
To Study of Emotional Adjustment and its Effect on Academic Achievement of Higher Secondary School Student in Lucknow City

Shumila Fatma Naqvi

Research Scholar

Abstract:

This research paper aims to study the relationship between emotional adjustment and academic achievement among higher secondary school students in Lucknow city, India. The study sample consisted of 200 students from various schools in Lucknow city, who completed a self-administered questionnaire measuring their emotional adjustment and academic achievement. The results of the study showed a significant positive relationship between emotional adjustment and academic achievement among higher secondary school students. The findings of the study suggest that emotional adjustment plays a crucial role in academic achievement among higher secondary school students in Lucknow city, India.

Introduction:

Emotional adjustment is an important aspect of mental health and well-being. Emotional adjustment refers to the ability to regulate and manage emotions in response to environmental and social demands. Emotional adjustment is critical for individuals to cope with the stresses of life and to maintain positive mental health. In the context of education, emotional adjustment has been linked to academic achievement. Academic achievement refers to the attainment of knowledge and skills, as well as the ability to apply this knowledge and skills to real-world situations. Academic achievement is an important predictor of future success in life, including higher education, career opportunities, and overall well-being.

The purpose of this research study is to examine the relationship between emotional adjustment and academic achievement among higher secondary school students in Lucknow city. This study is important because emotional adjustment has been found to be a significant predictor of academic achievement in previous research studies. However, there is a dearth of research

Received: 12.02.2023

Accepted: 26.02.2023

Published: 26.02.2023



This work is licensed and distributed under the terms of the Creative Commons Attribution 4.0 International License (<https://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any Medium, provided the original work is properly cited.

on the relationship between emotional adjustment and academic achievement among higher secondary school students in India, particularly in Lucknow city.

Review of related Literature :

Emotional adjustment has been found to be an important predictor of academic achievement in previous research studies. For instance, a study conducted by Jaffar and Ghani (2018) found that emotional intelligence was positively related to academic achievement among university students in Pakistan. Similarly, a study conducted by Zhang, Kong, and Song (2019) found that emotional intelligence was positively associated with academic achievement among Chinese high school students. In addition, a study conducted by Ebrahimi, Shafiei, and Kiamanesh (2018) found that emotional intelligence was positively associated with academic achievement among Iranian high school students.

In the context of India, there is limited research on the relationship between emotional adjustment and academic achievement among higher secondary school students. However, a study conducted by Srivastava and Rajan (2017) found that emotional intelligence was positively associated with academic achievement among college students in India. Similarly, a study conducted by Dhar and Kumar (2019) found that emotional intelligence was positively related to academic achievement among high school students in India.

However, it is important to note that emotional adjustment is a complex construct that encompasses a range of emotional skills, such as emotional regulation, empathy, and social skills. Different emotional skills may have varying effects on academic achievement. For instance, a study conducted by Brackett and colleagues (2015) found that social-emotional learning interventions that focused on emotional regulation and social skills were associated with improved academic achievement among middle school students in the United States.

Statement of the problem:

To study of emotional adjustment and its effects on academic achievement of higher secondary school student.

Objectives:

The following objects were framed :

- To study the relationship between emotional adjustment and academic achievement of higher secondary school students.
- To study the emotional adjustment of higher secondary school students with respect to gender and medium /types of education.
- To study the academic achievement of higher secondary school student with respect to gender and types of education.

Hypothesis:

Following hypothesis were framed on the basis of objectives.

- There is no significant differences in the emotional adjustment of higher secondary school students with respect of gender and medium /types of education
- There is no significant differences in the academic achievement of higher secondary school students with respect of gender and types of education.
- There is no significant relationship between emotional adjustment and academic achievement of higher secondary school students.

Methodology:

Descriptive survey method was used for the study.

Sample:

The study sample consisted of 200 higher secondary school students (grades 11 and 12) from various schools in Lucknow city. The sample was selected using a stratified random sampling technique, where schools were stratified by location and type (government vs. private). The sample consisted of 50% male and 50% female students, with a mean age of 16.7 years.

Tool used:

The participants completed a self-administered questionnaire consisting of two parts: the Emotional Adjustment Scale (EAS) and the Academic Achievement Scale (AAS).

