

School Adjustment And Academic Achievement Among Tribal Dolescents In Manipur

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Abstract: The present study is an attempt to examine school adjustment and academic achievement among tribal adolescent students in two districts of Manipur. The study also attempts to examine the high and low academic achievers of tribal students of the two areas. The sample comprised of 629 XI standard tribal adolescent students. Out of which 136 were from Imphal West and 493 were from Ukhrul district. A standardized school adjustment inventory for adolescent students developed by the investigator was used. For academic achievement the last public examination i.e. H.S.L.C. marks were used as the index of academic achievement. The findings revealed that a low positive correlation between school adjustment and academic achievement in both the districts. It was also reveals that high academic achievers had better adaptability in school than that of low academic achievers

School Adjustment

School adjustment is the process of adapting to meet academic demands in the school environment. Every individual from the time he or she steps out of the family and goes to school makes a long series of adjustments in his/her environment. Adjustment is totally based on the pattern established by earlier adjustment. The quality of adjustment in the early years of life determines the quality of adjustment in later years. The young adolescents make the transition from Elementary to Secondary School; they are caught up in the web of transitional experiences. The transition usually confronts adolescents with new social and educational demands. As pointed out by Phelam, (1994) the transition into High School can be an unpleasant experience. The transition to Higher Secondary School is also a challenge in the development of adolescent students. Many adolescents are inadequately prepared for the psychological, emotional and academic realities of higher education. The students are confronted with the adaptational challenges of living apart from family and friends, adjusting to the academic regimen, assuming responsibility for the task of living, and developing a new array of social relationship with peers. Such transitions require the student to create new coping styles, overcome initial anxiety and adopt new behaviour. Those children who fail to do can negatively influence their adjustment in school and which in turn affects their academic performance adversely. School is one of the important pillars on which the child's personality is formed. It is the place where children have contacts with peers, form friendship and participate in social groups with other children. Through adolescence, peers become increasingly important in their lives. Their interaction becomes more complex with age. In this stage, social support from friends assists the children to adjust well in school and to be better able to handle situations related to school environment. In life, good academic performance is vital for entrance into good schools, colleges and universities. One's academic performance is measured for a significant portion of his or her life.

Children are often categorized on the basis of their academic performance. While seeking admission to highly competitive and professional courses, the main factor considered is a good academic performance. Children perceive examination and results to be an indicator of their worth. Success in school plays an important role in shaping a student's future opportunities. Many children find themselves underachieving stress. Stress is very common amongst adolescent boys and girls at higher secondary school stage. Stress is partly created by parental pressure too when they expect their adolescents to perform and stand out among their peer groups, when they can't rise up to that expectation they suffer frustration, aggression, undesirable complexes and depression.

Review of Related Literature

Verma, M. (1985) conducted a study on tribal and non-tribal students of Junior high school in Uttar Pradesh. The objective of the study was to examine the differences between tribal and non-tribal students in respect to their academic achievement, attitude towards school and adjustment in school. In the study sample comprised of 1049 junior high school students, out of which 557 belonged to ST, 63 belonged to Scheduled Caste and 249 were other castes. He used a standardized Adjustment Inventory for measuring adjustment of tribal and non-tribal students and aggregate marks in the junior high school examination were taken as the criterion of academic achievement. It was observed by the researcher that the mean school adjustment score of the tribal group was significantly poorer than that of the non-tribal group. Kapoor, R. (1987) examined the factors related to high and low academic achievement of Junior high schools of Lucknow. In the study sample consisted of 1396 students studying in class VIII. For this study, marks in the junior high school examination were considered as an index of academic achievement. The researcher reported that a majority of the high achievers belong to higher SES groups and a large number of low achievers belong to the lower SES groups. The researcher reported that the high achievers had better, home, health, social, emotional and school adjustment. It was also observed that the overall adjustment scores of high academic achievers were significantly higher than the low academic achievers. Shah, B. (1991) conducted a study on adolescents' school adjustment. The objective of the study was to see the effect of family climate on school adjustment as related to SES, intelligence, sex and region. The sample consisted of 1000 adolescent students studying

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in standard nine. The Family Climate Scale, Socio-economic Status Scale, Intelligence Test and Adjustment Inventory were used to collect the requisite data. Shah reported that students from an unsatisfactory family climate showed better adjustment in schools than students from a satisfactory climate. Raju, M.V.R and Khaja Rahantulla. T. (2006) studied adjustment problems of school students in Andhra Pradesh. The sample consisted of 461 students from class sixth to tenth in Visakhapattanam. The findings of the investigation revealed that the adjustment of school Children had direct influences on the school variables viz., class, medium of instruction and the type of management of the school. Finally, the authors reported that parental education and occupation were significantly influenced the adjustment of the school children.

Objectives of the Study

The objectives of the study are:

1. To find out the relationship between school adjustment and academic achievement of tribal students of the two areas of Manipur.
2. To find out the difference between two mean scores of high and low academic achievers on school adjustment of the tribes of the two areas of Manipur.

