

## **SCHOOL ADJUSTMENT, MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG STUDENTS**

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### **Abstract**

School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Failure to adjust can lead to mental health issues and school refusal or school dropout and may require schoolcounselling. The present study focuses on school adjustment, motivation and academic achievement among school students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict academic achievement. If a child is well adjusted to his environment, then he or she will be

### ***Keywords:***

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motivated to excel in the activities assigned during school, and it leads to academic achievement. Academic achievement is greatly based upon adjusting abilities of children. An individual is not born adjusted, it is his or her capabilities that make his or her adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the child's personality. It is very important to study and find out favorable and unfavorable situations which affects child's adjustment, motivation and gradually it leads to academic achievement. As school is the foundation of our life, it should be strong enough to construct an empire in the future.

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## **1. Introduction**

School adjustment plays a vital role in a child's life, and it is like a pillar on which child's entire life is based. It is not only related to a child's progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Interpersonal relationship affects children's academic motivation [1]. Relationship with peers and teachers is a powerful motivator. It was noted that school learning can be promoted by learning contexts that enhance student involvement with others [2]. Research shows that children's loneliness and social dissatisfaction relate negatively to school achievement [3]. Friendship supports children in the school environment and help with their adjustment. Peers can be a source of support to deal with problems and child is able to deal with alienation [4].

Four motives affect the influence that friends have on students' school adjustment: need for approval, identification, self-enhancement, and need to be correct [5]. Students want to be liked, so they try to please friends and engage in actions that friends will approve of. Identification denotes the need to think and act like friends [6]. Self-enhancement means that students compare themselves socially with friends and judge their capabilities partly on the basis of these comparisons. Need to be correct refer to a student's desire to hold correct beliefs [7]. Trusted

friends are deemed to be important sources of information for confirming beliefs. Students can focus on what their friends are saying to gain a better understanding of the situation, rather than judging the accuracy of the source. Research supports the influence of each of these motives [8]. [9] proposed that friends influence one another in two ways as given in

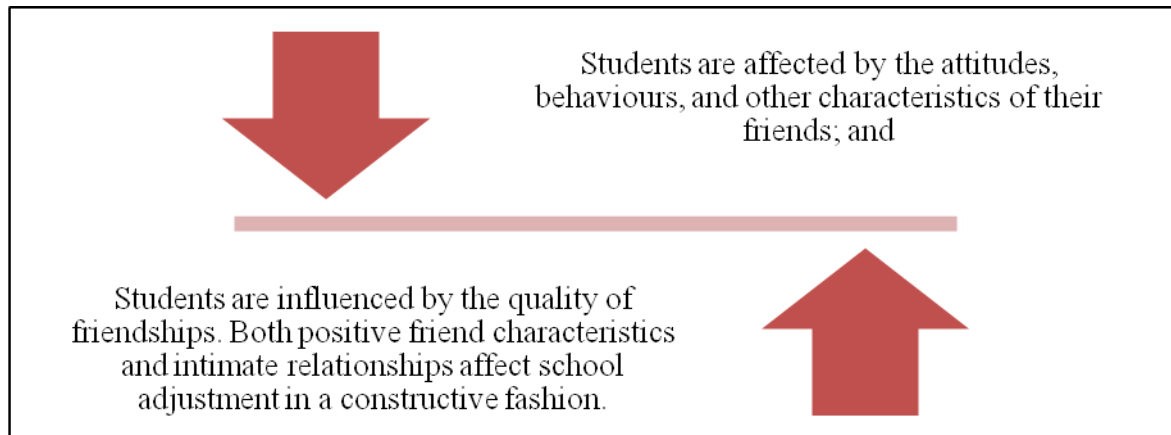


Figure 1. *Two ways in which friends influence one another*

[9] found peer pressure is often functioned in a positive rather than a negative manner. Friends often discourage negative behaviour, drug and alcohol use, and poor academic performance, and encourage prosocial behaviour, good studying behaviours, and academic motivation [8]. Friendships can affect students' success in the transition from elementary to junior high school. [10] found that students with high-quality friendships that endured across the transition demonstrated increased leadership and sociability. Conversely, students' behaviour problems increased across the transition if they had stable friendships with peers high in behaviour problems.