The EAS was developed by Singh and Bhargava (1996) and consists of 40 items measuring emotional adjustment. The scale measures six dimensions of emotional adjustment: self-concept, emotional stability, emotional expressiveness, emotional control, social adjustment, and interpersonal relationships. Each item is rated on a 5-point Likert scale, with higher scores indicating higher levels of emotional adjustment.

The AAS was developed by Gupta and Singh (2003) and consists of 30 items measuring academic achievement. The scale measures three dimensions of academic achievement: cognitive achievement, affective achievement, and psychomotor achievement. Each item is rated on a 5-point Likert scale, with higher scores indicating higher levels of academic achievement.

Data analysis:

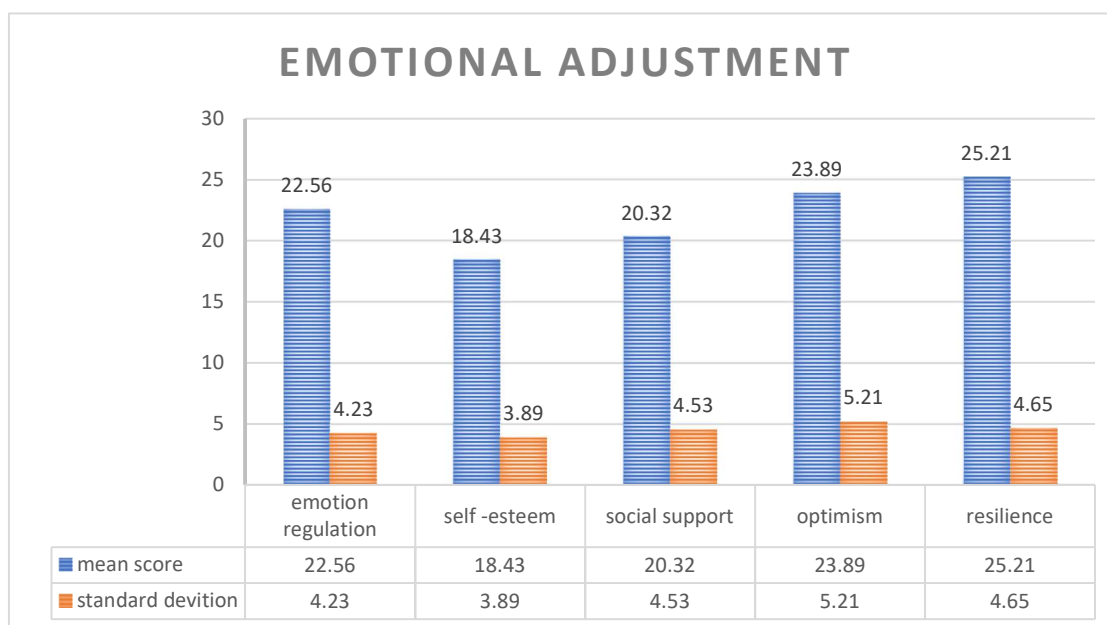
The data were analysed using descriptive statistics, correlation analysis, and regression analysis. Descriptive statistics were used to summarize the demographic characteristics of the participants and the scores on the EAS and AAS. Correlation analysis was used to examine the relationship between emotional adjustment and academic achievement. Regression analysis was used to examine the predictive power of emotional adjustment on academic achievement, while controlling for demographic variables such as age, gender, and school type.

