Academic Adjustment of Higher Secondary Students

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ARTICLE INFO	ABSTRACT
	Background: Academic adjustment is crucial for students' overall development and academic success. Higher secondary students, transitioning between adolescence and adulthood, face challenges in managing their academic lifestyle, meeting expectations, and adapting to changing dynamics. Poor adjustment can hinder academic achievement, leading to stress, reduced performance, and low self-esteem (Eccles & Roeser, 2011). Academic motivation plays a pivotal role in fostering adjustment by enhancing time management, resilience, and positive relationships (Minges & Redmond, 2014). Understanding the links between academic lifestyle, achievement, and motivation is vital for creating interventions and fostering a supportive learning environment for successful adaptation. **Methodology:** Stratified random sampling technique was used in this study and the sample size of the study is 380 students from Chennai district. **Findings**: a) The study found that there was a significant difference in academic adjustment and its dimensions namely academic lifestyle and academic motivation owing to difference in gender of higher secondary students. b) There was a significant difference in academic adjustment and its dimensions namely academic lifestyle, academic achievement and academic motivation owing to difference in region of higher secondary students. c) There was a significant difference in academic adjustment and its dimensions namely academic achievement and academic motivation owing to difference in medium of learning of higher secondary students. **Keywords:** Academic Adjustment, Academic Motivation, Academic Lifestyle, Higher Secondary Students..

Introduction

Academic adjustment plays a vital role in shaping the educational experiences and outcomes of higher secondary students. This stage represents a critical transition from adolescence to early adulthood, characterized by increased academic rigor, social expectations, and emotional challenges. Successful academic adjustment involves students' ability to adapt to new learning environments, manage academic responsibilities, and maintain emotional stability. Factors such as self-regulation, family support, teacher guidance, and peer relationships significantly influence this process. Poor academic adjustment can result in stress, low self-esteem, and diminished academic performance. Conversely, effective adjustment fosters academic success and overall well-being, laying a strong foundation for higher education and future careers. Understanding the dynamics of academic adjustment can help educators, parents, and policymakers develop strategies to support students during this crucial phase.

Need and significance of the study
❖ The study guides parents in providing emotional and academic support to students.
❖ The study can aids policymakers in implementing student-centred educational reforms.
❖ The present study contributes to creating a supportive learning environment for holistic development.
❖ The study helps in identifying adjustment issues, which can reduce dropout rates among higher secondary students by addressing challenges early and effectively.
❖ The study can guide the development of tailored counselling, mentoring, and extracurricular programs to address the unique adjustment challenges faced by students.

Review of related literature

Name & Year	Objective, Sample Size & Analysis	Major Findings
Master Arul Sekar, J., & Arul Lawrence, A. S. (2016)	To examine the emotional, social, and educational adjustment of higher secondary students and its relation to academic achievement. The size of the sample consists of 600 higher secondary students. Descriptive statistics and correlation analysis were used to assess the relationship between adjustment dimensions and academic achievement.	No significant difference was found in adjustment problems between high and low academic achievers. A negative relationship exists between adjustment problems and achievement, indicating that better-adjusted students tend to have higher academic performance.
Makwana, M., & Kaji, S. (2014).	The study Adjustment of Secondary School Students in Relation to their Gender. To investigate the adjustment levels of secondary school students concerning their gender. Utilized t-tests to compare adjustment scores between male and female students across various domains using 120 secondary school students.	No significant differences were found in home, school, and emotional adjustment between genders. However, a significant difference was observed in social adjustment, with boys exhibiting better social adjustment than girls.
Vandana. (2013).	Impact of Gender on Adjustment and Academic Achievement. To examine the influence of gender on adjustment levels and academic achievement among higher secondary students. statistical methods to assess differences in adjustment and academic performance between male and female students.	Significant differences were found in adjustment levels, with female students demonstrating better adjustment compared to male students.
Yellaiah, M. (2012).	A Study of Adjustment on Academic Achievement of High School Students. To explore the relationship between adjustment and academic achievement among high school students, considering variables such as gender, type of school management, and locality. Applied statistical analyses to determine the impact of different variables on students' adjustment and academic performance.	Significant differences in adjustment and academic achievement were observed between male and female students. However, no significant differences were found concerning the type of school management (government vs. private) or locality (urban vs. rural). Additionally, a low positive relationship between adjustment and academic achievement was identified.
Surekha, K. (2008)	To investigate the relationship between academic achievement and adjustment among secondary school students. The sample of the study comprises 161 junior secondary students. Conducted statistical analyses to explore the correlation between students' adjustment levels and their academic success.	A significant positive correlation exists between academic achievement and adjustment, suggesting that students who are better adjusted tend to perform better academically.

