



ORIGINAL RESEARCH PAPER

Education

ADJUSTMENT BEHAVIOUR AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS – LOCALITY OF SCHOOL WISE ANALYSIS

KEY WORDS: Adjustment Behaviour, Academic Achievement, Higher Secondary Students.

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ABSTRACT

The main objective of the study is to find out the significant relationship between adjustment behaviour and academic achievement of higher secondary students. A self-made tool was used for assessing adjustment behaviour of 982 higher secondary school students. Simple random sampling method was adopted for obtaining the data. The results showed that there is a significant relationship between adjustment behaviour and academic achievement of higher secondary school students.

ADJUSTMENT BEHAVIOUR

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to strike a balance among various forces. It has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. If the relationship between the individual and their environment is in accordance with the norms then the adjustment is achieved. It is a necessary characteristic to be able to live peacefully in this world.

SIGNIFICANCE OF THE STUDY

Adjustment plays a vital role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied happy and healthy individual is not only an asset to himself but a boon to the society also. This is true for the student, who has wide obligation to the community in particular and humanity at large. That adjustment behaviour is not only for them but is essential for the proper development and stability of the community as a whole.

The increase of adjustment behaviour helps man to make better beings. Most of the individual try to become constant themselves in different aspects of their personality. Opportunities are varied and it is at the higher secondary school level. That most personality is exposed to being adjusted person at some point of time. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school.

The student's adjustment behaviour and Academic Achievement of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the extent of relationship between adjustment and Academic achievement. The assessment of the adjustment and Academic Achievement of the individuals can help the competent authorities to develop the adjustment of the students.

OBJECTIVES

1. To find out whether there is any significant difference between rural and urban higher secondary school students in their adjustment behaviour.
2. To find out whether there is any significant difference between rural and urban higher secondary school students in their academic achievement.
3. To find out whether there is any significant relationship between adjustment behaviour and academic achievement of higher secondary school students.

HYPOTHESES

1. There is no significant difference between rural and urban school higher secondary students in their adjustment behaviour.
2. There is no significant difference between rural and urban

school higher secondary students in their academic achievement.

3. There is no significant relationship between adjustment behaviour and academic achievement of higher secondary school students.

METHODOLOGY

The investigator used the survey method for the present study.

POPULATION AND SAMPLE

The population of the study consists of higher secondary students in Perambalur educational district. The investigator has randomly selected 982 higher secondary students using simple random sampling technique.

TOOLS USED IN THE STUDY

1. Adjustment behaviour inventory developed and validated by the investigator.
2. Half-yearly examination mark has taken for academic achievement.

STATISTICAL TECHNIQUES USED

Percentage analysis, mean, standard deviation, 't' test, Correlation analysis

Null hypothesis 1

There is no significant difference between rural and urban higher secondary school students in their adjustment behaviour.

TABLE – 1 DIFFERENCE BETWEEN RURAL AND URBAN HIGHER SECONDARY SCHOOL STUDENTS IN THEIR ADJUSTMENT BEHAVIOUR

Adjustment Behaviour and its dimensions	Locality of the school	N	Mean	SD	Calculate d 't' Value	Remarks
Adjustment in family	Rural	717	58.94	9.216	0.930	NS
	Urban	265	58.29	9.861		
Adjustment in school	Rural	717	69.43	39.413	0.384	NS
	Urban	265	68.76	15.038		
Adjustment in society	Rural	717	24.15	6.795	2.369	S
	Urban	265	23.10	5.882		
Adjustment Behaviour	Rural	717	152.52	44.242	1.081	NS
	Urban	265	150.15	23.242		

(At 5 % level of significance, the table value of 't' is 1.96. S- Significant, NS- Not Significant)

It is inferred from the above table that there is no significant difference between rural and urban school higher secondary students in their adjustment in family, school and adjustment behaviour. But there is significant difference between rural and urban school higher secondary students in their adjustment in

society.

Null hypothesis 2

There is no significant difference between rural and urban school higher secondary students in their academic achievement.

TABLE – 2 DIFFERENCE BETWEEN RURAL AND URBAN SCHOOL HIGHER SECONDARY STUDENTS IN THEIR ACADEMIC ACHIEVEMENT

Variable	Locality of the school	N	Mean	SD	Calculate d 't' Value	Remarks
Academic Achievement	Rural	717	852.99	129.621	3.721	S
	Urban	265	886.43	123.250		

(At 5 % level of significance, the table value of 't' is 1.96. S- Significant, NS- Not Significant)

It is inferred from the above table that there is significant difference between rural and urban school higher secondary students in their academic achievement.

Null hypothesis 3

There is no significant relationship between adjustment behavior and academic achievement of higher secondary school students.

TABLE – 3 RELATIONSHIP BETWEEN ADJUSTMENT BEHAVIOR AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

Adjustment and its dimensions	Academic Achievement
Adjustment in family	-0.012 NS
Adjustment in school	0.053 NS
Adjustment in society	0.022NS
Adjustment behaviour	0.39S

(At 5% level of significance, for 980 df, the table value of r is 0.062, S- Significant, NS- Not Significant)

It is inferred from the above table that there is no significant relationship between adjustment in family, school, society and academic achievement of higher secondary school students. But there is a significant relationship between adjustment behaviour and academic achievement of higher secondary school students.

FINDINGS

- There is significant difference between rural and urban school higher secondary students in their adjustment in society. Rural school students are better than urban school students in their adjustment in society.
- There is significant difference between rural and urban school higher secondary students in their academic achievement. Rural school students are better than urban school students in their academic achievement.
- There is no significant relationship between adjustment in family, school, society and academic achievement of higher secondary school students. But there is a significant relationship between adjustment behaviour and academic achievement of higher secondary students.

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