Effective adjustment to school depends on children possessing a range of skills and behaviours (social, emotional/behavioural and academic skills) that help them adapt to and participate in the school environment [11]. Children with good emotional well being are more likely to feel secure, relaxed and comfortable in the new environment and have more positive attitudes about school and learning [12]. Adjustment to school is influenced by a combination of the child's personal characteristics, their experiences, and the interconnections between home, preschool and school

[13]. How well a child makes the adjustment to school can have implications for their ongoing social, emotional/behavioural and academic progress [14].

With respect to friendship quality, research shows that children and adolescents whose friendships have a positive quality display greater prosocial behaviour, are more popular, hold higher self-esteem, have fewer emotional problems, have better attitudes toward school, and achieve at a higher level in school, compared with other students [15]. Friendships with negative qualities lead to less student classroom involvement and more disruptive behaviour. Interestingly, a number of friends are weakly correlated with school adjustment. Thus, relationship quality is more influential than quantity. In sum, there is good evidence that peers play a dynamic role in students' school adjustment [16]. Children who are adjusting well have a sense of belonging to the new school – they feel comfortable, secure and relaxed rather than anxious, fearful or upset. They listen to and follow instructions, interact well with others, share and take turns, cope with normal day-to-day conflicts and are able to manage their feelings and emotions appropriately. They are interested in learning and are motivated to take part in school activities [17].

Students face many adjustments in school. From year to year, there are changes in teachers, classrooms, school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict school success. In the classroom, motivation drives many behaviours and it is important to understand the importance of motivation in an educational environment [18].

### 1.1 Motivation

Motivation is described as a state that energizes, directs and sustains behavior. Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action. While action entails effort, persistence in order to sustain activity for a long period of time. High effort levels, especially when working on different tasks and assignments, are also indicative of motivation. For example, if a student diligently works on a difficult algebra problem again and again, this would indicate a higher level of motivation towards math activities [19]. Working for a longer period of time, especially after encountering numerous obstacles, is also associated with

higher motivation. For example, Mohan, a student in PE class, was unable to master jumping rope, but he chose to continue trying to jump rope during recess; this time on task indicates a high level of motivation toward that mastering the act of jumping rope.

Finally, level of achievement is affected by choice, effort and perseverance. The higher these indexes, the higher the motivation and the more likely task achievement will occur. Situational motivation is a phenomenon in which aspects of the immediate environment enhance motivation to learn particular things or behave in particular ways. Educators can play an important role in enhancing the classroom environment and it motivates the learner to learn multidimensional aspects of life. This leads to long term learning and achievement of goals. Motivation determines the specific goals toward which learners strive. Motivation has several effects on learning. First, it leads to behavior and that helps in assisting particular goal in life. It also affects the choices we make in life. For example: It is the personal choice of the student, whether he wants to enroll for physics class or to attend a school basketball game or complete an assignment. It also leads to increased energy. It describes whether a student will pursue a task with lots of effort or will show lackluster attitude [20].

Motivation also enhances cognitive processing of an individual. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through a superficial process. Motivation determines what consequences are reinforcing and punishing[21]. For example, students with a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'A' and they'll feel punished if they receive a grade of 'F'. When learners are motivated intrinsically, they show very beneficial effects. Intrinsically motivated students tackle or handle tasks willingly and are eager to learn with enthusiasm and process information in effective ways. In contrast, extrinsically motivate students may process information superficially and often interested in performing only easy tasks and they meet minimal classroom requirements.

In the early elementary grades, students are often eager and excited to learn new things at school. But sometime between Grades 3 and 9, their intrinsic motivation to learn and master school

subject matter declines. This decline is probably the result of several factors. As students get older, they are increasingly reminded of the importance of good grades for promotion, graduation, and college admission, causing them to focus their efforts on earning high grade point averages. Furthermore, they become more cognitively able to set and strive for long-term goals, and they begin to evaluate school subjects in terms of their relevance to such goals, rather than in terms of any intrinsic appeal. Extrinsic motivation is not necessarily a bad thing, however; often learners are simultaneously motivated by both intrinsic and extrinsic factors [22].

