

ADJUSTMENT BEHAVIOR AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

The current study is aimed to determine the relationship between adjustment behavior and Academic achievement among High school Students in virudhunagar district. The sample included 300 High school Students who were selected from higher secondary schools in Virudhunagar district by using simple random sampling. The data is statistically analysed using SPSS. The results show there is no significant relationship between adjustment behavior and Academic achievement of High school Students.

Keywords: *Adjustment Behavior, Academic Achievement, High School Students, Descriptive, Survey Method and SPSS.*

Introduction

People experience Adjustment behavior more or less and in different social circumstances. Adjustment behavior is the feeling of apprehension or lack of confidence in social interaction with others and is most likely to appear in new situations where person fails to achieve the best and to interfere with his/her interpersonal relationships. They are slow in adapting themselves in social situations and have narrow comfort zone.

Achievement test is a test for evaluating the nature and level of student's learning in a subject. There are several factors that influence the achievement of a particular student in a particular field. Often many deserving students may not achieve as much as they should do on the basis of their potential. Students' interest in the field they are setting out for, students' teaching method, socio-economic and family background and some other psychological factors also play a role in students' achievements directly or indirectly.

Entrance into school is the most prominent area of change from parental attachment to new living. It has been found that adjustment behavior has been peak in an individual's life. It is during this period that emotions and adjustment behavior are heightened as the individual's need to become socially accepted and hence shy people are socially disadvantaged, have high levels of loneliness or depression and are more involved in academic activities than their non-shy peers. Literature shows that school drop-out rates are highest in the first two years of schooling and school attendance brings with it new demands and stressors. Such stressors may include adjustment behavior and stress associated with environmental changes, routine changes, new study methods, financial management and changes in interpersonal relationships.

Significance of the Study

Learning is an information processing procedure that causes relatively permanent behaviour changes in the learner due to experience or practice. The nature of modification or change in learner's behaviour largely depend on the nature of his learning experience and training for learning. One of the prime goals of education is to enhance learning. A lot of research studies on psychology of learning show the impact of a range of cognitive and affective factors which affect the quality and extent of academic performance of students. There are various factors which are the inhibitors of learning. One of the major factors which act as a barrier in learning and Academic performance is adjustment behavior.

Adjustment behavior is a primary human emotion which is a combination of fear and doubt and usually occurs when one perceives a situation to be a threat to one's ego or self-esteem. It is the sense of fear, anxiety or fright, sometimes without cause. Adjustment behavior can be beneficial in some situations, such as avoiding a dangerous situation. But when carried to extreme levels, it can have undesired consequences. In the modern world, exams are one of the most stressful events leading to Adjustment behavior in students. When the fear of doing badly on an examination becomes excessive, it is called Adjustment behavior. Adjustment behavior is excessive concern about examinations, fear of evaluation and fear of the consequences. It is an illogical thinking about the exam and results. It is made of irrational beliefs, irrational demands and catastrophic predictions.

Teenage stage and then equivalent the higher secondary school stage is considered as an important stage of life. It is a stage where hormonal changes occurs among both male and female school students. At this level, many factors play role in students' academic performance such as family background, socioeconomic status, mental health, school environment and many other factors. But the researcher is interested in studying the association between academic achievement and adjustment behavior level of the higher secondary school students.

Objectives of the Study

1. To find out the level of Adjustment behavior of High school Students
2. To find out the level of Academic achievement of High school Students.

Null Hypothesis

1. There is no any difference between male and female High school Students in Adjustment behavior.
2. There is no significant difference between male and female High school Students in their Academic achievement.
3. There is significant relationship between adjustment behavior and Academic achievement of High school Students.

Delimitations

- It is limited to the 300 students who are studying IX and X standard in higher secondary schools.
- It is limited to the study of gender, area, family type, Type of school and Medium

Methodology

The researcher followed a descriptive survey approach for this study.

Population for the Study

The sample for the current study is higher secondary school students at higher secondary schools of Virudhunagar district.

Sample for the Study

The sample is 300 IX and X standard students from 10 higher secondary schools of Srivilliputtur Taluk, Virudhunagar District

Tool

1. Adjustment behavior scale developed and validated by researcher and supervisor.
2. Academic achievement is the total marks secured by the students in the quarterly examination which is considered as Academic achievement of the students.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective: 1

To find out the level of Adjustment behavior of High school Students.

Table 1 Level of Adjustment Behavior of High School Students

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 79 | 29.6 | 148 | 43.2 | 73 | 27.2 |

The above table shows there are 29.6% of High school Students have low, 43.2% of them have moderate and 27.2% of them have high level of Adjustment behavior.

