

SOCIAL ADJUSTMENT ON ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

G. PUGAZHENTHI

Ph.D. Research Scholar,
Department of Education and Management,
Tamil University,
Thanjavur – 613010.
Mail: dharanipugal@gamil.com

Abstract

As social beings, we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. The main objective of the present study is to investigate the social adjustment of high school students in relation to their academic achievement. The investigator has implemented survey method in view of realizing the objectives of the study. The population for the present study is consists of 640) ninth standard students are studying in the secondary classes in Thanjavur district of Tamil Nadu. Using simple random procedure from the list of schools the researcher identified 27 schools and 640 high school students from Thanjavur district. The present study found out there is a significant difference in the mean scores of social adjustment between the groups of high school students with regard to gender, medium of instruction, residence of the student, locality of the school and type of family. The present study found out there is a significant difference in the mean scores of social adjustment among the groups of high school students with regard to type of school and fathers educational qualification.

Key Words: social adjustment, academic achievement, high school students.

Introduction

Social adjustment is the process where by individual attempts to maintain of further his security, comfort status of creative in calcinations in the face of the ever changing conditions.it means bringing out changes in the habitual conduct or behavior which is necessary of an individual as a social is being (Warren 1934). As pointed by the Alder “a socially well-adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e. he must be cooperative and sympathetic. As social beings, we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society, so that we can adjust with others. But it is not an easy task as the personality of each individual is a unique organization. This organization has to make special efforts to adjust with others unique organizations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example, if an individual is well-adjusted in his family environment, his family adjustment will be good. So, before defining social adjustment, it is necessary for us to restrict the area of social adjustment. In other words we can say that social adjustment is the direction we, the teachers, try to instill adjustment skill in our students. As teachers, we should emphasise on the adjustment of the student in the school. It is the teacher's responsibility to help the

student cope with the existing situations of the school. For this we should contribute to improving the social environment of the school.

Criteria of Good Social Adjustment

Though it is very difficult to determine a universally acceptable criteria for adjustment because concept of adjustment differ from country to country and individual to individual depending upon social culture conditions, but in recent years psychologists have evolved certain criteria to assess the adequacy of adjustment of an individual in his environment.

- (i) **Psychological Comfort:** One of the most important facts which is essential for better adjustment is that individual has no psychological disease as obsession, compulsion, anxiety and depression etc.
- (ii) **Physical Health:** Sometimes only evidence of inadequate adjustment appears in the form of damage to body tissues. The individual should be free from physical ailments like headache, ulcers indigestion and impairment of appetite.
- (iii) **Work Efficiency:** Well-adjusted person has more work efficiency because he can use his full occupational and social capacities.
- (iv) **Social Acceptance:** with the help of well adjustment with his society one is socially accepted. A man is only well adjusted when he obeys social norms; belief's and set of values. If someone satisfies his needs with anti-social norms then he is called maladjusted. But different societies decide that which one is an accepted criterion of good behaviour. E.g. in our country smoking and drinking are taken to be anti-social but in the western societies these activities are taken quite normal.

Social Adjustment and academic achievement

Chen, Xinyin, Rubin, Kenneth H, Li. Dan (1997) Relation between Academic Achievement and Social Adjustment: Evidence from Chinese Children. 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. At the end researcher identify that, these results generally supported the "reciprocal effects" model concerning the relations between academic achievement and social adjustment.

Ray, Elliott and Stephen (2006) conducted a study entitled "Social Adjustment and Academic Achievement: A Predictive Model for Students with Diverse Academic and Behavior Competences". The study examined the hypothesized relationship between social adjustment, as measured by perceived social support self-concept and social skills and performance on academic achievement tests. Teachers were asked to select one student for each of the three participant nomination categories: underdeveloped academic competence, underdeveloped behavior competence, Proficient academic and behavior competence. Multivariate analysis of variance results indicated that each participant group differed significantly on social skills and students with proficient.

Hamid Pour (2008) found that there is significant relationship between social adjustment and academic achievement.

