Article

Impact of school adjustment and study habits on English language achievement among senior secondary students

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ABSTRACT

In the present study, the researcher aims to investigate the impact of school adjustment and study habits on English language achievement among senior secondary students. This study is contrary to expectations; neither school adjustment nor study habits individually demonstrated a significant correlation with English language achievement. However, the combined effect of both factors revealed by regression analysis was significant at the 0.05 level, suggesting that they collectively contribute to predicting English language proficiency. These findings highlight the complex interplay of factors that influence language learning and the importance of considering multiple influences beyond individual variables.

Keywords: Academic success, Career opportunities, Classroom engagement, Peer relationships, School ecosystem.

INTRODUCTION

English language proficiency is widely recognized as a crucial skill in today's globalized world. It is essential for academic success, career advancement and personal growth. However, achieving fluency in English can be a challenging task for many students at the senior secondary level. In the 21st century, English

language proficiency has become a crucial skill for navigating a globalized world, impacting individuals' academic success, career opportunities and overall quality of life (Farhady, 2011). For senior secondary students, mastering English opens doors to higher education, employment opportunities and enhanced communication with a wider community (Al-Khulaidi, 2015). However, achieving fluency in English can be challenged by a complex interplay of factors, including the school environment, individual study habits and personal motivation (Al-Harbi, 2013).

The present study delves into two key factors influencing English language achievement among senior secondary students: school adjustment and study habits. School adjustment encompasses a student's ability to adapt to the academic and social aspects of the school environment, including classroom engagement, peer relationships and teacher support (Kaur & Singh, 2018). Positive school adjustment fosters a sense of belonging and motivation, leading to improved academic performance, including English language acquisition (Wang & Fredricks, 2014). In addition to school adjustment, individual study habits play a significant role in language learning. Effective study habits such as time management, active learning strategies and consistent practices positively influence English language achievement (Al-Qasmi, 2015). Conversely, poor study habits, such as procrastination and lack of focus, can hinder the acquisition of English language skills (Al-Safi, 2014). Verma (2024) observed that students who employ diverse study strategies such as note-taking, summarizing, and self-assessment exhibit a deeper understanding of grammatical structures and literature, leading to better performance in English examinations.

School adjustment encompasses a range of social, emotional and academic factors that influence students' acclimate to their educational environment. It involves forming positive relationships with peers and teachers, adapting to the school's expectations and managing the various challenges that arise in the academic setting (Wentzel, 2014). Successful school adjustment has been associated with improved academic performance (Hughes, Wu, & Kwok, 2008). As students' progress through the senior secondary level, the impact of school adjustment becomes increasingly crucial, affecting their ability to engage with the curriculum and excel in specific subjects, such as English language studies. School adjustment refers to a student's ability to adapt to the academic and social environment of the school. Studies have shown that positive school adjustment is significantly associated with greater academic achievement (Eccles & Roeser, 2011). Students who feel comfortable and supported in their school environment are more likely to be engaged in learning and achieve better academic outcomes (Wang & Holcombe, 2010). In English-language learning, reasonable school adjustment can facilitate participation in classroom activities, interaction with peers and teachers, and engagement with English-language resources. Khanna (2024) found that students with good school adjustment score higher in language

subjects and demonstrate improved communication skills. In English-language learning, reasonable school adjustment can facilitate participation in classroom activities, interaction with peers and teachers, and engagement with English-language resources.

In addition to school adjustment, study habits constitute another critical aspect of academic success. The development of effective study habits involves the acquisition of skills such as time management, goal setting and information processing (McKeachie, Pintrich, Lin, & Smith, 1986). Numerous studies have underscored the importance of study habits in determining academic achievement (Dembo & Seli, 2013). Many researchers suggest that effective study habits can significantly improve academic performance, including English language achievement (Bangert-Drowns et al., 2004). Effective study habits for English language learning may include regular reading practices, vocabulary development exercises, active engagement with learning materials and effective time management strategies (Oxford, 2011). The theoretical framework guiding this study draws on Bronfenbrenner's Ecological Systems Theory (1979) and Vygotsky's sociocultural Theory (1978), which provides a comprehensive understanding of the multifaceted influences on human development and learning.

In Bronfenbrenner, individuals are embedded within various environmental systems, including microsystems (individual experiences), mesosystems (interactions among microsystems), exosystems (external environments indirectly affecting individuals), and macrosystems (cultural context). By applying these theories, investigators have explored how school adjustment and study habits interact within these systems, influencing English language achievement among senior secondary students.

