



# Interactive Influence of Adjustment and Gender on Academic Achievement

DR. GAUTAM H. SOLANKI  
Assistant Professor,  
Government Arts College, Dhanpur  
Dist: dahod

## Abstract:

*The present examined the influence of various types of Adjustment (ADJ) on Academia Achievement (AA) of adolescent students in relation to their gender. A sample of 1246 students of class 10+1 (585 males, 661 females ) from different rural (674), urban (572) Government (397), aided (434) and private (415) senior secondary schools Ahemadabad For collecting data Bell's Adjustment Inventory developed by and scores in final examination (10<sup>th</sup>) was taken as academic achievement of the students were used, Results of ANOVA shows that there was no influence of interaction between gender and home adjustment, gender and emotional adjustment on academic achievement of adolescents; and exists a significant influence of interaction between gender and home adjustment, gender and health adjustment gender and emotional adjustment on academic achievement of adolescents; and exist a significant influence of interaction between gender and social adjustment on academic achievement of adolescents. At excellent, good and average level of social adjustment the academic achievement of adolescent females was higher than males but at unsatisfactory and very unsatisfactory level of social adjustment, the academic achievement of both (male and female adolescents) coincides.*

## 1. Introduction

Achievement is regarded as the end product of all educational endeavors. It is considered as the sole criteria to evaluate the successful accomplishment of performance in a particular subject, area and course, usually visualized through skills, hard work and interest, typically summarized in various commentary (hawse teal: 1982) in a classroom students are usually involved in developing and reconstructing knowledge through experience, motivation, cooperation talk and teacher's intervention (Driver, 1989) Students need opportunities to construct knowledge by solving real problems through experience, motivation, cooperation, exploration talk and teacher's interventions to construct knowledge by solving real problems through asking and refining questions, designing and conducting investigations, gathering analyzing and interpreting information and data, drawing conclusions and reported findings.

Academic achievement of an adolescent also depends upon the adjustment as it is main component part of human life. Prasadh (2005) found that achievement of students had a significant positive relationship with home, educational and emotional adjustment. Gurubasappa et al. (2005) found that there existed a significant positive high correlation between academic achievement and adjustment, academic achievement and mental ability. Most part of the studies revealed positive correlation between adjustment academic achievement as kumara (1998), Agawam (2003) and Mohan et al. (2006) where as some part of the studies showed positive correlation between home adjustment and academic adjustment as goal (1988) jagannadhan (2003) and Mohanty (2009). Some studies showed positive correlation between emotional adjustment and academic adjustment as chuan (1994) and Usha (2007) Regarding gender variable kagade (1997) found that there was no significant relationship between educational adjustment, home adjustment and their educational achievement between boys and girls. Prasadh (2005) indicates that achievement of boys has a significant positive relationship

with their home, educational and emotional and emotional adjustment and achievement in mathematics among boys and girls. Due to this inconsistency, the researcher examined academic achievement of student with various types of adjustment by taking into account gender as classifying variable.

## 2. Objective

To study the influence of gender, adjustment (home, health, social and emotional ) and their interaction on academic achievement of adolescents.

## 3. Method

The study was conducted on a sample of 1243 students of 10+1 from Senior Secondary Schools of Avadavat District The sample consist of males (585) females (661) adolescents residing student in rural (674) and urban (572) area; adolescents student in government (397), aided (434) and private (415) schools. The sample was selected through cluster sampling technique. The age-range of the adolescents was between 15 to 18 years.

## 4. Procedure

Deceptive survey method of research was employed fro the present study. Bell's Adjustment inventory was employed on the student of 10 + 1 class. The date for the present research was collected personally by the investigator from private (16) aided (13) and government (14) schools included in the sample Date from student was collected at the terminal of the academic session.

## 5. Results and Discussion

Value for gender is 5.28 which is significant at 0.05 level with df 1/1236 It means that and female adolescents differ significantly. The mean score of academic achievement of females (63.11) is higher that males (698.97) Most of the research studies emphasized that academic achievement of females was higher that male students as Misra (2005), Usha (2007), Sarsani et al. (2010) and Prakash et al (2010) Some research students emblemized that academic achievement of males was higher that females as Dixie (2010) Some research student that there was no significant difference between males and females with regard to academic achievement as reported by Sindhu (2005), Rajendra et al. (2007) and Pandey et al. (2008) Some student reported significant differences or relationship of academic achievement in relation to gender without any direction as reported by Vamadevappa (2005) al. (2009) Arena et al. (2009) and Ponca et al. (2010)

F-value for home adjustments 13.081, which is significant at 0.01 level with df 4/1237 It means that mean sore of academic achievement of adjustments having different levels of home adjustment differ significantly.