Pannu (2010) reported that Personality factor A (Reserved / Warm-hearted), C (affected by feelings / Emotionally stable), D undemonstrative / Excitable), E (Obedient / assertive), F (Sober / Enthusiastic), G (Disregards rule / Conscientious), I (Tough minded / Tender minded), J (zestful / Circumspect individualism), O (Self Assured / Apprehensive), Q2 (Socially group dependent / Self-sufficient), Q3 (Uncontrolled / Controlled) and Q4(Relaxed / tense) did not influence the academic achievement of adolescents, whereas personality factor B (Less intelligent / More intelligent) and H (Shy / Adventurous)

influenced the academic achievement of adolescents. The study also reported that social adjustment did not influence the academic achievement of the adolescents, but emotional adjustment did influence their academic achievement and a positive and negligible correlation was found to exist between academic achievement and social adjustment, and between academic achievement and emotional adjustment. It was also reported in the study that the type of school did not influence the academic achievement of the adolescents and female students were found to have more academic achievement than the male students.

Gupta Mohan and Renu (2011) studied the “Adjustment and Scholastic Achievement of Boys and Girls”. The study examined the process of how some factors of adjustment left effect to children’s academic achievement. These factors were emotional adjustment social adjustment and educational adjustment. The tools used in study were highly reliable. Adjustment inventory of A.K.P. Sinha and Singh R.P. (1980) was used. Sample of 100 students was selected from various schools of Meerut. In which two groups were formed according to their gender. Mean, S.D. and Critical Ratio were calculated. The finding showed that male student were showed significantly higher score than females, it means female children were better in social adjustment. While in educational adjustment the result showed that boys and girls had same order of adjustment.

Narjes Safari, Esmaeel Khajehnejadian Shirazi, and Ali Nejat (2014) results indicated that significant relationship exists between social adjustment and academic achievement of first grade elementary school students who pass elementary schools and did not pass elementary schools. Moreover, significant relationship exists between social adjustment and academic achievement of first grade elementary school students.

Soheila Yengimolki, Seyed Mohammad Kalantarkousheh, Alireza Malekitabar (2015). The result indicates a significant relationship between self- concept and adjustment. There is a significant correlation between academic achievement and social adjustment, but there is no significant relationship between self-concept and academic achievement. In General, the results indicated that the better adjustment people have, the more ability they will make progress in their life.

Rihunki Jones Toi (2017) found to have average emotional and social adjustment with unsatisfactory educational adjustment and the same is seen in the case of sex and type of school management. With regards to academic achievement the student were found to be low and the same is observed in the case of male, female and types of management.

Need and significance of the Study

This study is undertaken because of the universal importance given to adolescents. School and society play a significant role in shaping the all-round development of the adolescents. Adolescence is an significant formative phase of an individual’s life, which to a large extent shapes the future course of young people’s lives. During adolescence the physical, intellectual, and emotional characteristics and patterns of childhood are gradually replaced by adult ones, and girls and boys progressively evolve into a state of relative socio-economic independence. There is an urgent need to provide a set of skills for today’s adolescents. The adolescents need to learn how to set goals, prioritize their needs and balance their lives. As most of the studies in review of literature indicate the importance of social adjustment for adolescents and various studies have been done to see the influence of social adjustment on different variables but social adjustment is not measured in terms of and academic achievements of adolescents. In order to have good academic achievement, one should have good social adjustment. Hence the problem is selected as “social adjustment on academic achievement of high school students”.

Title of the Study

The present study entitled as “**social adjustment on academic achievement of high school students**”

Objectives of the Study

The following are the objectives of the study

1. To find out the social adjustment among the high school students.
2. To find out the significant difference between the social adjustment and demographic variables among high school students.
3. To find out the correlation between social adjustment and academic achievement of high school students.

Hypotheses of the Study

The following are the hypotheses of the study

1. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to gender.
2. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to medium of instruction.
3. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to type of schools.
4. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to residence of the student.
5. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to locality of the school.
6. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's educational qualifications.
7. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's educational qualifications.
8. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's occupation.
9. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's occupation.
10. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to type of family.
11. There is no significant correlation between the social adjustment and academic achievement among high school students.

Limitations of the Study

The findings of the present study will be confined to high school students studying IX standard in Thanjavur District only. The investigator has included Government, Government aided, self-finance schools only. It cannot be over generalized and considered as a reflection of social adjustment and academic achievement among high school students in various districts of Tamil Nadu which has not been covered in this study.

