

# Psychological Adjustment and Academic Achievement among Adolescents

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## Abstract

This study was studied that emotional and behavioural problems of young students who are directly related to their academic achievement and thus play a vital role in the development of young learners carrier. This study helped to fill a gap by conducting an exploration of psychological adjustment and academic achievement among adolescents. It also examined the gender differences on psychological adjustment and academic achievement. Purposive sampling technique was used in this study with sample size of one hundred and twenty (N=120) students, sixty female (N=60) and sixty (N=60) male, age ranged between 12-19 years, who had passed O' level. The Reynolds Adolescents Adjustment Screening Inventory (RAASI) was used to measure psychological adjustment. Statistical Package for Social Sciences Version-20 (SPSS-20) was used for statistical analysis. First of all reliability of the scale was determined. Pearson Product Moment Correlation and Independent Sample T-Test were applied to find the quantitative facts of the study. Results revealed that there is negative correlation between psychological adjustment and academic achievement of students who passed O' level. Independent Sample t-test revealed that there is significant difference on psychological adjustment among students who passed O' level. The results also showed that female have more psychological adjustment as compared to male.

**Keywords:** Psychological Adjustment; Academic Achievement

## 1 Introduction

It is ordinary societal perspective holds that achievement is measured in individual accomplishment or disappointment in his or her life, as with material products which once have salary, recompenses and distinguishment, and expert progression through advancements and employment titles. School is the work of youth, and folks are educated that not being effective in school is prone to cause their youngsters to feel deficient and demoralized and leaves kids caught off guard for the universe of work. To be effective at work and in life, youthful understudies must need to accomplished great accomplishment in their scholastic transporter. (ratta, scholastic evaluations verses accomplishment) In present situation of Pakistan, there is more attention given to the tricky practices amid pre-adulthood which has broken the customary view that scholarly achievement is the main standard in surveying understudy's accomplishment.

Adjustment, in psychology, refers to the behavioral process by which humans and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environments adjustment (Searle & Ward 1990). Academic achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. Academic achievement is a term used in school when a student does well in academics. They achieve or do well in an area of school and do well in their studies (Winfield 1990). A number of studies reported that there is strong positive association between psychological adjustment and academic achievement in students (Jacobson, 2012; Arnold, 1997; Gold, 1978; Dockett, Perry & Tracey, 1997; Margetts, 2002; Chen, 2010).

### 1.1 Rational of the Study

Education is a social instrument that makes individual faith and future but unfortunately the system of education has been divided in to two halves named as private sector and public sector. Every sector has its own implications and limitations. In Pakistani culture where more than 35% people live below poverty line, this distinction has severely impact on student's achievement and psychological adjustment. A number of researches have been carried out to study the adjustability of students in public sectors because the access of researches easy to them but a rare work has been done to investigate the psychological adjustment to students who are studying in private sector. Hence it may be said that there is a gape of knowledge in this regard. So this study is an attempt to fill this gape by conducted a research to explore psychological adjustment and academic achievements among the adolescents of private sector that has passed there O' level exams. The study also examines the gender differences on psychological adjustment and academic achievement.

### 1.1.1 Hypothesis

- There would be a positive correlation between psychological adjustment and academic achievement of students who passed O' level.
- There would be a significant gender difference on psychological adjustment of students who passed O' level

## 1.2 Methodology

### 1.2.1 Sampling

Purposive sampling technique was used in this study which is a technique of probability sampling. Sample size was one hundred twenty (n=120) students which is further comprises on sixty female (n=60) and sixty male (n=60).

### 1.2.2 Research Design

Cross sectional research designs were used in the present study.

### 1.2.3 Instruments for Data Collection

Followings are the instruments that were used in the present study.

1. Reynolds Adolescent Adjustment Screening Inventory™ (RAASI™) Urdu version.

#### 1.2.3.1 Reynolds Adolescent Adjustment Screening Inventory (RAASI)

The Reynolds Adolescent Adjustment Screening Inventory (RAASI) is a self-report measure that provides indications of the clinical severity of the most meaningful domains of psychological adjustment problems. Its 32 items are derived from the item pool of the Adolescent Psychopathology Scale. The Reynolds Adolescent Adjustment Screening Inventory (RAASI) renders an Adjustment Total and four categorically derived scales (Antisocial Behavior, Anger Control, Emotional Distress, and Positive Self) whose scores provide greater specificity into the nature of an adolescent's psychological adjustment problems. The score of individual Reynolds Adolescent Adjustment Screening Inventory (RAASI) represent the level of psychological adjustment in participants. For the comprehension level of the sample the Urdu version scale was used.