Objectives
To explore the differences in academic adjustment of higher secondary students with respect to
- Gender
- Region
- Medium of Learning

Hypothesis
There is no significant difference in academic adjustment and its dimensions of higher secondary students in relation to variation in
- Gender
- Region
- Medium of Learning

Design and sample of the study

The study utilized a descriptive survey method, which entails selecting a representative sample from the large population to draw conclusion and generalize findings. A stratified random sample technique is used to collect response from 380 higher secondary students, including both boys and girls, urban and rural, Tamil and English medium were collected from diverse schools from Chennai district for the study.

Tools used for the study

The *academic adjustment scale* was constructed by the researcher with the guidance and support of the research supervisor. The tool consists of 42 items, including three dimensions namely *academic lifestyle, academic achievement and academic motivation*. The tool The reliability of this scale is 0.8 was established by Cronbach's Alpha Method. The obtained reliability coefficient is revealing that the tool is reliable.

Analysis of data and testing of hypothesis

H1 –There is no significant difference in academic adjustment and its dimensions namely academic lifestyle, academic achievement and academic motivation of higher secondary students owing to difference in gender.

Table.1 Showing the difference between boys and girls with respect to academic adjustment and its dimensions of higher secondary students

Variable	Sub-Category	N	Mean	SD	t-value	df	Sig. level
Academic Lifestyle D1	Boys Girls	190 190	35.56 36.30	4.558 3.943	3.029	378	0.003** P<0.01 S
Academic Achievement D2	Boys Girls	190 190	35.73 35.91	4.295 4.003	0.731	378	0.456 P>0.05 NS
Academic Motivation D3	Boys Girls	190 190	35.35 36.27	4.692 4.357	3.509	378	0.000** P<0.01 S
Overall Academic Adjustment	Boys Girls	190 190	106.64 108.48	13.545 12.303	3.352	378	0.001** P<0.01 S

From table.1, the statistical analysis reveals that the p-value obtained for the overall academic adjustment and the dimensions such as academic lifestyle and academic motivation is less than 0.01, leading to the rejection of null hypothesis at 1% significance level. This indicates a significant difference between boys and girls students occurs in academic lifestyle and academic motivation within the context of academic adjustment of higher secondary students.

However, for the dimension academic achievement of academic adjustment, the p-value obtained is greater than 0.05. Consequently, the null hypothesis is accepted at the 5% significant level. This implies that there is no significant difference in boys and girls students in terms of dimension academic achievement of academic adjustment of higher secondary students.

H2 There is no significant difference in academic adjustment and its dimensions namely academic lifestyle, academic achievement and academic motivation of higher secondary students with respect to region.

Table.2 Showing the difference between rural and urban area with respect to academic adjustment and its dimensions of higher secondary students

Variable	Sub-Category	N	Mean	SD	t-value	df	Sig. level
Academic Lifestyle D1	Rural Urban	190 190	35.44 36.34	4.656 4.342	3.414	378	0.001** P<0.01 S
Academic Achievement D2	Rural Urban	190 190	71.55 66.86	6.830 9.085	6.319	378	0.009** P<0.01 S
Academic Motivation D3	Rural Urban	190 190	59.32 47.65	9.114 15.061	10.483	378	0.006** P<0.01 S
Overall Academic Adjustment	Rural Urban	190 190	196.36 180.52	17.821 23.624	6.675	378	0.000** P<0.01 S

From table.2, the statistical analysis reveals that the p-value obtained for the overall academic adjustment and the dimensions such as academic lifestyle, academic achievement and academic motivation is less than 0.01, leading to the rejection of null hypothesis at 1% significance level. This indicates a significant difference between rural and urban students occurs in academic lifestyle, academic achievement and academic motivation within the context of academic adjustment of higher secondary students.

