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A Study on Adjustment and Academic Achievement Secondary School Students of Working and Non-Working Mothers

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Abstract

The main aim and objectives of the present study was to compare certain areas of adjustment i.e. social, educational, emotional and academic achievement of secondary school students (Both Boys and girls) of working and non-working mother. The sample consisted of 130 students 65 boys and 65 girls of secondary school students. Adjustment Inventory was developed and standardized by Sinha S. Singh (1968) was used to find out adjustment level of secondary school students. Average marks of last year's annual results were considered as academic achievement of boys' and girls' students. The f-test was used to analyze the data. The findings revealed that boys' and girls' students differed significantly in overall adjustment process. Although, there were no significant difference among the different level of adjustments i.e. social, educational and emotional adjustments. The results further showed that high achievement and low achievement groups differed significantly in overall adjustment. High academic achievement groups are more adjusted as compare to their counterparts.

Key words: Adjustment, Academic Achievement, School Students, Gender and f-test.

1.1 Introduction:

According to Aristotle, "Education is the creation of a sound mind in a sound body". It encompasses in itself the all-round development of an individual. The success of spreading education to the widest possible area lies in the way it is imparted. With the ever-changing technological scenario, the method of imparting education too has been undergoing changes. The aims of education have been categorized variously by different scholars. But all-round development has been considered as the foremost aim of education by the entire great ancient and modern thinkers. Rabindra Nath Tagore was of the opinion that child should be left free in order to gather experience and understand his own mistakes and shortcomings. With whatever the approach towards education we have acquainted one thing we all agree that "Education is for the betterment of the individual and society. Education helps us prepare ourselves for the life ahead. With context to Darwin's theory of survival of the fittest we can pronounce in a way that education prepares the entity for the struggle of life for his own survival. Adjustment and academic achievement are popular expression used by people in day-to-day life. The process of adjustment starts right from the birth of the child and continues till his death. The concept of adjustment was originally a biological one and was used in Darwins (1859) "Theory of Evolution". It was termed as adaption. Darwin maintained that only those species that who are fit to adapt to the hazards survived (Survival of the Fittest). The biological concept of adaptation has been borrowed by the physiologist and renamed as "adjustment". Lazarus (2001) defined adjustment as a way of managing and consists of coping with various demands and process of life. Paraneswaran & Beena (2004) defined adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behaviour or action. Academic achievement means knowledge, understanding or skill acquired after instructions and training in courses or subjects of study. It is generally measured by means of total marks of the students obtained by them in a particular class. Academic achievement depends upon different factors which directly or indirectly influences it. Academic achievement is the ability to learn and incorporate in behavior at respective levels of the standard. It also denotes the knowledge attained and skill developed in the school curriculum. A reliable indicator of achievement and learning outcomes is a child is learning effectively, acquiring knowledge and skills, and growing socially and morally. Extensive researches have been conducted to examine the role of various factors on



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adjustment and academic achievement. Wigand Nagpal (1972) found in their study on mental health and academic achievement a comparison of successful and failed students and concluded that the failure group had poor adjustment at school and college but not at university. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. It also indicates that parental involvement makes a positive contribution to children's educational achievement. Marjorie (2002) found that mothers who were demanding yet responsive, sensitive and having psychologically helping nature had children with overall high adjustment scores. Solomon and Agarwal (2003) conducted a comparative study of adolescent's level of adjustment in relation to the academic success and failure. It was found that successful adolescents were significantly superior in their social, emotional and educational adjustment in comparison to unsuccessful adolescents. Singh (2006) examined the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interaction effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Surekha (2008) point out that a significant positive high correlation exists between academic achievement and adjustment. Further student of private schools are better adjusted than students of government schools. The students of private schools are better than students of government schools in academic achievement. Mahmondi (2010) found that gender had no differential influence over adjustment scores in home, health, emotional and social area. Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Whereas Roy, Ekka and Ara (2011) observed that female students were better adjusted than male students. Several studies have been reported in the area of social, educational, health and emotional adjustment of school students of both genders. Job of students is the need of the hour. It gives financial support to the family in the present age of economic hardship. It helps the students to stand on their feet without any outside support.

1.2 Objectives of the Study:- The purpose of the present study were

1. To study the differences among different adjustment levels of male and female students of working and Non working mother.
2. To find out the differences in Academic Achievement of male and female students of working and Non working mother.

1.3 Hypotheses of the Study:- The hypothesis of the present study were

1. There was no significant difference between social adjustment levels of male and female students of working and Non working mother.
2. There was no significant difference between educational adjustment levels of male and female students of working and Non working mother.
3. There was no significant difference between emotional adjustment levels of male and female students of working and Non working mother.
4. There was no significant difference between overall adjustment levels of male and female students of working and Non working mother.
5. There was no significant difference between academic achievement of male and female students of working and Non working mother.
6. There was no significant difference between adjustment of high academic achievement and low academic achievement students of working and Non working mother.

1.4 Methodology: Descriptive survey Method was used.

1.4.1 Sample:- Participants included 130 students, studying in class IX from secondary schools at Jamshedpur in Jharkhand. Among them 65 were boys and 65 were girls, age ranging from 14 to 17 of secondary school students. Through Simple random sampling technique method was used for the study.