### 1.2.4 Procedure

Initially, the configuration of the research, sampling technique, sample size and instrument were finalized with supervisor. Then, permission for the use of scale (March 3, 2014) was taken. Finally following students of O Level Cambridge Schools were personally approached:

1. Beacon House School System
2. Lahore Grammar School
3. The City School
4. Faisalabad Grammar School
5. Divisional Model College
6. Little Angles International

Purpose, nature and duration of the study were explained to the school administration, staff, teachers and students. This study is character based study. Concerned teachers and staff were very helping and they also assisted to motivate their student to actively participate in the study. Researcher ensured the secrecy and purpose of the research to the contributors. Participants' written consent was taken by the researcher at first. Then, only motivated students were included in sample. Reynolds Adolescent Adjustment Screening Inventor (RAASI) was filled from them at their convince time and place. After the collection of data the participants were appreciated and acknowledged for their priceless contributions to the study.

### 1.2.5 Statistical Analysis

SPSS-20 was used for statistical analysis. First of all reliability of the scale was determined for the sample of this research. Then, descriptive statistics was measured. Next Pearson Product Moment Correlation was used to explore relationship and Independent Sample t test was used to find differences.

## 1.3 Results

The current research was aimed to investigate relationship psychological adjustment and academic achievement of students who passed O' level. Results were shown in the following tables.

**Table 1**

*Psychometric analysis of scales (N=120)*

Scales Name	. $\alpha$	Item No
Psychological Adjustment	.87	32

*Note.*  $\alpha$ = reliability coefficient,

Table 1 showed the reliability coefficients of Psychological Adjustment.

It was hypothesized that there would be positive correlation between psychological adjustment and academic achievement of students who passed O' level. Pearson Product Moment Correlation was used to test

these relationships that are given below in table

**Table 2**

Variables	1	2
1.Psychological Adjustment	-	-0.208*
2.Academic Achievement	-	

Note; \* $p < .05$ ,

Results of Pearson product moment correlation analysis revealed that there is negative correlation between psychological adjustment and academic achievement of students who passed O' level.

It was hypothesized that there would be significant gender differences on psychological adjustment of students who passed O' level. Independent sample t-test was used to see this difference. Result showed in the following table.

**Table 3**

*Independent t-test table gender differences on psychological adjustment (df=118)*

Gender	M	S.D	df	t	p-value
Males (n=60)	52	9	118	-3.1	.003
Females (n=60)	56	6			

The above table showed that there is significant difference was found on psychological adjustment of students who passed O' level. The results also showed that female have more psychological adjustment than male.

#### 1.4 Discussion

The first hypothesis of the current study was that there would be positive correlation between psychological adjustment and academic achievement of students who passed O' level. To check this hypothesis Pearson Product Moment Correlation was used to see this relationship. The results of the first hypothesis showed that there is negative significant correlation between psychological adjustment and academic achievement of students who passed O' level which means that if a student has high level of psychological adjustment then it has negative impact of academic achievement. This result was very interesting because there are many western researches who shows significant positive relation between psychological adjustment and academic achievement among students. Gold (1978) conducted a study and concluded that there is positive significant relationship between psychological adjustment and academic achievement among O' level passed students. Larson and Richards (1991) also gave the same result that there is significant positive relationship between psychological adjustment and academic achievement. Searle and Ward (1990) also conclude in same tune that there is positive significant relationship between psychological adjustment and academic achievement among secondary level passed students. Hallinan and Kubitschek (1991) said that there is positive significant relationship between psychological adjustment and academic achievement among O' level passed students. Now those studies are discussed which have the conclusion that this study was produced. However, some of the researchers concluded that there is negative relationship between psychological adjustment and academic achievement of students who passed O' level (Malik, & Khalid, 2012; Nazli & Irfan, 2009). Further to this, in Pakistan generally, the students of O level belong to middle upper and upper socioeconomic status and hence are also not trained in emotional grooming. Much of parents are focused towards their school performance as compared to their personality aspects. In this way students remained poorly skilled in the management socialization, joint family system, number of children, economical pressure, authoritarian style of male towards child, to get good job, grades for the sake of competition, family pressure or competitive behaviour. Many reasons can be possible in this regard. Firstly, the adolescents of O' level belonged to higher socio-economic status so financial good situation also effect on the academic achievement. Secondly, at the age of adolescents the concept of psychological adjustment was not fully understood.

The final hypothesis of the current study there would be difference between male and female students who passed O' level on psychological adjustment. To check this hypothesis Independent Sample t-test was used to see the difference on psychological adjustment of students who passed O' level. Results showed that there is significant difference was found on psychological adjustment of students who passed O' level. The results also showed that females have more psychological adjustment than males. There are many other researches that produced the same results. Margetts (2002) conducted a study and concluded that there is significant difference between males and females on psychological adjustment among O'level passed students. Larson and Richards (1991) also gave the same results there is significant difference between males and females on psychological

adjustment among O' level passed students. The same result that there is significant difference between males and females on psychological adjustment among O' level passed students. Arnold (1997) did a study and concluded that females have more psychological adjustment as compared to males. Searle and Ward (1990) also conclude in same findings that there is significant difference between males and females on psychological adjustment among O' level passed students. Jacobson (2012) said that there is significant difference between males and females on psychological adjustment among O' level passed students. Zakokolilo (1998) also shared that there is significant difference exist between males and females on psychological adjustment moreover he also wrote that females showed more psychological adjustment as compared to males.

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