H3 There is no significant difference in academic adjustment and its dimensions namely academic lifestyle, academic achievement and academic motivation of higher secondary students with respect to medium of learning.

Table.3 Showing t-test for substantial difference between Tamil and English medium of learning with respect to academic adjustment and its dimensions of higher secondary students

Variable	Sub-Category	N	Mean	SD	t-value	df	Sig. level
Academic Lifestyle D1	Tamil English	180 200	87.93 112.58	26.498 26.964	10.305	378	0.907 P>0.05 NS
Academic Achievement D2	Tamil English	180 200	71.66 68.41	7.354 8.305	4.463	378	0.016* P<0.05 S
Academic Motivation D3	Tamil English	180 200	59.32 47.65	9.114 15.061	10.483	378	0.000** P<0.01 S
Overall Academic Adjustment	Tamil English	180 200	40.58 41.19	4.466 3.982	2.474	378	0.014* P<0.05 S

From table.3, the statistical analysis reveals that the p-value obtained for the overall academic adjustment and the dimensions such as academic achievement and academic motivation is less than 0.05, leading to the rejection of null hypothesis at 1% and 5% significance level. This indicates a significant difference between Tamil and English medium of learning students occurs in academic achievement and academic motivation within the context of academic adjustment of higher secondary students.

However, for the dimension academic lifestyle of academic adjustment, the p-value obtained is greater than 0.05. Consequently, the null hypothesis is accepted at the 5% significant level. This implies that there is no significant difference in Tamil and English medium of learning students in terms of dimension academic lifestyle of academic adjustment of higher secondary students.

Findings of the study

- There was a significant difference in academic adjustment and its dimensions namely academic lifestyle and academic motivation owing to difference in gender of higher secondary students.
- There was no significant difference in academic adjustment and its dimension namely academic achievement owing to difference in gender of higher secondary students.
- There was a significant difference in academic adjustment and its dimensions namely academic lifestyle, academic achievement and academic motivation owing to difference in region of higher secondary students.
- There was a significant difference in academic adjustment and its dimensions namely academic achievement and academic motivation owing to difference in medium of learning of higher secondary students.
- There was no significant difference in academic adjustment and its dimension namely academic lifestyle owing to difference in medium of learning of higher secondary students.

Educational implications

- **Parental Guidance and Support -** Schools can establish parent-teacher associations that focus on creating a unified strategy for students' holistic development.
- **Policy Formulation and Implementation -** Findings from the study can inform policymakers to design and implement student-centred reforms that prioritize emotional well-being, academic needs, and social support structures. Policies can be introduced to integrate mental health and adjustment support into the educational system as a core component.
- **Supportive Learning Environment -** Schools can develop programs that promote a positive and inclusive environment, such as anti-bullying initiatives and peer mentoring systems. Educators can focus on fostering classroom climates that encourage collaboration, empathy, and resilience among students.
- **Addressing Adjustment Issues for Holistic Development -** Schools can incorporate life skills training and social-emotional learning (SEL) in their curriculum to help students navigate personal and

academic challenges. Teachers can be trained to recognize and address early signs of adjustment difficulties in students.

▪ **Reducing Dropout Rates -** Targeted interventions can be developed to provide additional support to students at risk of dropping out, such as one-on-one mentoring, flexible academic schedules, and family involvement programs. Regular assessments can be conducted to identify and resolve adjustment challenges promptly.

Delimitations of the study
• The study was conducted exclusively among higher secondary students.
• The geographical focus of the study is restricted to the Chennai district.

Conclusion

The study on the academic adjustment of higher secondary students highlights the critical role of emotional, social, and academic support systems in fostering student well-being and success. By identifying key adjustment challenges, the study underscores the importance of parental involvement, tailored counseling programs, and inclusive educational policies. Addressing adjustment issues not only enhances academic performance but also contributes to students' holistic development. These findings serve as a guide for educators, parents, and policymakers to create a nurturing environment that supports students' growth and reduces dropout rates.

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