

A Comparative Study of Adjustment and Academic Achievement Between Science and Arts Students at Senior Secondary Level

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Abstract

The present study aimed to compare adjustment and academic achievement between science and arts stream students at Senior Secondary level. According to the data, there is no statistically significant difference between boys and girls in the arts stream students' adjustment, but there is a statistically significant difference between boys and girls in the scientific stream and arts stream students' academic accomplishment. It is also find that students of science stream have better academic achievement than arts stream students and students of arts stream have better adjustment than science stream students. Education is the process of enhancing a person's abilities and potentials in order to position that person for success in a particular community or culture. According to this viewpoint, education primarily serves the purpose of promoting personal growth. Education starts at birth and lasts the rest of one's life. It never ends and never ceases. Education shapes a person like a flower that spreads its scent throughout the globe. No country can ever progress to the fullest, no society can ever claim to be prosperous society, until and unless both men and women as the two fraction of the human race equally benefitted by the light of education.

Keywords: Gender differences, Personal growth, Lifelong learning, Societal progress, Gender equality

INTRODUCTION

Adjustment is very helpful to improve academic performance among the students. For the purposes of the Education Adjustment Program, the school records a sample of the adjustments they are doing for the child in the following categories on an EAP Profile. An education adjustment is anything the school does expressly to assist a kid learn. Curriculum, communication, social interaction and mental health, personal hygiene, and safety, among other things [1]. A variety of staff in the school may make education adjustments for the child under the supervision of the principal, Teachers and teacher aides make most of the everyday adjustments. As a key partner in the child's education, parents and carers should be aware of the main educational adjustments being implemented for the child.[2]

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All modifications should be done in a way that maximizes the child's capacity to meet educational objectives [3]. According to theoretical and empirical research on adjustment and academic achievement, student adjustment can aid in information acquisition and the growth of cognitive skills in addition to being a desirable outcome in and of itself. It discusses studies on the advantages of

adjustment for parents, teachers, and students, as well as how it is supported in the classroom [4]. The idea is that educational adjustment can help kids learn and perform better by encouraging pleasant interactions with peers and teachers and, from a motivational standpoint, by giving them more reasons to succeed [5].

Concept of Adjustment

Diverse psychologists, biologists, mental hygienists, and other behavioral scientists have all offered diverse descriptions of how the world has adjusted. Through this process, the person seeks to create a pleasing, secure relationship in his environment. By this process the individual alerts him impulse and responses to fit the document always aims at long term. Satisfaction instead of satisfying an immediate need. Psychologically, adjustment means a person interacts with his/her environment [6].

Adjustment: One definition of adjustment is the process of changing behavior to achieve harmony with the environment. When people say they are going through a shift and looking for a certain level of balance or acceptance with the environment, others, or oneself, they often suggest that they are in a “adjustment period.”

Concept of Academic Achievement

In order to foster a child’s healthy academic growth and development, academic achievement is the primary obligation of any school or other educational institution established by the society [7–8]. Academic achievement is described by Good (1973) in the dictionary of education as “knowledge attained skills developed in the school subjects typically designed by the test scores or by work assigned by the teacher or both [9, 10].”

OBJECTIVES OF THE STUDY

The study’s primary goals are to compare senior secondary science and arts students’ adjustment and academic performance. The individual objectives listed below are framed with the overall aims in mind.

1. To compare adjustment of science and arts students at senior secondary level.
2. to evaluate how male and female senior secondary science students adjusted.
3. to compare the adjustment of senior secondary art students who are both male and female.
4. To compare academic achievement of science and art students at senior secondary level.
5. To compare academic achievement of male and female science students at senior secondary level.
6. To compare academic achievement of male and female art students at senior secondary level.

HYPOTHESES OF THE STUDY

The following major hypotheses have been created in order to attain the objectives:

Hypothesis 1

There is no significant difference between science and art students with reference to adjustment

Hypothesis 2

There is no significant difference between male and female of science students with reference to adjustment

Hypothesis 3

There is no significant difference between male and female art students with reference to adjustment

Hypothesis 4

There is no significant difference between science and art students with reference to academic achievement.

Hypothesis 5

There is no significant difference between male and female science students with reference to academic achievement.

Hypothesis 6

There is no significant difference between male and female students with reference to academic achievement

SAMPLE

The sample of the study consists 50% students of science stream and 50% students of arts stream. A total of 100 students from IX and XI standards were selected from Ghaziabad district in Uttar Pradesh as sample by simple random sampling. For this “Lottery Method” is used. Twenty five respondents were selected randomly from each school.

TOOLS USED FOR THE STUDY

The following tools were used for collection of data in this research by the investigator are as:

- Adjustment inventory (AISS) by A.K.P Sinha and R.P. Singh to find out the adjustment between Arts and Science Secondary school students (age group 14 to 18) from poorly adjusted students in the three areas of adjustment Emotional, Social and Educational. It consists of 60 items related to emotional, social and educational adjustment.
- Examination score of the students.