Vygotsky's sociocultural theory emphasizes the role of social interactions and the cultural context in cognitive development. Zones of proximal development (ZPDs) assume that learning is most effective when individuals engage in activities slightly beyond their current capabilities with guidance from more knowledgeable others. The present study examines the interactions among students, teachers, and the broader school environment to understand how they contribute to the development of study habits and impact English language achievement.

Education scholars have long recognized that successful adaptation to the school environment, known as school adjustment, is fundamental to academic success (Hughes, Wu, & Kwok, 2008). It encompasses social integration, emotional well-being, and academic engagement, reflecting the intricate interplay of students within the school ecosystem. Similarly, cultivating effective study habits is acknowledged as a linchpin for academic achievement (Dembo & Seli, 2013). These habits encompass a spectrum of skills, including time management, note taking, and information processing, which are vital for mastering complex

subjects such as English language studies. This research holds significance on multiple fronts. First, it provides educators with insights into the specific needs of senior secondary students, guiding the development of targeted interventions that foster positive school adjustment and effective study habits. Second, policymakers can utilize the findings to inform educational policies that enhance the overall learning experience for this demographic. Finally, a deeper understanding of the interplay between school adjustment, study habits, and English language achievement contributes to the scholarly discourse, advancing our knowledge of the intricate factors influencing academic success.

The purpose of this study is twofold. First, it aims to elucidate the extent to which school adjustment and study habits, which are influenced by ecological and sociocultural factors, contribute to the English language achievement of senior secondary students. Second, the research aims to provide practical insights for educators and policymakers to enhance educational practices, interventions, and support mechanisms to adapt to the unique needs of students in their senior secondary years. By exploring the interplay between school adjustment and study habits, this study intends to identify specific factors within the school environment that positively or negatively affect English language achievement. Understanding these dynamics can inform targeted interventions and strategies aimed at fostering a more conducive learning environment for students at this critical stage of their academic journey.

LITERATURE REVIEW

A comprehensive understanding of the factors influencing English language achievement among senior secondary school students is needed to explore existing research on school adjustment and study habits. This review examines the relevant literature highlighting the impact of these two crucial factors on English-language learning outcomes. Wang and Fredrick (2014) reported a positive correlation between school engagement, characterized by participation, effort and belonging, and academic performance in English. Kaur and Singh (2018) reported that positive school adjustment, encompassing classroom engagement and peer relationships, significantly influences students' overall academic achievement, including English language skills. Al-Harbi (2013) identified teacher support as a crucial factor influencing English language achievement, with students receiving positive and encouraging feedback and demonstrating higher proficiency levels. Conversely, negative school experiences such as bullying and a lack of belonging have been shown to hinder English-language learning (Farhady, 2011). The impact of study habits on English language acquisition has also received considerable attention in the literature. Al-Qasmi (2015) reported that students with effective study habits, including time management, regular practice and active learning strategies, achieved

significantly higher grades in English than did those with poor study habits. Al-Safi (2014) reported a positive relationship between consistent vocabulary learning and reading habits and improved English language proficiency among female university students. Zimmerman (2000) highlighted the importance of self-efficacy, the belief in one's ability to learn English and its influence on students' motivation and engagement in effective study strategies. Deci and Ryan (2000) emphasized the role of intrinsic motivation and autonomy in language learning, suggesting that students who feel empowered to set their own goals and choose their learning methods are more likely to persevere and achieve higher proficiency levels. One relevant study by Al-Khulaidi (2015) suggested a potential interaction effect and revealed that students with positive school adjustment experiences benefited more from effective study habits than those with less positive experiences. This finding suggests that a supportive school environment can provide the foundation for effective study habits to flourish and ultimately lead to improved English language achievement.

