

A Systematic Literature Review on Adjustment level and Academic Achievement of Secondary School Students with reference to their Domestic Barrier

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Abstract

Education is a powerful tool for reducing poverty and unemployment, improving health and nutritional standard, and achieving sustainable development. Within the formal education system, secondary education is recognized as a significant for the development of both the individual as well as the society. Education has been identified as one of the most important determinants of economic growth. It is both, an indicator and an instrument of development. Education tends to improve the adjustment level among the citizens with the excellence in the academic achievement. The present study aims to systematically identify, screen and analyze the relevant peer-reviewed studies using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique. The researcher reviewed the literatures from the secondary sources using various database like Google scholar, Eric, and Sodhganga.

Keywords

Poverty, Unemployment, Adjustment Level, Academic Achievement, PRISMA

1. Introduction

Education has been recognized as a fundamental right under the Right of Children to Free and Compulsory Education Act, 2009. Marginalized groups have been provided with more access to and equity in education through governmental initiatives like Samagra Shiksha Abhiyan, Mid-Day Meal Scheme and scholarship programmes. However, there are still substantial disparities across socio-economic groups, geographical regions, gender categories, and school types (Government of India, 2020). Research from different parts of India has documented that children from economically poor families tend to have issues with access to schools, poor infrastructure, poor learning environment, domestic work and economic pressures that hinder their educational progress (Kingdon, 2017; Tilak, 2018). In regions as geographically diverse and socio-economically vulnerable as Northeast India, the issue takes on particular significance. While the northeastern states have made considerable progress in terms of literacy and educational participation, a number of challenges continue to impede

equitable educational development. The distinctive educational challenges that students in these areas face are geographical terrain, scattered settlements, transportation problems, economic inequalities, and varying degrees of educational infrastructure (NITI Aayog, 2021). Hence, the students from BPL families may have additional constraints that are not generally observed in the more urbanized and economically developed areas.

Domestic barriers are obstacles within the home that restrict students' access to educational resources, support for learning environment, and opportunities for academic growth. Physical facilities which include availability of study materials, textbooks, digital resources and a study corner at home; Socio-cultural relationships which include discrimination based on gender, caste, religion and language and family attitudes towards education; Violence and security which include gender based violence, physical and psychological abuse, bullying and unsafe home environments; and Household chores and cultural norms which include excessive household responsibilities, caregiving duties, early marriage, forced domestic work, parental education status and parents awareness of education. Together, these dimensions influence students' educational experiences by influencing the extent to which the home environment supports learning and educational participation.

Adjustment is considered to be a continuous process of maintaining harmony among the attributes of the self and the environmental conditions which surrounds them. It is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment. It involves the fulfilment of the potential for personally and socially satisfied life. From psychological view point it embodies both personal and social experiences. From biological view points, it is a satisfactory relation of an organism with his environment where adaptation to physiological survival has been thought of. In all senses adjustment implies a satisfactory state of an individual in his home, in his educational career, job and social relationships. Adjustment involves the organization of personality which leads to stability of the individual to accommodate oneself to changing circumstances. Therefore, adjustment is the process of maintaining a balance between the needs and the circumstances that influences the satisfaction of the needs and a way in which the individual attempts to deal with stress, tensions and conflicts to meet his needs.

Academic achievement is defined as the performance of the students in the subject they study in the school (Pandey, 2008). Academic achievement determines the student's status in the class. It gives children an opportunity to develop their talents, improve their grades and prepare for the future academic challenges. Academic Achievement known as Classroom achievement generally indicates the learning outcomes of pupils which requires a series of planned and organized experiences. Chaudhary (2004) suggested that academic achievement is the knowledge attained or skills developed by pupils usually in schools, measured by test scores or by marks assigned by teachers pertaining to school subjects or to fields of liberal arts or to sphere of ideas and abstractions.

2. Objective of the study

The objective of the present study is to systematically identify, screen and analyze the relevant peer-reviewed studies using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique.

3. Methodology

The researchers used the systematic literature review for the present study. Using the databases namely google scholar, Scopus, ERIC the researcher identified the articles using the keywords: "Domestic Barriers", "Academic Achievement" and "Adjustment level". The researcher reviewed the

article from 2001 to 2025. Initially 183 articles were identified by using various data bases as listed above out of which 32 duplicate articles were excluded. From the remaining 151 articles, 83 articles were excluded because they were not related to Domestic barriers. Out of the remaining 68 articles, 21 articles were excluded because the full text was not available online. So, finally only 47 articles were selected for the study. The PRISMA flow chart for selecting the articles is drawn below:

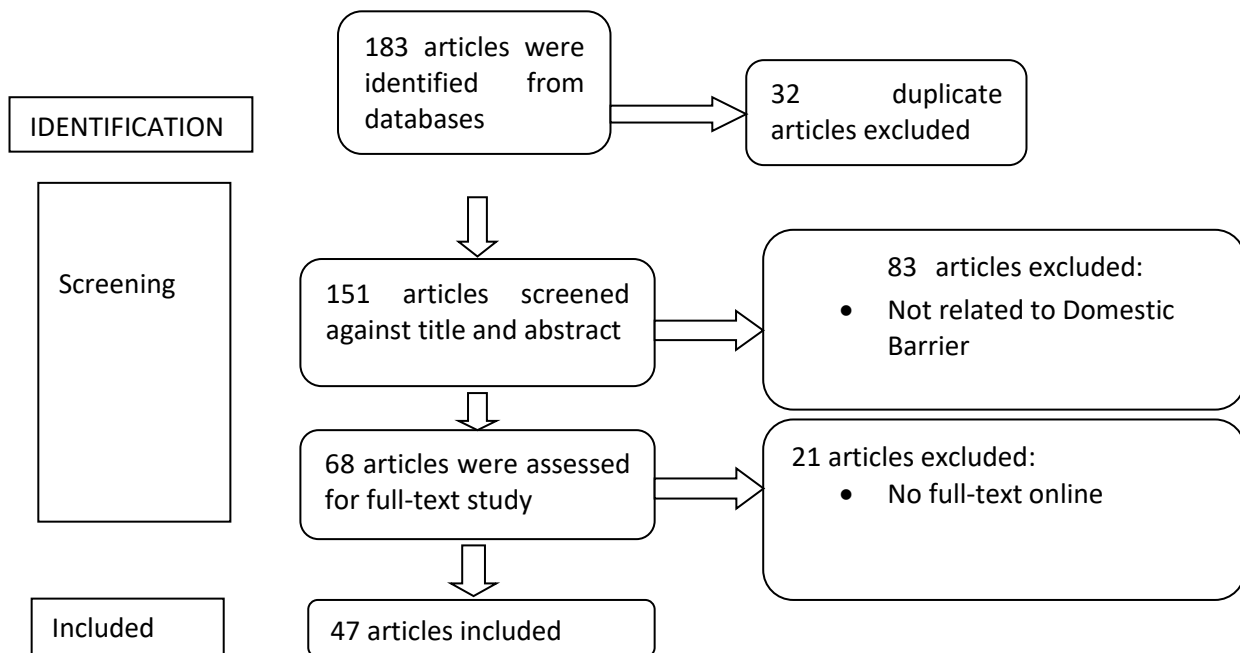


Figure 1. PRISMA flow diagram for selecting articles (MJ, et. al. BMJ 2021)

4. Discussion

The reviewed studies by Hanushek and Luque (2003), Basu et al. (2003), Breen and Jonsson (2005), Mahanta (2014), Mimrot (2016), Eugene and Charles (2018), Khan, Begum, and Imad (2019), Dauda (2021), Miko, Chionh, and Berger (2021), and Maguire and Pentaraki (2023) were conducted in the area of domestic barriers, home environment, family socioeconomic conditions, domestic violence, and students' academic achievement. These studies collectively revealed that the home environment plays a significant role in shaping children's educational participation, learning outcomes, academic achievement, educational aspirations, and school completion. The major domestic barriers identified in the reviewed studies include household poverty, low parental education, unstable parental employment, lack of study space and learning materials, low parental involvement, unfavourable family relationships, domestic violence, social isolation, and unequal distribution of educational opportunities among children from different socioeconomic groups.

The reviewed studies by Hussain, Kumar, and Husain (2008), Zareena and Vatsala (2011), Shivagunde and Kulkarni (2012), DeRosier and Lloyd (2012), Yellaiah (2012), Sindhu (2018), Lee and Ahn (2020), Bunker (2021), Tahir et al. (2022), Nair and Menon (2022), Syed Inshaallah Tahir, Insha Rasool, and Fareed et al. (2025), were conducted in the area of students' adjustment, academic stress, home environment, social adjustment, school adjustment, and academic achievement. These studies collectively revealed that adjustment is an important factor influencing students' educational experiences, academic performance, social behaviour, emotional stability, and overall school life. The

major factors related to adjustment identified in the reviewed studies include academic stress, home environment, parental education, socioeconomic status, school type (government, private, public), gender, rural-urban location, social support, peer relationships, digital learning environment, and institutional support.

The reviewed studies by Suman and Umapathy (2003), Begum and Phukan (2001), Devi and Mayuri (2003), Robbins et al. (2004), Nuthana (2007), Pandey and Ahmad (2008), Ganihar et al. (2008), Naderi et al. (2009), Baharudin and Luster (1998), Webster, Young, and Fisher (1999), Catsambis (1994), Zhang and Manon (2000), Alam (2006), Ray, Elliott, and Stephen (2006), Annie Isabella (2010), Akan (2014), Khan, Iqbal, and Tasneem (2015), Jayanthi and Srinivasan (2015), Ilomo and Chawanga (2015), Machana et al. (2017), Jain and Mohta (2019), Ogbueghu et al. (2021), Oneye and Onyango (2021), Mabula and Ligembe (2022), Wankasi (2022), Kaizirege and Biswalo (2023), and Nkandu (2025) were conducted in the area of academic achievement, gender differences, socio-economic status, home environment, parental education, achievement motivation, school environment, and students' academic performance. These studies collectively revealed that academic achievement is influenced by multiple interrelated factors such as gender, parental education, socio-economic status, home environment, study facilities, school type, distance from school, family size, parental involvement, household responsibilities, domestic violence, and achievement motivation. The findings also indicate that while some studies report gender differences in achievement, many others show no significant differences, suggesting that gender alone may not be a strong predictor of academic performance.

Several studies examined no gender differences in academic achievement. Suman and Umapathy (2003), Begum and Phukan (2001), Nuthana (2007), Pandey and Ahmad (2008), and Naderi et al. (2009) reported no significant gender differences in academic achievement.

In contrast, Devi and Mayuri (2003) found that girls performed better than boys in academic achievement. These studies reported that girls had higher mean achievement scores, greater achievement orientation, and superior performance in examinations.

These studies concluded that gender alone does not determine academic success and that other factors such as school environment, socio-economic background, and parental support play more important roles.

5. Conclusion

From the present systematic review on related literature, it can be concluded that the major factors related to adjustment identified in the reviewed studies include academic stress, home environment, parental education, socioeconomic status, gender, rural-urban location, social support, peer relationships, and digital learning environment. Also the academic achievement is influenced by multiple interrelated factors such as gender, parental education, socio-economic status, home environment, study facilities, parental involvement, household responsibilities, domestic violence, and achievement motivation.

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