



A Correlational Study of School Adjustment and Study Habits among Senior Secondary Students

Sohan Singh¹ & Prof. Abha Singh²

¹Research Scholar & ²Professor

Department of Education, CMP College, University of Allahabad
(A Central University), Prayagraj, Uttar Pradesh, India

Email: rescholar.sohan10082020@gmail.com

Abstract

In the present study, researcher aims to investigate the relationship between school adjustment and study habits among senior secondary students. The researcher used the survey method of descriptive research design. A sample of 132 students from various colleges was selected by using a simple random sampling method. Standardized tools, namely the Adjustment Inventory for School Students by Prof. A.K.P. Sinha and Prof. R.P. Singh and the Study Habits Scale by Dimpal Rani and Dr. M.L. Jaidka, were used to collect the data. Pearson Product Moment Correlation coefficients were employed to analyse the data. Findings reveal that there is no significant relationship between school adjustment and study habits among government senior secondary students. Whereas among private senior secondary students, there is a positive correlation between study habits and school adjustment.

Keywords: Concentration, Study Skills, Academic Tasks, Peer Relationships, School Community

Introduction

The academic success of students is intricately tied to a multitude of factors, but none are as pivotal as their study habits and school adjustment. These two elements stand as the cornerstone of their educational journey, shaping their path to excellence. Study habits refer to the consistent practices and strategies students adopt to manage their learning, which significantly contributes to their academic performance (Crede & Kuncel, 2008). These habits include time management, note-taking, concentration, and regularity in academic activities, all of which play a vital role in enhancing students' ability to assimilate information effectively (Chata, Kangumu, & Abah, 2023). On the other hand, school adjustment pertains to a student's ability to cope with the social, emotional, and academic demands of the school environment (Baker & Siryk, 1984). Successful adjustment enables students to navigate the pressures of academic tasks, peer relationships, and institutional expectations, which is critical for both their academic and personal development.

The correlation between study habits and school adjustment is significant because both variables contribute to the holistic development of students. Effective study habits can foster better school adjustment by helping students manage academic stress, meet expectations, and engage positively with the school community (Gettinger & Seibert, 2002). Conversely, students who are well-adjusted to the school environment are more likely to develop disciplined and focused study habits, which can lead to improved academic outcomes (Elliot, 2009). Understanding this relationship can provide insights into how educators and school administrators can better support students in their academic journeys.

Research on the relationship between study habits and school adjustment has revealed varying findings. Some studies suggest that students with good study habits tend to have fewer adjustment problems, as they are more likely to be organized and disciplined, allowing them to cope effectively with academic demands (McCoach & Siegle, 2003). Other research indicates that students who struggle with school adjustment may also face challenges in developing productive study habits, leading to a cycle of poor academic performance and increased stress (Chemers et al., 2001). Given the importance of these two variables, it is essential to explore their relationship further, particularly among senior secondary students, who face significant academic pressures as they prepare for higher education.

School adjustment refers to a student's capacity to handle the social, emotional, and intellectual demands of the classroom. It is strongly correlated with a student's mental health and overall well-being (Baker & Siryk, 1984). A deeper understanding of the study habits that influence school adjustment could help educators design support systems that improve academic outcomes and promote a healthier school environment. By recognizing the importance of fostering effective study habits and positive school adjustment, educational stakeholders can holistically create programs that address students' learning needs. For instance, interventions focusing on study skills training could simultaneously improve students' academic performance and their ability to adapt to the school setting (McCoach & Siegle, 2003). According to Elliott (2009), this dual approach may prove particularly advantageous for students who have trouble adjusting to school because of bad study habits. It can also help break the cycle of stress and poor academic performance.