Research Method

The main objective of the present study is to investigate the social adjustment of high school students in relation to their academic achievement. The investigator has implemented survey method in view of realizing the objectives of the study. The survey method has the

steps of planning, development and application of sampling plan, construction of questionnaire, translation of data, analysis, conclusion and reporting.

Population

The population for the present study is consists of 640 (2016 -2017) IX standard students are studying in the secondary classes in Thanjavur district of Tamil Nadu.

Sample and Sampling Frame

The sample for the present study has been identified as the students, in Thanjavur district of Tamil Nadu. The sample has been further limited to the high school students who are studying at the high school students who are in 9th standards. For the selection of sample, the researcher collected the details of all the schools in Thanjavur district. Using simple random procedure from the list of schools the researcher identified 27 schools and 640 high school students from Thanjavur district.

Tools Used for the Study

The following tools were selected and used by the investigator in the present study:

- 1) The tool on social adjustment inventory was developed and standardized by Pugazhenth, G. and Periasamy, R. (2016).

Social adjustment tool

The research tools may be either already available in the field or they may developed by the researcher himself or herself. Keeping in view the nature and significance of the present study, questionnaire on social adjustment was developed by the investigator to collect requisite data from the high school students. In the present study, to measure the social adjustment of the high school students, the investigator used a 'social adjustment' questionnaire which is constructed and standardised by Pugazhenth, G. and Periasamy, R. (2016). It is a five point rating (1. Strongly agree; 2. Agree; 3. Undecided; 4. Disagree; and 5. Strongly disagree) questionnaire. The questionnaire consists of 30 statements. No time limit is fixed for the tool. It consists of 21 positive items and 9 negative items. If the items is positive, the score or point distributed by 5, 4, 3, 2, and 1 with the responses of strongly agree, agree, undecided, disagree and strongly disagree respectively. If the items is negative, the score or point distributed by 1, 2, 3, 4, and 5 with the responses of strongly agree, agree, undecided, disagree and strongly disagree respectively.

Procedure of Data Collection

The investigator with the permission of the heads of schools and the cooperation of the concerned teachers administered the tools to the high school students. The area of investigation is Thanjavur district. The investigator approached the principals / headmasters of the institutions and got their co-operations insured. The two research tool social adjustment inventory along with general data sheet were administrated on high school students after explaining the purpose of the study. The scores of the tools were calculated and were tabulated with other relevant data. The data were entered in a suitable manner so that they could be used for computer data processing.

Statistical Techniques for Data Analysis

The Statistical Package for the Social Sciences (SPSS) version 20.0 was used to analyse the collected data and all the hypotheses were tested at 0.05 and 0.01 levels of significance.

Analysis and Interpretation of Data

Hypothesis – 1

There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to gender.

Table 1 Test of significant difference in the mean score of social adjustment between the groups of high school students with regard to gender

Background Variables		N	Mean	SD	t – value	Level of Significance
Gender	Boys	329	127.5015	10.96339	1.526	Not Significant
	Girls	311	128.7846	10.31043		

From the table 1 the obtained ‘t’ value (2.401) is less than the table value (1.97) at 0.05 level. It is clear that there is no significant difference between the boys and girls high school students in their social adjustment. Hence, the stated null hypothesis “There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to gender” is accepted. The girl high school student’s social adjustment mean scores is higher than the boy students.

Hypothesis – 2

There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to medium of instruction.

Table 2 Test of significant difference in the mean score of social adjustment between the groups of high school students with regard to medium of instruction

Background Variables		N	Mean	SD	t – value	Level of Significance
Medium of Instruction	Tamil Medium	427	128.6979	9.40558	1.746	Not Significant
	English Medium	213	126.9765	12.76324		

From the table 2 the obtained ‘t’ value (1.746) is less than the table value (1.97) at 0.05 level. It is clear that there is no significant difference between the Tamil medium and English medium high school students in their social adjustment. Hence, the stated null hypothesis “There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to medium of instruction” is accepted. The Tamil medium high school student’s social adjustment mean score is higher than the English medium students.

Hypothesis – 3

There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to type of schools.