Objective: 2

To find out the level of Academic achievement of High school Students.

Table 2 Level of Academic Achievement of High School Students

| Low | | Moderate | | High | |
|-------|------|----------|------|------|------|
| Count | % | Count | % | No. | % |
| 54 | 17.2 | 191 | 65.3 | 55 | 17.5 |

The table above shows that 17.2% of the High school Students are low, 65.3% are moderate and 17.5% are high in their level of Academic achievement.

Null Hypothesis: 1

There is no difference in the adjustment of male and female High school Students.

Table 3 Difference between Male and Female High School Students in their Adjustment Behavior

| Gender | N | Mean | SD | Calculated 't' Value | Remarks at 5% Level |
|--------|-----|-------|-------|----------------------|---------------------|
| Male | 111 | 64.42 | 8.038 | 3.421 | S |
| Female | 139 | 67.56 | 6.482 | | |

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is observed from the above table that the value of t (3.421) is higher than the table value (1.96) for df 298 and 5% level of significance. So, we reject the null hypothesis. This demonstrates that there is a difference in adjustment between male and female High school Students.

Null Hypothesis: 2

There is no significant difference between male and female High school Students in their Academic achievement.

Table 4 Difference between Mean Male and Female High School Students in their Academic Achievement

| Gender | N | Mean | SD | 't' Value | Level of Significance |
|--------|-----|-------|-------|-----------|-----------------------|
| Male | 138 | 285.8 | 79.05 | 0.055 | NS |
| Female | 162 | 286.3 | 80.6 | | |

(At 5% level of significance the table value of 't' is 1.96)

The above table reveals that the calculated value of "t" is 0.055 is less than the tabulated value (3.00) for degree of freedom (df 2, 297) and t value 5%. Thus the null hypothesis is accepted. Hence, there is no significant difference between male and female High school Students in their Academic achievement.

Null Hypothesis: 3

There is no strong association between Adjustment behavior and Academic performance of the High school Students.

Table 5 Significant Relationship between Adjustment Behavior and Academic Achievement of High School Students

| Variables | N | 'r' | Level of Significance |
|--|-----|-------|-----------------------|
| Adjustment behavior and Academic achievement | 300 | 0.031 | NS |

(At 5% level of significance, the table value of 'r' is 0.113)

The above table shows that the observed correlation coefficient, 'r', is 0.031, which is insignificant at 0.05 level. So, null hypothesis is accepted. There is no significant association between Adjustment behavior and Academic achievement of High school Students.

Major Findings

Descriptive Analysis

1. 29.6% of the Higher secondary Students have low, 43.2% of them have moderate and 27.2% of them have high level of adjustment behavior.
2. 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of the student have high level of Academic achievement.

Inferential Analysis

1. There is a significant difference among male and female High school Students in their Adjustment behavior.
2. There is no significant difference between male and female High school Students in their Academic achievement.
3. There is no significant correlation between adjustment behaviour and Academic achievement of High school Students.

Interpretation

The result shows that there is difference between male and female High school Students in their adjustment behavior. There is significant difference between male (64.42) and female (67.56) High school Students in their adjustment behavior. This may be because male students are showing poor adjustment behavior as compared to the female students. This may be due to the fact that the male students have more physiological, psychological and behavioral.

Recommendations of the Study

1. The current investigation provides an insight about the Adjustment behavior and Academic achievement of High school Students. The following suggestions have been made on the basis of the data analysed and the study conducted by the investigator.
2. One of the key findings of the present study is that the students are having moderate level of Adjustment behavior. The results indicate that most of the students are facing the issue of Adjustment behavior. Therefore, it enlightens the authorities about the need to appoint the well qualified students who can apply the appropriate teaching strategies and skills to solve the problem.

Suggestions of the Study

The following are the suggestions for further research studies.

1. An area for future research is to explore other aspects of Adjustment behaviour among students.
2. The moderating and mediating effects of other educational, psychological, social and family factors in the impact of Adjustment behavior on Academic achievement of students can be investigated.

Conclusion

The need of prevention and first-line management of Adjustment behaviour among High school students should be known to students and parents and for this, schools should conduct orientation sessions. Preventive interventions and maintenance psychological programs should be organised in the campuses. Also, it is highly recommended to parents that if any behavioural inconsistency among wards is observed in regard to their academic performance, then they should be discussed with their wards and should consult with a psychologist. It is strongly advised that students should discuss with school psychologist for better awareness and execution of the aforementioned tasks. Students should prepare themselves well for their evaluative exams by completing the academic tasks on time, study with the support of other students and have believe in own abilities. Most importantly, students should spend quality time with their parents for their emotional issues like adjustment behaviour.

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