## 1.2 Academic Achievement

When students feel safe, engaged and respected, they can focus on their academic goals. Effective character educators ensure that these needs are met. Character or moral education is the foundation upon which students can reach academic achievement. It is not just about teaching kids to be good. It is teaching them to be their best. Academic achievement is a cumulative function of current and prior family community and school experiences. Academic achievement is important because it is strongly linked to positive outcomes we value [23]. Adults who are academically successful and with high level of education are more likely to be employed, have suitable employment, have more employment opportunities than those with less education. They are also less involved in criminal activities. And are more active as citizens and are healthier and happier. Academic success is important because working people will need higher level of education to tackle the technologically demand occupations of the future. Nowadays, an individual needs post secondary education in order to get a job. Academic performance measures qualities of a student. The written exam test student's ability to master knowledge. The oral exam provides another means to train the student's courage and ability to demonstrate their ideas accurately. If a student wants good grades, he or she has to be both industrious and intelligent. Thus, academic performance measures the qualities that are crucial to student's later success [24].

Academically successful students have higher self esteem, lower level of depression. They are socially inclined and are less likely to abuse alcohol and engage in alcohol abuse. Individuals who are better organized, better prepared and have a plan or a planner did better in school and will continue to be like that in their career.

Academic achievement is important for the successful development of young people in society. Students who do well in school are better able to make the transition into adulthood and to achieve educational, occupational and economic success [25].

Academic achievement also allows students to enter competitive fields. Those who wish to enter the medical field need a thorough educational background in biology, and engineering certification requires adequate educational credentials. Those looking to enter academia need strong academic achievements. Academic achievement also helps shape the minds of students. Knowledge about history helps people interpret news events while mathematical knowledge helps people learn about mortgages and car loans. Critical thinking also helps people interpret the world around them, and colleges place an emphasis on teaching students how to work through problems. While the lessons learned in class give students specific skills, the process by which they learn this material and the original ideas they are asked to consider have an effect on many aspects of their lives as well [26].

## 2. Research Method

### 2.1 Objectives

To study the school adjustment, motivation and academic achievement among school students.

To compare male and female school students on social adjustment.

To compare male and female school students on social adjustment.

To compare male and female school students on emotional adjustment.

To compare male and female school students on academic achievement

## 2.2 Hypotheses

1. There will be a positive correlation between class achievement and achievement motivation among school students of Pd. Vasantdada Patil School, Pimpri.
2. There will be a positive correlation between classroom achievement and social adjustment among school students of Pd. Vasantdada Patil School, Pimpri.
3. There will be a positive correlation between classroom achievement and emotional adjustment among school students of Pd. Vasantdada Patil School, Pimpri.
4. There will be a positive correlation between Social adjustment and achievement motivation among school students of Pd. Vasantdada Patil School, Pimpri.
5. There will be a positive correlation between Social adjustment and Emotional adjustment among school students of Pd. Vasantdada Patil School, Pimpri.
6. There will be a positive correlation between Emotional adjustment and achievement motivation among school students of Pd. Vasantdada Patil School, Pimpri.
7. Girls will score higher than boys on Social science achievement test among students of Pd. Vasantdada Patil School, Pimpri.
8. Boys will score higher than girls on English achievement test among students of Pd. Vasantdada Patil School, Pimpri.
9. Girls will be more social than boys among students of Pd. Vasantdada Patil School, Pimpri.
10. Boys will score higher than girls on Science achievement test among students of Pd. Vasantdada Patil School, Pimpri.

## 2.3 Sample

In the present study, 60 males and 60 females of secondary classes from Vasantdada Patil School, Pimpri, Pune were randomly selected.

## 2.4 Variable

In the present study, gender (Male and Female) is considered as Independent variable and scores of various components like Emotional adjustment, Social adjustment, Educational adjustment, English achievement test, Science achievement test, Social science achievement test and Overall



academic adjustment, Motivation and Academic achievement are considered as Dependent variable.