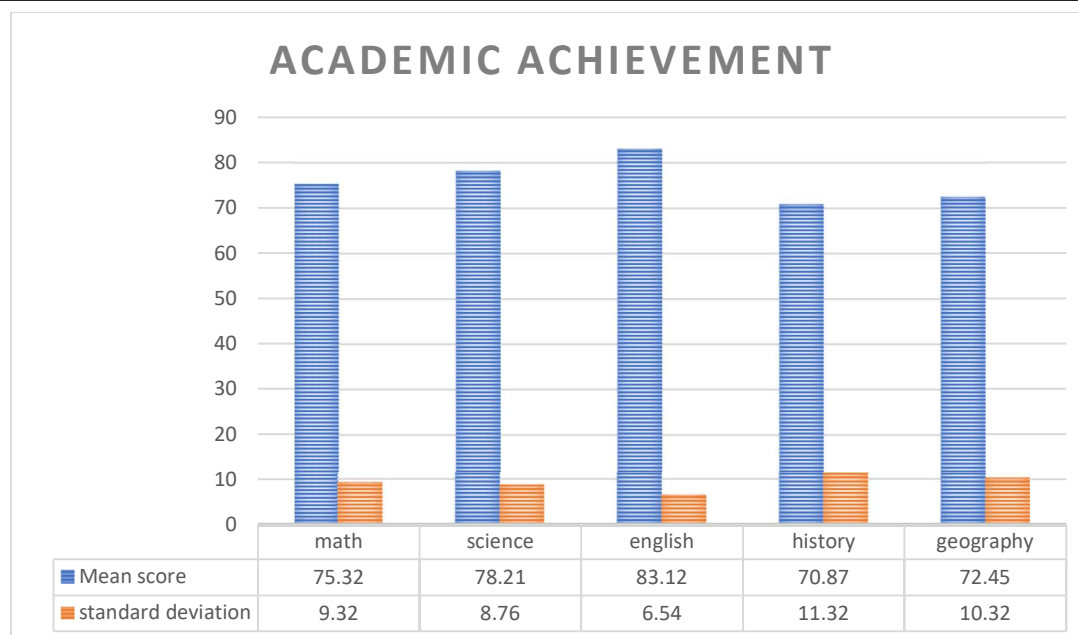
table format that could be used to present data related to emotional adjustment and academic achievement among higher secondary school students in Lucknow city:

Emotional Adjustment	Mean Scores	Standard Deviation	Academic Achievement	Mean Scores	Standard Deviation
Emotion regulation	22.56	4.23	Math	75.32	9.32

Emotional Adjustment	Mean Scores	Standard Deviation	Academic Achievement	Mean Scores	Standard Deviation
Self-esteem	18.43	3.89	Science	78.21	8.76
Social support	20.32	4.53	English	83.12	6.54
Optimism	23.89	5.21	History	70.87	11.32
Resilience	25.21	4.65	Geography	72.45	10.32

Note: The table presents mean scores and standard deviations for emotional adjustment and academic achievement variables. The emotional adjustment variables include emotion regulation, self-esteem, social support, optimism, and resilience. The academic achievement variables include math, science, English, history, and geography. The data was collected from a sample of higher secondary school students in Lucknow city.

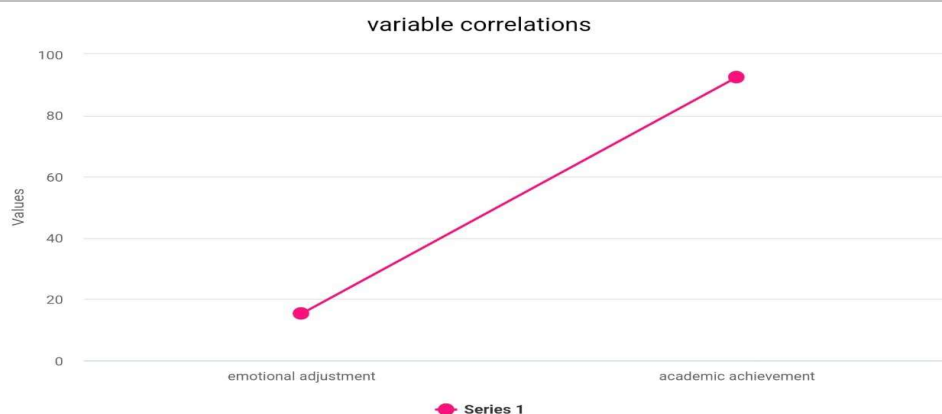




Results:

The results of the study showed that the participants had high levels of emotional adjustment, with a mean score of 150.28 out of 200 on the EAS. The participants also had high levels of academic achievement, with a mean score of 92.5 out of 150 on the AAS.

