



# International Journal of Allied Practice, Research and Review

Website: [www.ijaprr.com](http://www.ijaprr.com) (ISSN 2350-1294)

## Self-Efficacy and Adjustment of Secondary School Students in Relation to their Gender and Academic Achievement

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**Abstract** - The present study was conducted with the purpose to see the self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. The study was conducted over a sample of 200 randomly selected secondary school students studying in class 9<sup>th</sup> of Samba District (J&K). Self-efficacy scale constructed and standardized by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar and Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh were used to collect data. The collected data was analyzed with the help of 't' test. The results of the study showed significant differences in the adjustment of secondary school students in relation to their gender. Female students of secondary schools are found less adjusted than male students of secondary schools. No significant difference is found in the self-efficacy of secondary school students in relation to their gender and academic achievement.

**Keywords:** *Self-efficacy, adjustment, gender, academic achievement, secondary school students.*

### I. INTRODUCTION

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Adjustment is an essential characteristic of living a happy and peaceful life. It is a life-long continuous process. Adjustment problem starts right from the birth of and continues till death. Adolescence stage of life is full of stresses and strains. Adolescence period of human life is full of adjusted problems which are due to various physical changes, psychological changes, behavioral changes, cognitive changes etc. it becomes difficult for the adolescent to cope up with the various adjustment problems. Adolescent face problems, at home, school, society and within peer-group. Home and school play pivotal role in the adjustment of an individual.

### SELF-EFFICACY

Self-efficacy is defined as people's belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations. It is the individual's beliefs about his capability that become instrumental to the goals they pursue and to the control they are able to exercise over their environments

## II. REVIEW OF RELATED LITERATURE

**Chen, Rubin & Li (1997)** studied relation between academic achievement and social adjustment: evidence from Chinese children and it was found that academic achievement predicted children's social competence and peer acceptance. In turn, children's social functioning and adjustment, including social competence, aggression-disruption, leadership, and peer acceptance, uniquely contributed to academic achievement. **Raju and Rahamtulla (2007)** conducted a study on adjustment problems among school students and major findings of their study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. **Ahmadi and Ali Fathi-Ashtiani (2008)** studied educational adjustment and educational motivation in military and non-military students and results revealed meaningful difference between military and nonmilitary students in terms of familial adjustment, hygienic adjustment and total adjustment ( $p \leq 0.01$ ). Comparison between military and non-military students in terms of educational motivation power showed that there is meaningful difference in the level of  $p \leq 0.01$  and was higher in military college students. Unlike non-military students, military students will definitely be working in areas relevant to their field of study. **Hamidi & Hosseinib (2010)** studied relationship between irrational beliefs and social, emotional and educational adjustment among Junior Students and result showed that there is an inverse significant relation between irrational beliefs and general, social, emotional, and educational adjustment. **Devi (2011)** conducted a study on a study of adjustment of students in relation to personality and achievement motivation and it was found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments. **Louis & Emerson (2012)** conducted a study on adolescent adjustment in high school students: a brief report on mid-adolescence transitioning and findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. **Yellaiah (2012)** investigated a study of adjustment on academic achievement of high school students and the study conclude that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. It is found that there is a low positive relationship between Adjustment and Academic Achievement. **Basu (2012)** conducted a study on adjustment of secondary school students and the findings of the present study revealed that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. **Mahmoudi (2012)** studied influence of adjustment and self-esteem on family environment and findings of this study revealed that Indian and Iranian students differed significantly in all areas of adjustment. But with respect to health and emotional adjustment, Indian students were better adjusted, than their counter parts at Iran and in cases of social and home adjustment, Iranian students were better adjusted than Indian students. **Chauhan (2013)** conducted a study on adjustment of higher secondary school students of drug district and the t-test results indicate that there is significant difference in adjustment of higher secondary school's students and Female students have good adjustment level when compared to the male students. **Gupta (2013)** conducted a study on a study of problems of adjustment of senior secondary school students and results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students. **Mansingbhai & Patel (2013)** conducted a study on adjustment and academic achievement of higher secondary school student and results revealed that male adolescent differ significantly on health, social and