## 2.5 Research Tools

### 2.5.1 General Classroom Achievement Test

General Classroom Achievement Test by Dr. A.K. Singh was used to measure classroom achievement. It contained 30 questions. The test consisted of three sections namely Science Achievement Test (SAT), English Achievement Test (EAT), and Social Studies Achievement Test (SSAT). The SAT and EAT had a maximum score of 35, and SSAT had a maximum score of 30. Each incorrect answer of the test was awarded a score of 0. The maximum possible score of the test was 100. The test contained Test-Retest and Split of reliability of 0.782 and 0.754. Percentile norms were used for this test.

### 2.5.2 Adjustment Inventory of School Students

For this research, Adjustment Inventory for School students by A.K.P Sinha and R.P Singh was used. It contained 58 questions with Y/N response. It measured various adjustment areas like Emotional, Social and Educational. This inventory was designed for the age group between 14-18 years. The split half reliability, Test-Retest and K-R formula were 0.95, 0.93 and 0.94 respectively. The validity coefficient was determined by biserial correlation. Percentile norms were computed for both males and females. Percentile norms were computed for both males and females of all three areas (Emotional, Social and Educational) of the adjustment separately as also for the whole inventory.

### 2.5.3 Achievement Motive Test

Achievement Motive Test by V.P. Bhargava was conducted for this research. It was a sentence completion test. The reliability of the test was 0.91 and 0.78, and validity indices was 0.75. The scoring of the test was very easy. Each item indicating Achievement Motivation was given a score of 1. Percentile and age norms were used for this test.

## 2.6 Procedure

Data were gathered from seventh to tenth standard of Vasantdada Patil School, Pimpri, Pune. Questionnaires were administered during regular class sessions. Students were told that all of their answers would be confidential, so that they didn't have to leave any of the questions. Teachers remained in the classrooms to create a sense of familiarity among students.

## 2.7 Statistical Analysis

To analyze the data, correlation and 't' test were used.

## 3. Results and Analysis

Table 1. Correlation between Classroom Achievement Test, Social Adjustment, Emotional Adjustment, Educational Adjustment and Achievement Motivation Test

Variable	Class AT	Soc Adj	Em Adj	Edu Adj	ACMT
Class AT	1	0.065	-0.012	0.056	-0.159
Soc Adj	0.065	1	0.121	0.022	-0.140
Em Adj	-0.012	0.121	1	0.079	0.118
Edu Adj	0.056	0.022	0.079	1	-0.145
ACMT	-0.159	-0.140	0.118	-0.145	1

Pearson's correlation coefficient was used for testing the hypotheses stated in the present study and this part mainly summarized the correlation between the concerned variables. All 'r' values were not significant at 0.05 or 0.01 level of significance. It means these variables are not related significantly. There is no correlation among these variables like Classroom Achievement Test, Social Adjustment, Emotional Adjustment, Educational Adjustment and Achievement Motivation Test.

Hypotheses	Result
H1- There will be a positive correlation between class achievement and achievement motivation	<i>Rejected</i> - Pearson's correlation coefficient showed that the class achievement ( $r = 1$ ) was statistically non significant and not correlated with achievement motivation.