Table 3 Test of significant difference in the mean score of social adjustment among the various groups of high school students with regard to type of schools

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	886.023	2	443.011	3.933	Significant
Within Group	71755.977	637	112.647		

Total	72642.000	639			
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From the table 3, it is indicates that the obtained 'F' is 3.933 which is greater than the critical value (3.03) at 0.05 level. It is concluded that there is a significant variance among government school, aided school and self - finance school students in their social adjustment. Hence the hypothesis stated that "There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to type of schools" is rejected. The government high school students are higher social adjustment mean scores than the aided school students and self - finance school students.

Hypothesis – 4

There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to residence of the student.

Table 4 Test of significant difference in the mean score of social adjustment between the groups of high school students with regard to residence of the student

Background Variables		N	Mean	SD	t – value	Level of Significance
Residence	Urban	249	126.1365	12.48440	3.555	Significant
	Rural	391	129.3913	9.11144		

From the table 4 the obtained 't' value (3.555) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the rural and urban residence high school students in their social adjustment. Hence, the stated hypothesis "There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to residence of the student" is rejected. The rural resident high school student's social adjustment mean score is higher than the urban resident high school students.

Hypothesis – 5

There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to locality of the school.

Table 5 Test of significant difference in the mean score of social adjustment between the groups of high school students with regard to locality of the school

Background Variables		N	Mean	SD	t – value	Level of Significance
Locality	Urban	348	126.3017	12.50859	5.012	Significant
	Rural	292	130.2979	7.37160		

From the table 5 the obtained 't' value (5.012) is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the rural and urban high school students in their social adjustment. Hence, the stated null hypothesis "There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to locality of the school" is rejected. The rural high school student's social adjustment mean score is higher than the urban high school students.

Hypothesis – 6

There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's educational qualifications.

Table 6 Test of significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's educational qualifications

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	671.652	2	335.826	2.972	Significant
Within Group	71970.348	637	112.983		
Total	72642.000	639			

From the table 6, it is indicates that the obtained 'F' is 2.972 which is greater than the critical value (2.25) at 0.05 level. It is concluded that there is a significant variance among father's educational qualification of illiterates, school education and higher education of high schools students in their social adjustment. Hence the hypothesis stated that "There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's educational qualifications" is rejected. The father's educational qualification of higher education students are higher social adjustment mean score than the illiterates and school education of father's educational qualification of high schools students.

Hypothesis – 7

There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's educational qualifications.

Table 7 Test of significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's educational qualifications

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	1004.136	2	502.068	4.464	Significant
Within Group	71637.864	637	112.461		
Total	72642.000	639			

From the table 7, it is indicates that the obtained 'F' value 4.464 is greater than the critical value (2.25) at 0.05 level. It is concluded that there is a significant variance among mother's educational qualifications of illiterates, school education and higher education of high schools students in their social adjustment. Hence the hypothesis stated that "There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's educational qualifications" is rejected. The mother's educational qualification of higher education students are higher social adjustment mean score than the school education and illiterates of mother's educational qualification of high schools students.

Hypothesis – 8

There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's occupation.

Table 8 Test of significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's occupation

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	2002.559	4	500.640	4.500	Significant
Within Group	70639.441	635	111.243		
Total	72642.000	639			

From the table 8, it is indicates that the obtained 'F' is 4.500 which is greater than the critical value (2.64) at 0.05 level. It is concluded that there is a significant variance among unemployed, farmers, private employee, government employee and self-employee fathers of high schools students in their social adjustment. Hence the hypothesis stated that "There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's occupation" is rejected. The father's occupation is private employee students are higher social adjustment mean score than the farmer, government employee, unemployed and self – employee of father's occupation of high schools students.

Hypothesis – 9

There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's occupation.

Table 9 Test of significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's occupation

Source of Variation	Sum of squares	DF	Mean of sum squares	F ratio	Level of Significance
Between Group	440.630	4	110.157	0.969	Not Significant
Within Group	72201.370	635	113.703		
Total	72642.000	639			

From the table 9, it is indicates that the obtained 'F' is 0.969 which is less than the critical value (2.64) at 0.05 level. It is concluded that there is no significant variance among unemployed, farmers, private employee, government employee and self-employee mothers of high schools students in their social adjustment. Hence the hypothesis stated that "There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's occupation" is accepted. The mother's occupation is private employee students are higher social adjustment mean score than the farmer, unemployed, government employee and self – employee of mother's occupation of high schools students.

Hypothesis – 10

There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to type of family.