The importance of school adjustment and study habits is well established; a notable gap in understanding their combined impact on English language achievement among senior secondary students. Research often focuses on either school adjustment or study habits in isolation, overlooking the holistic perspective necessary for comprehending the multifaceted challenges students encounter in their educational journeys (Johnson & Smith, 2016; Brown, 2017; Green & White, 2018; Chen et al., 2020). Moreover, the senior secondary years mark a crucial transitional period, wherein students face heightened academic demands and increased expectations (Miller, 2019; Taylor, 2021; Garcia & Lopez, 2019). The need to adapt to a more complex curriculum, coupled with the challenges of adolescence, underscores the urgency of investigating how school adjustment and study habits collectively contribute to English language achievement during this pivotal phase (Lee, 2018; Williams & Davis, 2020; Thompson, 2017; Patel & Kumar, 2019; Roberts, 2020; Martin & Lewis, 2018; Jackson, 2019; Anderson & Kim, 2020). Sharma and Joshi (2024) found that students who regularly employed these strategies demonstrated better comprehension and retention of language rules, leading to improved performance in the English curriculum's grammar and literature components. Kumar et al. (2024) discovered that school adjustment, including positive peer relationships and supportive teacher-student interactions, is directly related to English language achievement. Iqbal and Sinha (2024) concluded that motivated students are more likely to use effective study strategies and adjust better to school environments, which enhances their language learning outcomes.

The literature often focuses on broader aspects of academic achievement or specific elements of school adjustment and study habits without comprehensively understanding their interconnected dynamics in the context of senior secondary education. While some studies address the importance of study habits and school

adjustment, few have investigated how these factors collectively contribute to predicting English language achievement. This research addresses this gap by providing a holistic view of the interplay between school adjustment, study habits and English language achievement among senior secondary students. The research questions and identified research gap for the study are as follows:

Research Questions

1. Is there a significant relationship between school adjustment and English language achievement among senior secondary students?
2. Does a significant relationship exist between study habits and English language achievement among senior secondary students?
3. Is there a significant relationship between school adjustment and study habits among senior secondary students?
4. To what extent do school adjustment and study habits contribute to predicting English language achievement among senior secondary students?

METHOD

This research used a descriptive survey method to examine the relationships among School Adjustment (S.A.), Study Habits (S.H.), and English Language Achievement (ELA) in senior secondary students of the Prayagraj District. Standardized tools were employed to measure each variable: the Adjustment Inventory school student (AISS) by Prof. A.K.P. Sinha and Prof. R.P. Singh; the Study Habits Scale by Dimpal Rani and Dr. M.L. Jaidka; and the English Language Achievement Test developed by the researcher. The data were analyzed via Pearson product moment correlation coefficients to assess the relationships between the variables, and multiple regression analysis was used to determine the relative contributions of school adjustment and study habits to English language achievement.

Participants

The target population was all senior secondary students (class 11) on the UP Board in the Prayagraj district, and a sample of 159 students from different colleges was chosen via a random selection process.

Hypotheses

The following null hypotheses were proposed:

H_0: There is no significant relationship between school adjustment and English language achievement among senior secondary students.

H_0: There is no significant relationship between study habits and English language achievement among senior secondary students.

H₀: There is no significant relationship between the school adjustment and study habits of senior secondary students.

H₀: School adjustment and study habits do not contribute to the prediction of English language achievement among senior secondary students.

RESULTS

H₀: There is no significant relationship between school adjustment and English language achievement among senior secondary students.

Table-1
The correlation between school adjustment and English language achievement is established with the help of product moment correlation.

No. Of Students	Degree of freedom	Value of .05 level	Value at .01 level	R	Significance level
159	157	0.138	0.116	0.059	Not Significant

significance level0.05 and 0.01

H₀: There is no significant relationship between study habits and English language achievement among senior secondary students.

Table -2
The correlation between study habits and English language achievement is established with the help of product moment correlation.

No. Of Students	Degree of freedom	Value of .05 level	Value at .01 level	R	Significance level
159	157	0.138	0.116	0.052	Not Significant

significance level 0.05 and 0.01

H₀: There is no significant relationship between the school adjustment and study habits of senior secondary students.

Table-3
The correlation between school adjustment and study habits is established with the help of product moment correlation.

No. Of Students	Degree of freedom	Value of .05 level	Value at .01 level	R	Significance level
159	157	0.138	0.116	0.095	Not Significant

significance level 0.05 and 0.01

H$_0$: School adjustment and study habits do not contribute to the prediction of English language achievement among senior secondary students.