	Therefore, hypothesis 1 was rejected.
H2- There is a positive correlation between classroom achievement and social adjustment	<i>Rejected-</i> Pearson's correlation coefficient showed that the class achievement ( $r = 1$ ) was statistically non significant and not correlated with social adjustment ( $r = 0.065$ ). Therefore, hypothesis 2 was rejected.
H3- There is a positive correlation between classroom achievement and emotional adjustment	<i>Rejected-</i> Pearson's correlation coefficient showed that the class achievement ( $r = 1$ ) was statistically non significant and not correlated with emotional adjustment ( $r = 0.065$ ). Therefore, hypothesis 3 was rejected.
H4- There is a positive correlation between Social adjustment and achievement motivation	<i>Rejected-</i> Pearson's correlation coefficient showed that the social adjustment ( $r = 0.065$ ) was statistically non significant and not correlated with achievement motivation ( $-0.159$ ). Therefore, hypothesis 4 was rejected.
H5- There is a positive correlation between Social adjustment and Emotional adjustment	<i>Rejected-</i> Pearson's correlation coefficient showed that the social adjustment ( $r = 0.065$ ) was statistically non significant and not correlated with emotional adjustment ( $-0.012$ ). Therefore, hypothesis 5 was rejected.
H6- There is a positive correlation between Emotional adjustment and achievement motivation	<i>Rejected-</i> Pearson's correlation coefficient showed that the emotional adjustment ( $r = -0.012$ ) was statistically non significant and not correlated with achievement ( $-0.158$ ). Therefore, hypothesis 6 was rejected.

Table 2. Gender Difference on English Achievement Test, Science Achievement Test, Social Science Achievement Test, Social Adjustment, Emotional Adjustment, Educational Adjustment and Achievement Motivation Test (ACMT)

Variable	Gender	Mean	SD	't' value	df
English Achievement Test	Boys	18.60	6.71	0.17 (N.S)	118
	Girls	18.40	6.19		
Science Achievement Test	Boys	18.02	6.26	1.24 (N.S)	118
	Girls	16.66	5.67		
Social Science Achievement Test	Boys	18.47	5.35	0.93 (N.S)	118
	Girls	17.56	5.16		
Social Adjustment	Boys	5.53	2.76	0.71 (N.S)	118
	Girls	5.90	2.85		
Emotional Adjustment	Boys	4.86	2.60	0.14 (N.S)	118
	Girls	4.93	2.65		
Educational Adjustment	Boys	5.23	3.02	0.77(N.S)	118
	Girls	5.63	2.66		
ACMT	Boys	15.78	3.46	0.13 (N.S)	118
	Girls	15.70	3.52		

Above Table clearly indicates the difference between male and female adolescent on various achievement tests like English achievement test, science achievement test, and social science achievement test and various adjustment levels such as social adjustment, educational and academic motivation.

Hypotheses	Result
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H7- Girls will score higher than boys on Social science achievement test	<i>Not Significant</i> -The 't' ratio of male and female adolescent on Social Science achievement test was 0.93 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 18.47(SD= 2.76) and mean score of girls was 17.56(SD=5.16).
H8- Boys will score higher than girls on English achievement	<i>Not Significant</i> -The 't' ratio of boys and girls adolescent on English achievement test was 0.17 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 18.60 (SD=6.71) and mean score of girls was 18.40 (SD=6.19).
H9- Girls will be more social than boys	<i>Not Significant</i> -The 't' ratio of male and female adolescent on Social adjustment was 0.71 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 5.53 (SD= 2.76) and mean score of girls was 5.90 (SD=2.85).
H10- Boys will score higher than girls on Science achievement test	<i>Not Significant</i> - The 't' ratio of male and female adolescent on Science achievement test was 1.24 which was not significant. It means boys do not differ significantly as compared to girls. It can be seen in mean score also. The mean score of male adolescent was 18.02 (SD = 6.26) and mean score of girls was 16.66(SD= 5.67).

#### 4. Conclusion

Students who have high academic motivation will excel most of the times in classroom activities. It can be related to studies or other activities, but as per the study, it is not necessary. It is also worth noticing that class achievement and achievement motivation are not related to each other at all. Less motivated students also stand out in their classroom activities. Students who are less

socially adjustable may excel in their studies and can do better with their life too. Emotional adjustment is an important factor, but it has nothing to do with class achievement. However, it plays a vital role in nourishing our valuable life. It is not always necessary that students who are socially adjusted exhibits academic achievement. At times, locus of control can be internal too. There is no correlation between social adjustment and emotional adjustment. It means socially adjusted students are not always emotionally adjusted or vice-versa. There is not any significant difference between boys and girls in various subjects like Social Science, English, and Science. Both can excel equally in these subjects. It is not the gender that determines academic achievement, but their nurturing remains the most important factor.

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