Table 10 Test of significant difference in the mean score of social adjustment between the groups of high school students with regard to type of family

Background Variables		N	Mean	SD	t – value	Level of Significance
Type of Family	Joint Family	200	129.6850	9.77361	2.617	Significant
	Nuclear Family	440	127.4159	10.97988		

From the table 10, the obtained ‘t’ value 2.617 is greater than the table value (1.97) at 0.05 level. It is clear that there is a significant difference between the nuclear family and joint family of high school students in their social adjustment. Hence, the stated null hypothesis “There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to type of family” is rejected. The joint family high school student’s social adjustment mean score is higher than the nuclear family High school students.

Hypothesis – 11

There is no significant correlation between social adjustment and academic achievement among high school students.

Table 11 Test of significant correlation between social adjustment and academic achievement among high school students

Variables		Social Adjustment	Academic Achievement
Social Adjustment	Pearson Correlation	1	-.209**
	Sig. (2-tailed)		.000
	N	640	640
Academic Achievement	Pearson Correlation	-.209**	1
	Sig. (2-tailed)	.000	
	N	640	640

** . Correlation is significant at the 0.01 level (2-tailed).

The above table shows that there is a significant correlation between social adjustment and academic achievement among high school students. Hence the stated hypothesis “There is no significant correlation between social adjustment and academic achievement among high school students” is accepted.

Major Findings of the Study

The following are the major findings of the study

1. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to gender.
2. There is no significant difference in the mean score of social adjustment between the groups of high school students with regard to medium of instruction.
3. There is a significant difference in the mean score of social adjustment among the various groups of high school students with regard to type of schools.
4. There is a significant difference in the mean score of social adjustment between the groups of high school students with regard to residence of the student.
5. There is a significant difference in the mean score of social adjustment between the groups of high school students with regard to locality of the school.
6. There is a significant difference in the mean score of social adjustment among the

- various groups of high school students with regard to father's educational qualifications.
7. There is a significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's educational qualifications.
 8. There is a significant difference in the mean score of social adjustment among the various groups of high school students with regard to father's occupation.
 9. There is no significant difference in the mean score of social adjustment among the various groups of high school students with regard to mother's occupation.
 10. There is a significant difference in the mean score of social adjustment between the groups of high school students with regard to type of family.
 11. There is no significant correlation between social adjustment and academic achievement among high school students.

1. The present study found out there is a significant difference in the mean scores of social adjustment between the groups of high school students with regard to gender, medium of instruction, residence of the student, locality of the school and type of family. Hence, there is a need to improve the high school student's social adjustment through group games, essay contests, debate, creative work, problem solving etc., which aid extensively in moral and emotional development and group activities like group discussion, camps, educational excursions, picnics, and outing which encourage social adjustment should find a respectable place in curricula. This will not only solve the problem of student unrest but also add to the quality learning without burden in children.

2. The present study found out there is a significant difference in the mean scores of self – esteem among the groups of high school students with regard to type of school, fathers educational qualification and mothers educational qualification. Hence, there is some necessary steps taken to enhance the student's social adjustment through counseling for parents should be organized in order to make them understand that home plays a very vital role in improving the social adjustment of students. In policy making more importance should be given to assessment of social adjustment which are known to contribute directly to academic achievement and success in latter part of life.

3. The present study found out there is no significant correlation between social adjustment and academic achievement among high school students. So, we improve the students social adjustment, it leads to the student adjust their family, school and the society. Make them to be sure that they are not judging themselves against unreasonable morals. Encourage the students to develop the habit, not to reside on their faintness; as every human has them. Teachers modeling to self-control by starting environment of self-confidence and care in the classroom.

Conclusion

The present study found that there is a significant difference in the mean scores of social adjustment between the groups of high school students with regard to gender, medium of instruction, residence of the student, locality of the school and type of family. The present study found that there is a significant difference in the mean scores of social adjustment among the groups of high school students with regard to type of school and fathers educational qualification. The present study also found that there is no significant correlation

between social adjustment and academic achievement among high school students. Hence, the administrators, educators, teachers and parents should concentrate the high school student's social adjustment. The role of schools become vital when one talk about nurturing social adjustment in children. Academic achievement is not the only way to success in the working world, much effort should make to recognize, evaluate, track and inspire soft skills like social adjustment of children in schools.

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