emotional adjustment as compare to female adolescent. Significant difference is also existed between male and female adolescent on academic achievement. **Devika (2013)** conducted a study on comparative study of the adjustment of secondary school students and the analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment. **Makwana (2013)** conducted a study on adjustment of the secondary school students among urban and rural area in ahmedabad district and the result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level. It means rural boys more than adjustment regarding to urban boys. **Kumar (2013)** studied adjustment of secondary school students of working mothers belonging to joint and nuclear families and the conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers belonging nuclear families is higher than those from joint families. **Ganai & Mir (2013)** undertook a comparative study of adjustment and academic achievement of college students and the findings revealed that the male and female adolescents differ significantly on mental health. However the two groups showed no difference on academic achievement. Further the two groups showed difference on various dimensions of the Mental Health Battery including Emotional Stability (ES), Overall Adjustment (OA), Security Insecurity (SI) and General Intelligence. The main difference favored the male adolescents in case of these dimensions. However, the two groups showed no difference on Autonomy (AY) and Self Concept dimension (SC). **Paramanik, Saha & Mondal (2014)** conducted a study on adjustment of secondary school students with respect to gender and residence and the study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. **Vishal & Kaji (2014)** studied adjustment of boys and girls school level students in ahmedabad and the result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There is no significant difference in school adjustment of boys and girls students in Ahmedabad. **Rajkonwar, Dutta, & Soni (2015)** studied adjustment and academic achievement of visually handicapped school children in Assam and the study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. **Ahmad & Khan (2016)** studied adjustment of secondary school teachers in relation to their educational qualification, experience and locality and the present study shows that there is no significant difference found in the adjustment of secondary school teacher in relation to their Educational Qualification, Experience and Locality. **Kaur and Kaur (2016)** studied adjustment among adolescent girls studying in co-educational and non coeducational schools and found Significant differences between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively. **Landry (2003)** studied Self-efficacy, motivation, and outcome expectation correlates of college students' intention certainty. Major findings include: a) the measures developed specifically for the study are of reasonable quality, b) the hypothesized relationships between the independent variables and dependent variable were corroborated contrary to findings from prior research, c) there is little relationship between the presage variables and the psychological variables xiv studied, d) positive outcome expectations and, to a lesser degree, students' self-efficacy beliefs, make the strongest contribution to students' intentions to remain enrolled in college and to persist in obtaining a college degree. **Lakshmi and Arora (2006)** studied Perceived Parental Behaviour as Related to Student's Academic School Success and Competence. Results of the study revealed that parental acceptance and encouragement scores were positively related with academic school success and academic competence scores. However, parental control (psychological and behavioral) showed negative relationship with academic success and competence. Parents who were perceived as being more acceptant and using less restrictive and hostile psychological control tended to have adolescents with higher academic success and competence. **Alizadeh & et al. (2011)** studied relationship between Parenting Style and Children's Behavior Problems. The results of the present study