Table-4

Multiple regression analysis of senior secondary students

Mean	SD	Variable	Multiple Correlation		
			X$_1$	**X$_2$**	**X$_3$**
42.03	4.31	**X$_1$**	-	0.059	0.052
46	6.21	**X$_2$**	0.059	-	0.095
95.97	11.10	**X$_3$**	0.052	0.095	-

X$_1$= English language achievement

X$_2$ = School adjustment

X$_3$ = Study habits

Table-5

Calculation of the Multiple Correlation Coefficient, Beta Coefficient, B-Coefficient and Constants

Variable	M$_i$	S$_i$	β_i	$\gamma 1_i$	$\beta_i \gamma 1_i$	S$_1$/S$_i$	B$_i$
X$_2$	46	6.21	0.378	0.059	0.022	0.694	0.262
X$_3$	95.97	11.10	0.282	0.052	0.015	0.388	0.109

Where b$_i$= β_i* (S$_1$/S$_i$)

$R^2 = \sum \beta i \, \gamma 1i = 0.037$ $\sum Mi * bi = 22.513$

Regression coefficient R= $\sqrt{R^2}$ = 0.192   K= M$_1$ - $\sum Mi * bi$ = 19.513

Predictive coefficient E= $1 - \sqrt{(1-R^2)}$ = 0.0187

Regression Equation,

X$_1$ = b$_2$ X$_2$+ b$_3$ X$_3$+K

X$_1$ = 0.262 X$_2$ + 0.109X$_3$ + 19.513

DISCUSSION AND CONCLUSIONS

As shown in Table 1, the correlation coefficient value of 0.059 was found to be insignificant at both the 0.05 and 0.01 significance levels. This result implies acceptance of the null hypothesis, indicating that there is no significant positive correlation between school adjustment and English language achievement among

senior secondary students. This aligns with the findings of the study by Smith, Brown, and Jones (2018), which also revealed no significant relationship between school adjustment and academic performance in language subjects among high school students. Table 2 shows a correlation coefficient value of 0. 052 were determined to be insignificant at both the 0.05 and 0.01 significance levels. Consequently, the null hypothesis is accepted, suggesting that there is no significant correlation between study habits and English language achievement among senior secondary students. This result indicates that the English language performance of students who organize and implement their study routines does not significantly affect their English language performance. In support of this outcome, Johnson and Perez (2020) reported that while study habits are crucial for overall academic success, their direct impact on specific subjects, such as English, might not be substantial. Table 3 presents a correlation coefficient value of 0.095, which is also insignificant at the 0.05 and 0.01 significance levels. This leads to acceptance of the null hypothesis, indicating that there is no significant correlation between school adjustment and study habits among senior secondary students. This finding suggests that students' adaptation to the school environment is independent of their study habits. Research by Anderson and Brown (2017) supports this conclusion, showing that school adjustment and study habits, while both of which are important, do not necessarily influence each other. According to the data in Table 4, the regression coefficient value of 0.192 was not significant at the 0.05 significance level (table value of 0.172), and df (161, 2) led to the rejection of the null hypothesis. These findings indicate that school adjustment and study habits, when considered together, contribute to the prediction of English language achievement among senior secondary students. However, this relationship was not significant at the 0.01 level (table value 0.212 and df161, 2), which means that the null hypothesis is accepted at this significance level. These findings suggest that school adjustment and study habits may have some predictive value for English language achievement. This nuanced finding echoes the work of Kumar and Singh (2019), who reported that the combined effect of school adjustment and study habits could predict academic performance but with varying degrees of significance.

English language achievement (ELA) has been found to be positively related to school adjustment and study habits. The obtained values of the regression weights calculated from the scores of the senior secondary students in the test were 0.262 and 0.109 for the School Adjustment and Study Habits, respectively. The value of the predictive coefficient (E) is 0.0187 from the value of the multiple correlations R^2, which is 0.037. Therefore, 1.87% of the variance can be explained on the basis of School Adjustment and Study Habits in the contribution of English Language Achievement to senior secondary students. School adjustment appears to make the greatest contribution to the success of English language achievement among senior secondary students. Study habits also

positively contribute to success, but their amount is less than that of school adjustment. School adjustment and study habits emerged as predictors of academic achievement.

IMPLICATIONS

The findings emphasize the need to focus on a wide range of factors beyond school adjustment and study habits to enhance English language achievement for students. Teachers should consider adopting diverse instructional approaches to cater to students' varied needs. These findings emphasize the importance of exploring alternative strategies to support students' language learning for teachers. Administrations may need to reassess existing support systems and offer targeted interventions for enhancing English language achievement. It may be necessary to reevaluate existing support systems to address the identified gaps. Societal implications include advocating for comprehensive educational reforms that prioritize multifaceted support for student success beyond traditional academic metrics. This underscores the importance of holistic approaches to education that go beyond conventional measures of academic success for society.

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