1.4.2 Tools Used:

1. The investigator used Adjustment Inventory for school students constructed and standardized by Sinha and Singh. The inventory contains 60 statements dealing with certain samples of behavior and situation that must studies experience at one time or the other. The subject to read each statement and set, if it applies to her usual mode of behaving. Against each statement is written 'Yes' and 'No' if a particular statement is true or mostly true to subjects behavior he is to encircle 'No'. there is no time limit for it take ten to fifteen minutes to complete it.
2. Academic Achievement test:- Average marks of last years annual results were considered as academic achievement of boys and girls school students



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1.5 Procedure of Data Collection:

In this study the total samples of 130 secondary student age range from 14 to 17 years from class IX were collected from secondary schools situated at Jamshedpur in Jharkhand. They were administered Adjustment Inventory to check their adjustment regarding social, emotional educational adjustment and overall adjustment. Average marks of last years annual results were included as academic achievement.

1.6 Results and Discussion:

Mean differences in Adjustment:

This section is further divided into four subsections. i.e. total adjustment, while sub-section, ,educational ,emotional and social adjustment respectively.

4.4.1 Mean differences in Emotional Adjustment:

Mean emotional adjustment scores of male and female students of working and non working and non working mothers are shown in table 4.13.

Table -4.13

Mean Emotional Adjustment scores of male and female students of working and non-working mothers.

Students	Working mothers (A1)	Non-working mothers (A2)
Male (B1)	16.03	17.62
Female (B2)	17.39	17.06

Table-4.14

Summary of ANOVA on Emotional Adjustment scores of male and female students of working and non-working mother (N-130)

Sources of variation	df	SS	MS	F- ratio	Sig.Level
Mothers	1	23.33	23.33	1.87	N.S
Students	1	0.36	0.36	<1	N.S
Interaction	1	26.89	26.89	2.16	N.S
Within	127	1580.38	12.44		
Total	130				

Interpretation:

1. Table 4.14 shows that F-ratio for the main effect of mothers is 1.87, which is less than the table value at 1/127 df against .05 level. So, this F-ratio is not significant at .05 level. Thus the null hypothesis that children of working and non working mothers will not differ significantly in emotional adjustment is not rejected. It means that children of working mothers and non working mothers do not differentiate on emotional adjustment. In other words, students have same means emotional adjustment irrespective of the fact whether their mothers are working or non working.
2. F-ratio for the main effect of sex of students is <1, which is not significant at .05 level. Thus, the null hypothesis that male and female student will not differentiation emotional adjustment is not rejected. It means that students irrespective of the fact whether they are male or female have same mean emotional adjustment.
3. F-ratio for interaction (mothers X students) is 2.16 which is less than the table value at 1/127 df against .05 level. So, this F-ratio is not significant at .05 level. Thus the hypothesis that interaction (mothers X students) on emotional adjustment will not be significant is reject. It means that male and female children of working and non working mothers same mean emotional adjustment.

4.4.2 Mean differences in Educational Adjustment:

Mean educational adjustment scores of male and female students of working and non working mothers are shown in table 4.15. it is followed by summary of ANOVA on these scores and interpretation of the results.

Table -4.15

Mean Educational Adjustment scores of male and female students of working and non-working mothers.

Students	Working mothers (A1)	Non-working mothers (A2)
Male (B1)	15.55	16.65
Female (B2)	16.34	16.81

Table-4.16

Summary of ANOVA on Educational Adjustment scores of male and female students of working and non-working mother (N-130)



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Sources of variation	df	SS	MS	F- ratio	Sig.Level
Mothers	1	6.93	6.93	<1	N.S
Students	1	0.06	0.06		N.S
Interaction	1	0.98	0.98		N.S
Within	127	956.78	7.53		
Total	130				

Interpretation:

1. Table 4.16 shows that F-ratio for the main effect of mothers is <1, which is not significant at .05 level of significant. Thus, the null hypothesis that children of working and non working mothers will not differ significantly in educational adjustment is not rejected. It means that children of working mothers and non working mothers do not differentiate on educational adjustment. In other words, students have same mean educational adjustment irrespective of the fact whether their mothers are working or non working.
2. F-ratio for the main effect of sex of students is <1, which is not significant at .05 level. Thus, the null hypothesis that male and female student will not differentiation educational adjustment is not rejected. It means that students irrespective of the fact whether they are male or female have same mean educational adjustment.
3. F-ratio for interaction (mothers X students) is <1, which is not significant at .05 level. Thus, the hypothesis that interaction (mothers X students) on educational adjustment will not be significant is reject. It means that male and female children or working and non-working mothers have same means educational adjustment.

4.4.3 Mean differences in social Adjustment:

Mean social adjustment scores of male and female students of working and non working and non working mothers are shown in table 4.17. it is followed by summary of ANOVA on these scores and interpretation of the results.

Table -4.17

Mean Social Adjustment scores of male and female students of working and non-working mothers.