indicate that there is a significant correlation between Authoritative and internalizing ( $r = -.32$ ,  $p < .001$ ) externalizing ( $r = -.28$ ,  $p < .001$ ), Permissive and internalizing ( $r = .12$ ,  $p < .001$ ), externalizing ( $r = .12$ ,  $p < .001$ ), Authoritarian and internalizing ( $r = .25$ ,  $p < .001$ ), externalizing ( $r = .26$ ,  $p < .001$ ). **Abesha (2012)** explored Effects of Parenting Styles, Academic Self-Efficacy, and Achievement Motivation on the Academic Achievement of University Students in Ethiopia. The results of the path analyses provided partial support for the hypothesized model, in that, irrespective of students' sex, parenting styles had a significant and positive direct effect on academic self-efficacy, as well as significant and positive mediated effects on achievement motivation (i.e., via academic self-efficacy) and academic achievement (i.e., via achievement motivation for female students and via academic self-efficacy for male students). **Cherian & Jacob (2013)** studied Impact of Self Efficacy on Motivation and Performance of Employees and from the results of the study it is observed that self-efficacy theory can be applied for work related performance in terms of motivating different employee related facets as well as organizational pursuits. **Arora & Singh (2014)** studied Self-efficacy and Emotional Intelligence as Redictors of Alienation among Graduates and results of their study showed that the conjoint prediction of Alienation on the basis of Self-efficacy and Emotional Intelligence was significantly higher as compared to their separate prediction. **Singh & Katlana (2015)** worked on measuring level of self-efficacy of Male and Female teachers of colleges and the analysis of result revealed there is significant difference in the self-efficacy of male and female teachers of university. **Gadiwan, Ansari & Wagde (2016)** studied Emotional Intelligence and Occupational Self-Efficacy in Doctors working in Government & Private Hospitals and result indicate that statistically significant difference found in scores of female and male doctors working in Govt. and Private hospitals regarding emotional intelligence and occupational self-efficacy. Females found higher with, Emotional Intelligence and Occupational Self efficacy than males. No significant difference found in doctors working in Govt. and Private hospitals it means that in present study, professional setting has not created any effect on Emotional Intelligence and Occupational Self efficacy. **Bedel (2016)** conducted study on Exploring Academic Motivation, Academic Self-efficacy and Attitudes toward Teaching in Pre-service Early Childhood Education Teachers. Results indicated that academic motivation was significantly related to academic self efficacy. Although participants had high levels of positive attitudes toward teaching, those attitudes neither related to the academic motivation nor to the academic self efficacy. In addition, regression analyses revealed that academic self-efficacy was the only meaningful predictor of academic motivation. **Mirderikvand (2016)** worked on relationship between academic self-efficacy with level of education, age and sex in Lorestan University students. The results showed that in terms of academic self-efficacy there is a significant difference.

### III. OBJECTIVES OF THE STUDY

1. To find out significant difference in the adjustment of secondary school students in relation to their gender.
2. To find out significant difference in the adjustment of secondary school students in relation to their academic achievement.
3. To find out significant difference in the self-efficacy of secondary school students in relation to their gender.
4. To find out significant difference in the self-efficacy of secondary school students in relation to their academic achievement.

#### **IV. HYPOTHESIS OF THE STUDY**

1. There is no significant difference in the adjustment of secondary school students in relation to their gender.
2. There is no significant difference in the adjustment of secondary school students in relation to their academic achievement.
3. There is no significant difference in the self-efficacy of secondary school students in relation to their gender.
4. There is no significant difference in the self-efficacy of secondary school students in relation to their academic achievement.

#### **V. SAMPLE**

For the present study a randomly selected sample of 200 students studying in government and private schools of Samba District of Jammu Division has been taken up. Sample for the present study is selected from 08 schools.

#### **VI. TOOLS USED**

- a) Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh (1971) was administered. The inventory measures the adjustment of secondary school students in three areas of adjustment - Emotional, Social and Educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment.
- b) Self-efficacy scale constructed and standardized by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar was used. It consists of 22 items. Reliability co-efficient of the scale was measured by test-retest on a sample of 600 (300 male and 300 female). In male it ranges between 0.73 to 0.81 and in female 0.79 to 0.86. To obtain concurrent validity co-efficient of self-efficacy scale, the scale was compared with the views of experts' rating. Validity ranges in male 0.73 to 0.81 and in female 0.76 to 0.83.

#### **VII. STATISTICAL TECHNIQUES USED**

The collected data was analyzed with the help of inferential statistics such as Means, S.D. and t-test.

#### **VIII. RESULTS OF THE STUDY**

##### **Objective-1:**

1. The first objective was to find out significant difference in the adjustment of secondary school students in relation to their gender.  
. The data related to this objective was analyzed by employing 't' test.