Review of Related Literature

Yılmaz et al. (2023) found that time management, goal-setting, and self-regulation significantly predicts students' academic success. Rahman and Salim's (2022) findings indicate that students with better social integration and emotional well-being at school are more inclined to develop consistent study routines, ultimately enhancing their academic outcomes. An investigation by Sharma and Kumar (2022) highlighted that female students generally exhibit better study habits and adjust to school demands more effectively than their male counterparts. Kim et al. (2021) found that students with strong study habits were better able to cope with the pressures of academic life, leading to more favourable school adjustment experiences. A study by Singh and Rajput (2021) revealed that the lack of a structured learning environment led to a decline in disciplined study habits and made it more challenging for students to adjust to the virtual learning environment. Mishra and Patil (2020) found that students from higher socioeconomic backgrounds exhibited better study habits and experienced fewer adjustment problems compared to their peers from lower socioeconomic backgrounds. According to a study by Gupta and Rani (2020), improved school adjustment and more productive study habits were linked to higher parental support levels. Akpan and Edoho (2019) highlighted the importance of promoting self-belief in students to improve both their academic skills and their school adaptation. Johnson and Barrett (2018) found that students from private schools reported better study habits and fewer adjustment issues compared to those from public schools. Chen et al.

(2018) found that students who maintained consistent study habits throughout their school years experienced fewer adjustment problems and performed better academically. Research by Lopez and Garcia (2018) indicated that cultural values emphasizing educational achievement and discipline positively impacted students' study habits and adjustment in school. Brown et al. (2017) showed that programs focusing on cognitive-behavioural strategies and time management training effectively enhance students' study skills and school adjustment.

Objectives

1. To study the relationship between school adjustment and study habits among government senior secondary students.
2. To study the relationship between school adjustment and study habits among private senior secondary students.

Hypotheses

1. There is no significance relationship between school adjustment and study habits among government senior secondary students.
2. There is no significance relationship between school adjustment and study habits among private senior secondary students.

Research Methodology

The present descriptive research utilized a survey method to examine the relationship between school adjustment and study habits among senior secondary students (Class 11) in Prayagraj district, Uttar Pradesh. A simple random sample of 132 students from various colleges was selected to represent the target population. Standardized instruments, namely the Adjustment Inventory for School Students by Prof. A.K.P. Sinha and Prof. R.P. Singh and the Study Habits Scale by Dimpal Rani and Dr. M.L. Jaidka were used to measure the variables. Pearson Product Moment Correlation coefficients were employed to analyze the data and assess the correlations between school adjustment and study habits by using SPSS.

Data Analysis and Interpretation

1. Study the relationship between school adjustment and study habits among government senior secondary students

H₀: There is no significance relationship between school adjustment and study habits among government senior secondary students

Table-1: Correlation between school adjustment and study habits among government senior secondary students

School Adjustment	Study Habits	df	Table Value (r)	Significance
<i>Correlation</i>	0.108	64	0.195	Not Significant

According to the Table no.-1, it is clear that the value of correlation between school adjustment and study habits among government senior secondary students is 0.108 at the df 64. So, the null hypothesis is accepted at 0.01 levels (Table Value 0.195). It shows that there is no significant correlation between school adjustment and study habits among government senior secondary students.

2. Study the relationship between school adjustment and study habits among private senior secondary students

H_0 : There is no significance relationship between school adjustment and study habits among private senior secondary students

Table-1: Correlation between school adjustment and study habits among private senior secondary students

School Adjustment	Study Habits	df	Table Value (r)	Significance
<i>Correlation</i>	0.304	64	0.195	Not Significant

According to the Table no.-2, it is clear that the value of correlation between school adjustment and study habits among private senior secondary students is 0.304 at the df 64. So, the null hypothesis is rejected at 0.01 levels (Table Value 0.195). It shows that there is significant correlation between school adjustment and study habits among private senior secondary students.

Conclusion and Educational Implications

The study reveals correlations between school adjustment and study habits among government and private senior secondary students. The correlation coefficient of 0.108 among government senior secondary students indicates a lack of significant correlation between school adjustment and study habits. This suggests that government students' study habits do not significantly influence their school adjustment, highlighting potential areas for improvement in educational strategies and student support systems within these institutions. Conversely, the correlation coefficient of 0.304 among private senior secondary students suggests a significant positive correlation between school adjustment and study habits. This implies that for private school students, better study habits are associated with improved school adjustment, indicating that effective study strategies can enhance students' overall experience in the educational environment.

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