

The Relationship Among School Adjustment, Gender and Academic Achievement Amongst Secondary School Students in Kisumu District Kenya

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Abstract

Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. The current study investigated the levels of school adjustment and its relationship with academic achievement. Gender differences in school adjustment were also examined. The theory used in the current study is the stage-environment fit theory propounded by Eccles and Midgley. A cross sectional research design was employed. The target population was 4500 students. The sample consisted of 450 secondary school students with mean age 18.38, SD 1.078. The form four classes in the selected schools were used. Questionnaires as well as official KCSE examination results were used to collect data in the study. Cronbachs' alpha as well as a pilot study was used to depict the reliability of the instrument. Face validity was also ascertained by three experts from the department. Data was analyzed using descriptive statistics like the mean, frequency counts and percentages. The inferential statistics that were used in the study were t-tests. The results showed that there were no significant differences between girls and boys in school adjustment, there were significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. The study recommends that the study environment of the low achievers be further scrutinized.

Keywords: Academic achievement; Form four examinations; Gender; School adjustment; Secondary school students

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