Further analysis revels that t-value for good and average, good and unsatisfactory, good and very unsatisfactory, average and unsatisfactory and average and very unsatisfactory level of home adjustment are 3.678, 5.927, 5.745, 5.028 and 4.472 respectively which are significant at 0.01 level with df 8.14 311, 246, 995 and 930 respectively. The mean score of academic achievement for home adjustment is 67.30, which is higher the average (63.40) unsatisfactory (60.40) and very unsatisfactory (60.40) level of home adjustment. It may therefore be concluded that adolescents having good level of home adjustment possessed higher academic achievement than those having average, unsatisfactory level of home adjustment; the t-value for unsatisfactory and very unsatisfactory level of home adjustment is 0.009 which is not significant. Almost all previous researches reported the results in tune with present finding such as Sharma (1999), Jagannadhan (2003), Prasad (2005) and Mohanty (2009) but Bajwa et al. (2006) reported a negative relationship between home adjustment and academic achievement. A few studies reported no significant relationship between adjustment and academic achievement such as sood (1992). Chauhan (1995) and Ebenezer et al. (2009)

F- Value for interaction between gender and home adjustment is 0.563, which is not significant. It means that mean score of academic achievement of male and female adolescents having different levels of health adjustment do not differ significantly and social adjustment did not influence the academic achievement of adolescents. Some of the previous researches do not support the present finding as Dahlia (1971), Tiara et al.(1976), Sharma et al (1988) and Chatham (1994) revealed that social adjustment had negative associations with academic achievement.

The F- value for interaction between gender and social adjustment is 2.417 which is significant at 0.05 level with df 4/1236 time as that score of academic achievement of male and female adolescents having different level of social adjustment differ significantly. It may, therefore be concluded that male and female adolescent having different level of academic achievement. In order to know the trend of influence of interaction between gender and levels of social adjustment on academic achievement the figure 1 has been plotted.

Figure 1 : Influence of interaction between Gender and social Adjustment on Academic Achievement  
From figure 1, it is evident that at excellent level of social adjustment the mean score of academic achievement of adolescent females is higher than males but when there is shift from excellent to good level of social adjustment there is sharp increase in mean score of academic achievement of adolescent males as compared to females. Further during shift from good to average level of social adjustment there is downfall in the mean score of academic achievement of adolescent males. At further levels (unsatisfactory and very unsatisfactory) of adjustment there is coincidence and stagnation in the mean score of academic achievements. It may therefore be concluded from the figure that at excellent, good and average level of social adjustment the academic achievement of adolescent females was higher than males but at unsatisfactory and very unsatisfactory level of social adjustment, the academic achievement of both ( male and female ) coincides.

F-value for emotional adjustment is 5.962 which is significant at 0.01 level with df 4/1237. It means that mean score of academic achievement of adolescents having different levels of emotional adjustment differ significantly.

It is evident by further analysis that t-value for good and very unsatisfactory, and average and very unsatisfactory level of emotional adjustment are 3.13 and 3.94 respectively which are significant at 0.01 level with df 586 and 957 respectively as well as for good and unsatisfactory level of emotional adjustment is 2.132 which is significant at 0.05 level with df 278. The mean score of academic achievement of good level of emotional adjustment possessed higher academic achievement than those having average, unsatisfactory and very unsatisfactory level of emotional adjustment. But t-value for excellent and very unsatisfactory good and average, average and unsatisfactory and unsatisfactory and very unsatisfactory level of emotional adjustment are 1.020, 0.509, 0.168, 0.152, 1.352, 1.59 and 1.59 respectively which are not significant. Singh (1988), Swanson (2000) School of Emotional Literacy (2003), Aggarwal (2003) and Usha (2007) support that better emotionally adjusted learners attain higher academic score.

The F value for interaction between gender and emotional adjustment is 0.686, which is not significant. It means that mean score of academic achievement of male and female adolescents having different levels of emotional adjustment do not differ significantly. It may, therefore be concluded that male and female adolescents having different levels of emotional adjustment possessed same level of academic achievement.

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