential statistics as t test and Pearson Coefficient Correlation through SPSS software in version 25.0.

3. RESULTS

In Table 1, the above results depict that there is no significant difference between adjustment scores encompassing (emotional, social, educational adjustment) among secondary school boys and girl's category. The statistical analysis 't' test calculated reveals that between boys and girls is 1.755 at 0.05 level. Hence the null hypothesis 1 there is no significant difference between adjustment scores of secondary school students on the basis of gender is accepted.

Table 1. Comparison of the Adjustment Scores of Secondary Students on the Basis

Category	N	Mean	SD	t	Significance level
Boys	95	19.19	7.956	1.755	NS
Girls	96	17.07	8.689		

In Table 2, the above results depict that there is a significant difference between adjustment scores encompassing (emotional, social, educational adjustment) among secondary school of rural and urban category. The statistical analysis 't' test calculated reveals that between rural and urban is 4.430 at 0.01 level. Hence the null hypothesis 2 there is no significant difference between adjustment scores of secondary school students on the basis of locality is neglected so alternative hypothesis is accepted.

Table 2. Comparison of the Adjustment Scores of Secondary Students on the Basis

Category	N	Mean	SD	t	Significance level
Rural	96	15.60	6.146	4.376	S
Urban	95	20.67	9.521		

In Table 3, the above results is analysed on the different domains of adjustment as emotional, social, educational of rural and urban boys and girls respectively from both locality which depicts that there is no difference of emotional, social and educational adjustment of boys and girls of rural area at 0.05 level but except education domain, significant difference can be observed in emotional and social adjustment scores of boys and girls of urban area as t value of emotional is 3.640 at 0.01 level and total score of urban boys and girls is 2.930 at 0.01 level.. The higher mean score depicts that lack of adjustment as according to the table given in the manual. As less score of the student shows excellent description of adjustment and more score shows unsatisfactory results. Hence is rural category boys have shown good adjustment scores as compared to girls and in urban category girls have shown higher adjustment scores in comparison to boys score at 0.01 level.

Table 3. Comparing Emotional, Social and Educational Adjustment Scores on the basis of Gender and Locality

Domains	Gender	Rural			Urban		
		Mean	SD	t-value	Mean	SD	t-value
Emotional	Boys	5.00	2.576	1.321	8.77	3.171	3.640**
	Girls	5.73	2.826		6.29	3.445	
Social	Boys	5.42	2.122	.628	7.87	3.111	2.412*
	Girls	5.75	3.000		6.31	3.190	
Educational	Boys	4.79	2.010	.499	6.91	3.605	1.710
	Girls	4.52	3.176		5.54	4.192	
Total	Boys	15.21	4.762	.629	23.55	8.029	2.930**
	Girls	16.00	7.305		18.15	9.843	

In Table 4 where different levels of adjustment scores on the basis of gender are analysed and gives us the result that maximum students falls under average category i.e. out of 95 boys 32 are in average category. But in the case of girls maximum students' lies in good category i.e. out of 96 girls 31 girls have shown good adjustment scores.

Table 4. To Study the Levels of Adjustment Scores of Secondary School Students on the Basis of Gender

Description	Category	Boys		Girls	
		N	%	N	%
Excellent	A	4	4.2	10	10.4
Good	B	21	22.1	31	32.3
Average	C	32	33.7	29	30.2
Unsatisfactory	D	30	31.6	18	18.8
Very Unsatisfactory	E	8	8.4	8	8.3
Total		95	100	96	100

In Table 5 where different levels of adjustment scores on the basis of locality are analysed and gives us the result that maximum students fall under average category i.e. out of 96 rural students 41 are in average category. Therefore, the surprising results of urban area shows that maximum students lie in unsatisfactory adjustment i.e. out of 95 girls 33 urban students have shown unsatisfactory adjustment scores.

Table 5. To Study the Levels of Adjustment Scores of Secondary School Students on the Basis of Locality

Description	Category	Rural		Urban	
		N	%	N	%
Excellent	A	7	7.3	7	7.4
Good	B	32	33.3	20	21.1
Average	C	41	42.7	20	21.1
Unsatisfactory	D	15	15.6	33	34.7
Very Unsatisfactory	E	1	1	15	15.8
Total		95	96	100	95

Table 6 shows the coefficient of correlation between adjustment scores and academic achievement scores of secondary school students which is significant ($r = -.724, p < .001$) at 0.01% level of confidence, which shows that there is highly negative correlation between adjustment problem and academic achievement scores of students using Pearson Product Correlation.

Table 6. To Study the Levels of Adjustment Scores of Secondary School Students on the Basis of Gender

Group	Variables	r
Secondary School Students	Adjustment Scores	-.724
Academic Achievement		

In the Figure 1 relationship between total adjustment scores and academic achievement scores are depicted which shows highly negative relation between both the variables. It gives the results that if the adjustment scores are low or high it contradicts the academic achievement scores.