STATISTICAL ANALYSIS

Descriptive and comparative analyses were used to analyze the data that had been obtained. The following statistical techniques which were used to analyses the data are as:

1. Mean. Or (M)
2. Standard deviation S.D. or Standard error (SE)
3. Test of Significance or 't'

RESULT

Table reveals that out of 100 students only 2 students were reported excellent adjustment, 34 were reported with good adjustment where as 39 students were found to be average adjustment, 19 students were reported unsatisfactory adjustment and 6 students reported very unsatisfactory adjustment. In other words it can be said that Tables 1–7.

- 2% excellent adjustment
- 34% were good adjustment
- 39% were having average adjustment
- 19% were unsatisfactory adjustment
- 6% were having very unsatisfactory adjustment on the basis of science and art stream or education.

Table 1. Comparison of science and art students with reference to adjustment

Subject	M	S.D.	df	t
Science	18.4	7.9	98	4.186**
Art	16.6	6.65		

Table 2. Comparison of male and female of science students with reference to adjustment.

Subject	M	S.D.	df	t
Male	17.1	7.35	48	2.68**
Female	19.3	9.3		

Table 3. Comparison of male and female art students with reference to adjustment.

Subject	M	S.D.	df	t
Male	15.9	6.35	48	4.489**
Female	18.1	7		

Table 4. Comparison of science and art students with reference to academic achievement.

Subject	M	S.D.	df	t
Science	513	83	98	3.225**
Art	493	55.9		

Table 5. Comparison of male and female science students with reference to academic achievement.

Subject	M	S.D.	df	t
Male	469	61	48	14.87**
Female	559	74		

Table 6. Comparison of male and female arts students with reference to academic achievement.

Subject	M	S.D.	df	t
Male	487	58	48	1.21*
Female	497	54.5		

** Significant at both level. * Insignificant at both level.

Table 7. Interpretation for adjustment

Grade	Arts stream Students		Science stream Students		Total
	Male	Female	Male	Female	
Excellent	1	1	0	0	2
Good	9	8	9	8	34
Average	12	10	9	8	39
Unsatisfactory	2	5	5	7	19
Very unsatisfactory	1	1	2	2	6
Total	25	25	25	25	100

Table 8. Interpretation for academic achievement

Division	Art stream Students		Science stream Students		Total
	Male	Female	Male	Female	
I Division	0	0	0	5	5
II Division	11	10	8	16	45
III Division	14	15	17	4	50
Total	25	25	25	25	100

Table reveals that out of 100 students student only 5 students were gated first division in their achievement test, 45 were gated second divisions and 50 students were found to be third division. In other words it can be said that.

- 5% were first division
- 45% were second division
- 50% were having third division on the basis of their academic achievement test Table 8.

MAJOR FINDING OF THE STUDY

- There is significant difference in the means of scores among science and art students at senior secondary level with reference to their adjustment. Mean value reveals that adjustment has affect on the science & art stream students and adjustment of art students is better than science students.
- The means of scores among senior secondary science students who are both male and female differ significantly with regard to their adjustment. Mean value reveals that adjustment has affect on the male & female science stream students and adjustment of

female science students is better than male science students.

- There is significant difference in the means of scores among male and female arts students at senior secondary level with reference to their adjustment. Mean value reveals that adjustment has affect on the male & female arts stream students and adjustment of female arts students is better than male arts students.
- The means of scores for students studying science and art at the senior secondary level differ significantly in terms of their academic performance. The mean value shows that academic accomplishment affects both scientific and arts stream students, with science students performing better academically than arts stream students.
- When comparing the academic achievement of male and female senior secondary science students, there is a sizable gap in the means of their scores. Mean value reveals that Academic Achievement has affect on the male & female science stream students and female are better than male science stream students with reference to their academic achievement.
- Regarding academic achievement, there is no discernible difference between male and female senior secondary arts students' mean scores. Mean value reveals that Academic Achievement has no effect on the male & female arts stream students and both are equally benefitted in their academic achievement

CONCLUSION

Findings suggest that pupils in the art stream are better adjusted. Their education has brought attitudinal changes in them. But in some categories both science & art students are equally adjusted. This study also reveals that science stream students have more academic achievement than other educated groups. Thus the need of the hour is to make students more & more educated especially in the art stream. At the same time, the parents' perspective needs to alter. Instead of lavish wedding of their son & daughters, they should spend money in providing them wrathful higher education.

They should be encouraged to develop their personalities by taking part in various social, economical & cultural activities. No doubt, socially emotionally and educationally adjusted students will certainly build a progressive generation, progressive society & a progressive nation.

Due to the limitation of the time, money & energy the present study was confined to the adults of Ghaziabad city of UP only. Further researches on the educated persons taking other variables may be taken up on the wider population of the different regions of the state, so that wider generalizations may be made. Only the effects of formal schooling are examined in the current study. Other variables other than formal education such as mass media exposure, extra-curricular activities, socio-economic status of parents' etc can be studied in further research.

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