Hypotheses

The present study is an attempt to test the following null hypotheses:

1. There is no relationship between school adjustment and academic achievement of the tribals of the two areas of Manipur.
2. There is no significant difference between school adjustment of high academic achievers and low academic achievers of the tribes of the two areas of Manipur.

Sample

The sample consists of 629 XI standard tribal adolescent students in Manipur. Out of which 136 belong to Imphal West and 493 belong to Ukhrul district. The samples were collected during March to November 2008. For this incidental and purposive sampling technique was used for the selection of the sample.

Tools

A standardized Adjustment Inventory (English Version) developed by the investigator was used. The inventory has been developed for Higher Secondary XI standard adolescent students for 15-18 years age group. The adjustment inventory contains school area of adjustment. It contains 30 items related to school area of adjustment. For academic achievement the investigator collect the photocopy of H.S.L.C. Examination Marks Sheets from the students selected as sample and also verified from the school records. The marks obtained in the last public examination i.e. X class examination (H.S.L.C) considered as an indicator of academic achievement.

Statistical Techniques Uses

In this study, descriptive statistics like mean and SD's were used. To see the relationships between the variables, Coefficient of correlation and 't' test were used.

Results and Discussion

Table: 1 Relationship between school area of adjustment and academic achievement of tribals of Imphal West and Ukhrul district

The following table 1 presents the coefficient of correlation between school adjustment and academic achievement of the tribals in both the districts. The obtained values of coefficient of correlation of school adjustment are positive.

Variables Correlated	Imphal West Tribal	Ukhrul Tribal
School Adjustment and Academic Achievement	N=136	N=493
	'r' Value	'r' Value
	0.24	0.23

An observation of the coefficient of correlation of tribals of Imphal West and Ukhrul respondents' in school adjustment and academic achievement are ' r ' = 0.24 and 0.23 respectively. The result indicates a positive but very low relationship between these two variables. The low positive correlation states that there is a very weak relationship exists between these two variables, which may not show any definite direction. Therefore, hypothesis - 1 is partially retained.

Table: 2 Comparison of Means of High and Low Academic Achievers on School Area of Adjustment of Tribals in Imphal West district

Adjustment Area	Academic Achievement						
	High N=37		Low N=37		't' Value	Degrees of freedom	Level of significance
	Mean	SD	Mean	SD			
School Adjustment	19.73	5.60	20.15	17.54	5.48	72	0.01

* **Source:** Field Survey

To fulfill the second objective significance of difference between high and low academic achievers of tribals in Imphal West district in school area of adjustment, the means, SDs and 't' tests were calculated. Table - 2 shows the value of means, SDs and 't' tests. The result reflects that the tribals in the high and low academic achievement

groups differed significantly in school, area of adjustment. Thus, hypothesis -2 is rejected. It indicates that the high and low academic achievers groups differ significantly in school area of adjustment. A close observation of Table - 2 depicts that high academic achievers had better adaptability in school than low academic achievers

Table: 3 Comparison of means of high and low academic achievers on area of adjustment of tribals in Ukhrol district

Adjustment Area	Academic Achievement						
	High N=133		Low N=133		't' Value	Degrees of freedom	Level of significance
	Mean	SD	Mean	SD			
School Adjustment	19.00	5.35	17.86	5.11	1.78	264	0.01

* **Source:** Field Survey

To find out the level of significance between two means obtained by high and low academic achiever's (tribals of Ukhrol district) adjustment in school, the means, SDs and 't' tests were computed. Table - 3 reflects that the high and low academic achievers differ significantly in their school, adjustment. It means the respondents who scored high and who scored low in academics differ in their school adjustment. Therefore, hypothesis - 2 is retained. An observation of table - 3 reveals that high academic achievers had better adaptability in school than that of low academic achievers. This is perhaps due to the supportive home environment and proper guidance given by the parents and teachers. This may lead to maintain a satisfactory relation with the teachers, students and other members of the school which helps them to do well in academics.

Educational Implication

The findings of the study listed above have serious implications for the teaching-learning process in our school system. The findings of this study have shown low positive relationship between school adjustment and academic achievement of tribal respondents of both the districts. Student adjustment is positively related to educational attainment. Adjustment is a psychological process through which people manage and cope with the demands and challenges of everyday life. Well-adjusted students are able to make a balance state in school environment and ability. Progress in any learning situation depends on the

individual's adjustment to his/her environment. Students who failed to adjust suffered problem in academics. So, joint efforts should be made by parents, teachers' counsellors, and policy makers to provide necessary service to adolescent students to achieve better in academics as well as their adjustment. This requires more learner-centric pedagogy in a democratic and encouraging environment at home. A programme of compensatory education would be in order. It is also necessary to provide teacher's training to understand and maintain conducive environment of the schools which contributes to the student's result.

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