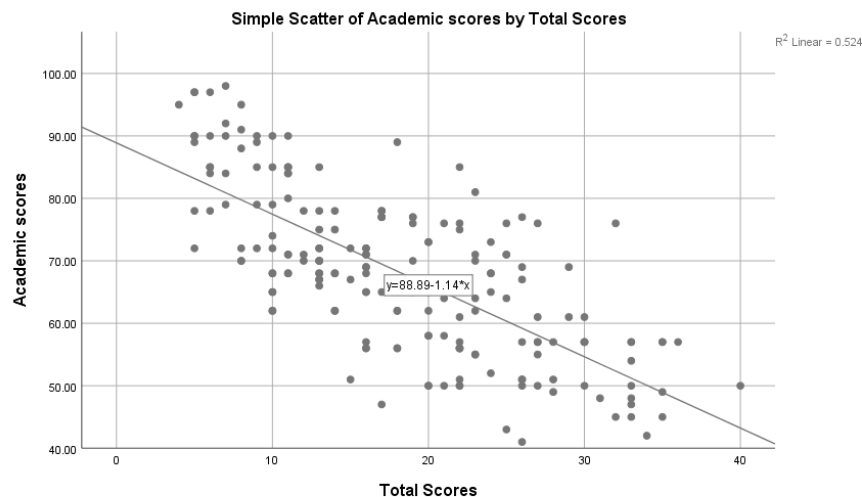


Figure 1. Showing Relationship between Total Adjustment Scores and Academic Achievement

4. DISCUSSION

The current study investigated the adjustment scores among secondary school students based on gender and locality. The findings indicate that there is no significant difference of adjustment scores between male and female students of secondary school aligning with the study (Winga, Agak, & Ayere, 2011). However, there is a significant difference of adjustment scores of secondary students on the basis of locality i.e. rural and urban category at 0.01 levels which gives us the result that rural students are well-adjusted than urban students. Furthermore, while there were no significant difference of emotional, social

and educational adjustment scores between boys and girls of rural area but a higher significant difference is seen in emotional and social adjustment between boys and girls of urban locality. And no significant difference of educational adjustment between boys and girls of urban area. The finding is in consonance of (Waghmare, 2016) which reveals that no significant difference of educational adjustment was observed in his study. Different levels of adjustment was analysed on different parameters as Excellent, Good, Average, Unsatisfactory, Very Unsatisfactory on the basis of gender and result shows that maximum girls have shown excellent adjustment scores which can be said that girls are more well-adjusted as different studies have too revealed the same theory (Chauhan, 2013; Mishra, 2020; Paramanik, Saha, & Mondal, 2014; Prasad, 2019; Vyas, 2021). Different levels of adjustment was analysed on different parameters as Excellent, Good, Average, Unsatisfactory, Very Unsatisfactory on the basis of locality and result shows that rural students are more adjusted than urban students as maximum students of rural area are in good category and in urban area maximum students fall in unsatisfactory category. Equal weightage of students from rural and urban area are distributed in excellent category. There is highly negative correlation between adjustment problems and academic achievement scores of secondary school students.

The current research contributes to the existing knowledge on student adjustment by offering detailed insights into the variations in adjustment levels according to gender and geographical location. Further investigation needs to be conducted to establish the socio-cultural and environmental aspects that contribute to the observation that rural learners tend to be well-adjusted than urban children. Further, the study's findings that girls generally exhibit superior adjustment scores compared to boys, especially in urban environments, support earlier research (Chauhan, 2013; Mishra, 2020; Paramanik, Saha, & Mondal, 2014; Prasad, 2019; Vyas, 2021) and add to the continuing discourse on gender disparities in psychological and social adaptation in educational environments. The inverse relationship between adjustment difficulties and academic performance highlights the need of cultivating a nurturing atmosphere for students to improve both their adaptation and achievements in academia.

5. LIMITATIONS AND FUTURE DIRECTIONS

It is important to recognise certain challenges of the study in order to thoroughly assess the findings. First, the cross-sectional design of the study restricts the capacity to establish an association between adjustment scores and demographic factors. Potential future studies could utilise longitudinal methodologies to investigate the dynamic characteristics of adaptation throughout time. Furthermore, although the sample size was sufficient, it was restricted to a particular area, therefore potentially impacting the applicability of the results to different regions or populations. Potential future research should aim to include a more heterogeneous sample in order to augment the external credibility of the findings.

Numerous practical consequences and directions for future research are indicated by the outcomes of this investigation. The major imbalance in adjustment levels between rural and urban children suggests that educational strategies and intervention programs should be customised to precisely target the unique requirements of urban students in order to enhance their adjustment. To address the wide gap in adjustment levels, schools in metropolitan regions should adopt focused social and psychological learning initiatives as well as assistance networks. Prospective future investigation could delve into the fundamental elements that contribute to these imbalances, including socio-economic position, parental dynamics, and educational environment. Moreover, a thorough analysis of the efficacy of intervention programs targeted at enhancing adjustment levels among various demographic groups should offer significant knowledge for educators and regulators.

6. CONCLUSION

In addition to prioritising academic achievement, educational institutions should place emphasis on instructing students in the art of achieving inner harmony and fostering harmonious relationships with their environment. It is important to organise regular meetings between educational institutions and parents in order to provide them with updates about their child's academic development and overall welfare. The implementation of a specialised system for monitoring students' conduct inside the confines of the educational institution is necessary in order to effectively identify individuals who could benefit from emotional assistance. The use of this planned approach facilitates the provision of efficient counselling and

support. The appointment of highly skilled and extensively qualified counsellors is of utmost importance in order to provide the essential advice and assistance. Teachers represent as valuable inspirations for their students. During the initial periods, it is essential for educators to possess a heightened degree of adaptability and emotional resilience, as well as demonstrate to their learners the necessary skills for interpersonal adjustment. Governments must provide all schools with labs, libraries, and organised classrooms. Learning programmes can help youngsters become accustomed to their peers and families. Creative thinking programmes and research-based programmes may help children grow holistically and socially.

Data Availability Statement. All data can be obtained from the corresponding author.

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