The Impact of adjustment on Academic achievement among University Students in Dire Dawa Ethiopia

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Abstract: In the present study an attempt is made to assess the comparison of adjustment and academic achievement among students in Dire Dawa university, Ethiopia. A total of 100 students studying in Dire Dawa university were randomly selected. They were administered in Students Adjustment Inventory (SAI) which measured adjustment of an individual in 4 areas (Campus Life, health, time management and social life). Academic achievement scores were collected from the respective university. One-way ANOVA was employed to find out the significance of difference between students with different levels of adjustment in various areas and their academic achievement scores. Results revealed that only campus life adjustment had significant influence over academic achievement. Social life, time management and health adjustments did not have significant influence over academic achievement of the sample studied.

Key words: Academic achievement, Campus Life, Health, Time management and social life

1. Introduction

A student is primarily a person who is enrolled in a school or other educational institution and who is under study for the purpose of acquiring knowledge, developing technology and achieving a career in the field you want. In a broad sense, a student is anyone who strives for a deep engagement of the intellectual and a particular subject needed to master it well as part of something tangible where such management is fundamental or final.

In psychology, adjustment is the state of being able to adapt to one's physical and social condition. And in other words, adjustment means the process of measuring conflicting needs, or needs that are challenged by environmental barriers. Humans and animals are constantly familiar with their environment. For example, when they are stimulated by their body to search for food, they eat (if possible) to reduce their hunger and adapt to the hunger stimulant. Corrective adjustment occurs when there is an inability to make general adjustments to another need or environmental stress.

Effective adjustment is essential to having a high quality of life. Those who do not adjust well are more likely to experience clinical anxiety or depression, as well as to experience feelings of hopelessness, anhedonia, difficulty concentrating, sleep problems and reckless behavior.

Successful adjustment is also called 'correct correction' and is important for mental health. Colloquially, good correction is defined as a person who is "sensible and good judgment ... his or her behavior is not difficult or unusual." It is important to remember that correction is an ongoing process, not a simple dichotomy; people can change and have the ability to adapt to different circumstances.

Objectives

1. To determine whether there are significant differences in academic achievement among students with varying degrees of correction in campus life.
2. To determine whether there are significant differences in academic achievement among students with varying degrees of health care.
3. To determine whether there is a significant difference in academic achievement among students with varying degrees of social life.
4. To determine whether there is a significant difference in academic achievement among students with varying degrees of time management adjustment.

Materials and Methods
Population and Sample

The present study was conducted on the random sample of 100 students (N = 100), male (N_1 = 50) and female (N_2 =50) of Dire Dawa university. The age of the subjects of class ranged between 19 and 25 years.

Tools:

Students Adjustment Inventory (SAI) is a helpful tool in screening the poorly adjusted students who may need further psycho-diagnostic study and counseling for their adjustment problems. The academic achievement scores of the students were collected from the marks registered maintained at the university.

Procedure

The inventories were administered on the sample of 100 students subjects. The data collection was done in a single session. Before administering the scale proper rapport was established with the students. The students were briefed about the study and then they were administered Students Adjustment Inventory (SAI). The questionnaire was administered in a batch of 2-3 students. They were given instructions for answering as prescribed in the manual. The items in the answer sheet were scored with the help of scoring keys for four different areas of adjustment.

The academic achievement scores of the students were collected at the respective university department with the help of the person concerned. The obtained scores were recorded on master sheet and later fed to the computer using SPSS for Windows software (version 16.0). Using the manual the students were classified into different levels of adjustment (Very good, good, satisfactory, unsatisfactory and very unsatisfactory) on 4 areas of adjustment and total adjustment scores. Further, contingency coefficient tests were applied to see whether there were associations between male and female in different levels of adjustment in different areas. Independent samples 't' test was applied to see the difference between male and female in their mean academic achievement scores.

Results And Discussion

Only in the case of campus life adjustment, students with different levels of adjustment differed significantly as the obtained F value of 3.0 was found to be significant at .034 level. From the mean values it is clear that those who had average and unsatisfactory adjustment had higher academic scores (197.29 and 194.00 respectively) compared to those who had good and unsatisfactory adjustment (165.80 and 155.17 respectively). In rest of the areas of the adjustment, health (F=1.305; P=.274), time management (F=1.225; P=.305) and in social life adjustment (F=.485; P=.693), adjustment levels did not influence the academic achievement significantly. In other words, adjustment was independent of academic achievement in health, time management and social life areas. Those that had unsatisfactory campus life adjustment had significantly lesser academic achievement scores than those who had satisfactory campus life adjustment. Health, time management and social life adjustments did not have significant influence over academic achievement of the students.

Table 1: Mean academic achievements scores of students in different levels of adjustment and results of ANOVA.

Area of adjustment	Level of adjustment	Mean	S.D	F value	P value
Campus Life	Very good	-	-	**3.0000**	**0.0340**
	Good	165.8000	68.6600		
	Satisfactory	197.2900	49.9000		
	Unsatisfactory	194.0000	49.6600		
	Very Unsatisfactory	155.1700	43.3100		
Health	Very good	184.8300	39.3600	1.3050	0.2740
	Good	167.0700	64.8600		
	Satisfactory	200.7000	51.3800		
	Unsatisfactory	182.2500	50.8700		
	Very Unsatisfactory	184.2500	48.5900		
Time Management	Very good	173.5000	34.6500	1.2250	0.3050
	Good	164.5000	3.5300		
	Satisfactory	193.3600	57.4000		
	Unsatisfactory	198.9600	53.5900		
	Very Unsatisfactory	170.4600	42.5200		
Social Life	Very good	-	-	0.4850	0.6930
	Good	230.0000	-		
	Satisfactory	193.1200	54.7500		
	Unsatisfactory	188.8600	61.5400		
	Very Unsatisfactory	182.0500	45.6400		

Conclusion

In the present study it was observed that only campus life adjustment affected academic achievement of the students. In general, it has been found that students who display sociable and prosocial behavior are likely to achieve highly in academic areas. In contrast, students who are disruptive and aggressive fare poorly on academic.

Academic achievement and social functioning are considered important indexes of adjustment in schools. According to the state Educational Outlines, the goals of school education are to help students develop thoroughly in moral, intellectual and physical aspects and become a well-educated worker. On the basis of collectivistic principles in school education, children's political, social, academic, and recreational activities are organized to reflect collectivistic ideology. In the group, university students are encouraged to cooperate with each other and to maintain harmonious relationship with each other and to maintain harmonious relationships with peers. At the same time, they are encouraged to help each other with schoolwork and to explore their common academic interests.

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