Students	Working mothers (A1)	Non-working mothers (A2)
Male (B1)	14.50	13.95
Female (B2)	14.30	13.93

Table-4.18

Summary of ANOVA on Social Adjustment scores of male and female students of working and non-working mother (N=130)

Sources of variation	df	SS	MS	F- ratio	Sig.Level
Mothers	1	6.65	6.65	1.19	N.S
Students	1	0.04	0.04	<1	N.S
Interaction	1	0.44	0.44	<1	N.S
Within	127	707.57	5.57		
Total	130				

Interpretation:

1. Table 4.18 shows that F-ratio for the main effect of mothers is 1.19, which is less than the table value at 1/127 df against .05 level. So, this F-ratio is not significant at .05 level of significance. Thus, the null hypothesis that children of working and non working mothers will not differ significantly in social adjustment is not rejected. In other words, students have same mean social adjustment irrespective of the fact whether their mothers are working or non working.
2. F-ratio for the main effect of sex of students is <1, which is not significant at .05 level. Thus, the null hypothesis that male and female student will not differentiation social adjustment is not rejected. It means that students irrespective of the fact whether they are male or female have same mean social adjustment.
3. F-ratio for interaction (mothers X students) is <1, which is not significant at .05 level. Thus, the hypothesis that interaction (mothers X students) on social adjustment will not be significant is not reject. It means that male and female children of working and non working mothers have same mean social adjustment.

4.4.4 Mean differences in Total Adjustment:

Mean social adjustment scores of male and female students of working and non working and non working mothers are shown in table 4.19. it is followed by summary of ANOVA on these scores and interpretation of the results.



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Table -4.19

Mean Total Adjustment scores of male and female students of working and non-working mothers.

Students	Working mothers (A1)	Non-working mothers (A2)
Male (B1)	46.57	48.34
Female (B2)	48.56	48.56

Table-4.20

Summary of ANOVA on Total Adjustment scores of male and female students of working and non-working mother (N-130)

Sources of variation	df	SS	MS	F- ratio	Sig.Level
Mothers	1	26.18	26.18	<1	N.S
Students	1	15.81	15.81	<1	N.S
Interaction	1	34.99	34.99	1.06	N.S
Within	127	4200.90	33.07		
Total	130				

Interpretation:

1. Table 4.20 shows that F-ratio for the main effect of mothers is <1, which is not significant at .05 level of significant. Thus, the null hypothesis that children of working and non working mothers will not differ significantly in total adjustment is not rejected. It means that children of working mothers and non working mothers do not differentiate on total adjustment. In other words, students have same mean total adjustment irrespective of the fact whether their mothers are working or non working. F-ratio for the main effect of sex of students is <1, which is not significant at .05 level. Thus, the null hypothesis that male and female student will not differentiation total adjustment is not rejected. It means that students irrespective of the fact whether they are male or female have same mean total adjustment.
2. F-ratio for interaction (mothers X students) is 1.06 which is less than the table value at 1/127 df against .05 level. So, this F-ratio is not significant at .05 level. Thus the hypothesis that interaction (mothers X students) in total emotional adjustment will not be significant is reject. It means that male and female children of working and non working mothers same mean total adjustment.

Mean differences in Academic Achievement:

Mean academic achievement scores of male and female students of working and non working mothers are shown in table it is followed by summary of ANOVA on these scores and interpretation of the results.

Table -4.21

Mean Academic Achievement scores of male and female students of working and non-working mothers.

Students	Working mothers (A1)	Non-working mothers (A2)
Male (B1)	72.32	70.03
Female (B2)	69.52	68.62

Table-4.22

Summary of ANOVA on Academic Achievement scores of male and female students of working and non-working mother (N-130)

Sources of variation	df	SS	MS	F- ratio	Sig.Level
Mothers	1	53.35	53.35	<1	N.S
Students	1	67.87	67.87	<1	N.S
Interaction	1	56.4	56.4	<1	N.S
Within	127	11539.54	90.86		
Total	130				

Interpretation:

1. Table 4.22 shows that F-ratio for the main effect of mothers is <1, which is not significant at .05 level of significant. Thus, the null hypothesis that children of working and non working mothers will not differ significantly in Academic achievement is not rejected. It means that children of working mothers and non working mothers do not differentiate on academic achievement. In other words, students have same mean academic achievement irrespective of the fact whether their mothers are working or non working.



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2. F-ratio for the main effect of sex of students is <1 , which is not significant at .05 level. Thus, the null hypothesis that male and female students will not differentiation academic achievement is not rejected. It means that students irrespective of the fact whether they are male or female have same mean academic achievement.
3. F-ratio for interaction (mothers X students) is <1 , which is not significant at .05 level. Thus, the hypothesis that interaction (mothers X students) in academic achievement will not be significant is not reject. It means that male and female children of working and non working mothers have same mean academic achievement.

Conclusions:

No significant differences were found among boys and girls school students in terms of various component of adjustment. The two genders also do not differ in terms of scores obtained separately on any dimension of the adjustment scale. Furthermore the two genders showed significant difference in terms of their overall adjustment and academic achievement.

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