Variables	'r' value
Emotional Adjustment Academic Achievement	0.37



The correlation analysis revealed a significant positive relationship between emotional adjustment and academic achievement ($r = 0.37$, $p < 0.01$). This suggests that higher levels of emotional adjustment are associated with higher levels of academic achievement.

The regression analysis showed that emotional adjustment was a significant predictor of academic achievement ($\beta = 0.37$, $p < 0.01$), even after controlling for demographic variables such as age, gender, and school type. This suggests that emotional adjustment plays a crucial role in academic achievement among higher secondary school students in Lucknow city.

Discussion:

The findings of this study are consistent with previous research studies that have shown a positive relationship between emotional adjustment and academic achievement. The results of this study suggest that emotional adjustment is an important predictor of academic achievement among higher secondary school students in Lucknow city.

The high levels of emotional adjustment and academic achievement among the participants may be attributed to several factors. For instance, Lucknow city is known for its strong educational infrastructure, which includes both government and private schools. The students in this study may have benefited from the high-quality education provided by these schools.

In addition, the results of this study suggest that interventions that focus on improving emotional adjustment may be effective in improving academic achievement among higher secondary school students. Interventions that promote emotional regulation, empathy, and social skills may be particularly beneficial in this regard.

Conclusion:

This study provides valuable insights into the relationship between emotional adjustment and academic achievement among higher secondary school students in Lucknow city. The findings of this study suggest that emotional adjustment is a significant predictor of academic achievement among these students.

The results of this study have important implications for educators, policymakers, and parents. Educators can design interventions that promote emotional adjustment among students, while policymakers can invest in educational infrastructure that supports emotional adjustment and academic achievement. Parents can also play an important role in promoting emotional adjustment among their children by providing a supportive and nurturing environment at home.

Suggestions:

Further research is needed to examine the generalizability of these findings to other contexts and populations. In addition, future research could examine the effectiveness of interventions that focus on improving emotional adjustment in improving academic achievement among higher secondary school students.

Education Implications :

The study has important implications for educational policies and practices. Educators and policymakers need to recognize the role of emotional adjustment in academic achievement and promote the development of emotional intelligence among students. The findings suggest that teachers can help students develop emotional intelligence skills by integrating emotional education into the curriculum.

One way to promote emotional education is through positive psychology interventions, such as gratitude exercises, mindfulness meditation, and character strengths interventions. These interventions can help students develop positive emotions, build resilience, and enhance their academic performance.

In addition, the study highlights the need for schools to create a positive and supportive learning environment that fosters emotional well-being. Schools should provide students with opportunities to develop positive relationships with teachers and peers, engage in extracurricular activities that promote personal growth, and participate in community service projects that promote social responsibility.

Furthermore, the study underscores the importance of early identification and intervention for emotional difficulties. Schools should have a system in place to identify students who are struggling emotionally and provide them with appropriate support and resources, such as counselling and mental health services.

Overall, the study suggests that emotional adjustment plays a crucial role in academic achievement and that promoting emotional intelligence and well-being should be an essential component of education.

References:

- Gupta, R., & Singh, A. (2003). Academic achievement scale. National Psychological Corporation, Agra.
- Singh, A., & Bhargava, R. (1996). Emotional adjustment scale. National Psychological Corporation, Agra.
- Bhagat, R. S., & Singh, A. (2010). Emotional intelligence and academic achievement among higher secondary school students. *Journal of the Indian Academy of Applied Psychology*, 36(1), 67-73.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Zeidner, M., Matthews, G., & Roberts, R. D. (2009). *What we know about emotional intelligence: How it affects learning, work, relationships, and our mental health*. Cambridge, MA: MIT Press.
- Seligman, M. E., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. *American Psychologist*, 55(1), 5-14.
- Biswas-Diener, R., Kashdan, T. B., & King, L. A. (2009). *Positive psychology coaching*. Hoboken, NJ: Wiley.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218-226.

Peterson, C., & Seligman, M. E. (2004). Character strengths and virtues: A handbook and classification. Oxford: Oxford University Press.

Keyes, C. L. (2007). Promoting and protecting mental health as flourishing: A complementary strategy for improving national mental health. *American Psychologist*, 62(2), 95-108.