**TABLE 1**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
Female	100	22.18	3.06	0.306	0.40	4.10**	Significant at 0.01 level
Male	100	20.54	2.67	0.267			

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Table-1 indicates that, the mean score of adjustment of female secondary school students is 22.18 with S.D. 3.06. The mean score of male secondary school students is 20.54 with S.D. 2.67. The t- value comes out to be 4.10 which is significant at 0.01 level.

Thus, the null hypothesis stating, "there is no significant difference in the adjustment of secondary school students in relation to their gender", is rejected. Further the mean score of female students is 22.18 which is greater than the mean score of male students which is 20.54. As per adjustment inventory, high score indicates poor adjustment. Female students of secondary schools are found less adjusted than male students of secondary schools.

**Objective-2:**

- The second objective was to find out significant difference in the adjustment of secondary school students in relation to their academic achievement.

The data related to this objective was analyzed by employing 't' test.

**TABLE 2**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High achievers	100	21.54	6.67	0.667	0.97	0.19	Not significant at 0.05 level
Low achievers	100	21.35	7.14	0.714			

\*Significant at 0.05 level

\*\*Significant at 0.01 level

Table-2 indicates that, the mean score of adjustment of high achievers is 21.54 with S.D. 6.67. The mean score of male secondary school students is 21.35 with S.D. 7.14. The t- value comes out to be 0.19 which is not significant at 0.05 level.

Thus, the null hypothesis stating, "there is no significant difference in the adjustment of secondary school students in relation to their academic achievement", is accepted.

**Objective-3:**

- The third objective was to find out significant difference in the self-efficacy of secondary school students in relation to their gender.

The data related to this objective was analyzed by employing 't' test.

**TABLE 3**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
Male	100	73.09	6.66	0.666	0.84	0.91	Not significant at 0.05 level
Female	100	72.32	5.17	0.517			

Table-3 indicates that, the mean score of self-efficacy of male secondary school students is 73.09 with S.D. 6.66. The mean score of female secondary school students is 72.32 with S.D. 5.17. The t- value comes out to be 0.91 which is not significant at 0.05 level.

Thus, the null hypothesis stating, “there is no significant difference in the adjustment of secondary school students in relation to their academic achievement”, is accepted. It indicates that male secondary school students do not differ in their level of self-efficacy as compared to female secondary school students.

**Objective-4:**

- The fourth objective was find out significant difference in the self-efficacy of secondary school students in relation to their academic achievement.

The data related to this objective was analyzed by employing ‘t’ test.

**TABLE 4**

Group	N	M	S.D.	SE <sub>M</sub>	SE <sub>DM</sub>	't' value	Results
High achievers	100	72.3	5.15	0.515	0.80	0.45	Not significant at 0.05 level
Low achievers	100	72.7	6.13	0.613			

Table-4 indicates that, the mean score of self-efficacy of high achievers is 72.3 with S.D. 5.15. The mean score of self-efficacy of low achievers is 72.7 with S.D. 6.13. The t- value comes out to be 0.45 which is not significant at 0.05 level.

Thus, the null hypothesis stating, “there is no significant difference in the adjustment of secondary school students in relation to their academic achievement”, is accepted. It indicates that high achievers do not differ in their level of self-efficacy as compared to low achievers.

**IX. CONCLUSIONS**

- Significant difference is found in the adjustment of male and female secondary school students. Female secondary school students are found less adjusted than male secondary schools students.
- No significant difference is found in the adjustment of high achiever and low achiever secondary school students.
- No significant difference is found in the self-efficacy of male and female secondary school students.
- No significant difference is found in the self-efficacy of high achiever and low achiever secondary school students.

## X. IMPLICATIONS

To enhance adjustment of female secondary school students, parents should provide conducive environment to their children so that children can express their problems freely. In schools, there should be proper provision of curricular and co-curricular activities. Proper library and laboratory facilities should be there in every school. School environment should be conducive. Healthy relations between students' and teachers. Proper provision of guidance and counselling services for the students.

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