**Short Research Article**

**BEHAVIOURAL ADJUSTMENT AMONG THE HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO ACADEMIC ACHIEVEMENT**

**ABSTRACT**

This study presents the findings of a normative survey conducted in Salem district, focusing on the relationship between behavioural adjustment and academic achievement among higher secondary school students in the XIth grade. The survey sample consisted of 198 students, and data analysis was conducted using t-tests and correlation analyses based on gender, locality, type of school, and medium of instruction. The study aimed to investigate the influence of behavioral adjustment on academic achievement while exploring potential variations based on demographic factors. The survey collected data on students' attendance, participation, study habits, time management, focus, concentration, classroom behavior, discipline, motivation, and engagement. The results indicated a significant correlation between behavioral adjustment and academic achievement. Students with better behavioral adjustment demonstrated higher levels of academic success. The t-test analyses revealed variations based on demographic factors. The findings highlight the importance of considering gender, locality, type of school, and medium of instruction when examining the relationship between behavioral adjustment and academic achievement among higher secondary school students. Understanding these variations can help educators and policymakers design targeted interventions to improve students' behavioral adjustment and subsequently enhance their academic performance. However, it is essential to note that the study was limited to the specific context of Salem district and the XIth grade. The generalizability of the results to other regions and grade levels may be limited. Future research should expand the scope and include a more diverse sample to gain a comprehensive understanding of the relationship between behavioral adjustment and academic achievement.

**KEYWORDS:** *Behavioural Adjustment, Achievement, Higher secondary school students*

**INTRODUCTION**

“Life presents a continuous chain of struggle for existence and survival”-Darwin. Individuals strive hard to fulfill their needs. The process of adjusting to environmental conditions and human relationships begins in childhood and continues throughout life. An active process occurs as individuals navigate their family situations, pursue education, explore career opportunities, and engage in social interactions.

The proper development of behavioral adjustment is crucial for individuals to thrive in society. Education plays a significant role in guiding individuals from ignorance to knowledge, falsehood to truth. It brings about substantial changes in individuals, encompassing their physical, intellectual, and spiritual well-being.

The academic achievement of higher secondary school students can be influenced by various factors, including their behavioural adjustment. Behavioural adjustment refers to how well students adapt to and engage in school-related behaviours, such as attending classes regularly, participating actively, following rules, managing time effectively, and maintaining discipline. When it comes to the relationship between behavioural adjustment and academic achievement, several points are worth considering:

* Attendance and Participation
* Study Habits and Time Management
* Focus and Concentration
* Classroom Behavior and Discipline
* Motivation and Engagement

**SIGNIFICANCE OF THE STUDY**

Life would by simple indeed if one’s biological, psychological, and sociological needs are automatically gratified. But there are many obstacles both environmental and internal that interfere with need gratification each obstacles place adjective demands or stress on the individual”. **James. C. Coleman**. The increase of Behavioural adjustment helps man to make better beings. This study is significant as it provides an insight into the Behavioural adjustment and academic achievement of school students in Salem district.

**OBJECTIVES OF THE STUDY**

The objectives of the study are as follows:

1. To assess the level of behavioral adjustment among higher secondary school students.
2. To examine the significant differences in behavioral adjustment among higher secondary school students based on gender.
3. To investigate the significant differences in behavioral adjustment among higher secondary school students based on the locality of the school.
4. To explore the significant differences in behavioral adjustment among higher secondary school students based on the medium of instruction.
5. To analyze the significant differences in behavioral adjustment among higher secondary school students based on subject groups.
6. To evaluate the significant differences in behavioral adjustment among higher secondary school students based on the type of family.
7. To examine the significant differences in behavioral adjustment among higher secondary school students based on the type of management.
8. To investigate the significant relationship between behavioral adjustment and academic achievement among higher secondary school students.Top of Form

**OPERATIONAL DEFINITION OF THE KEY TERMS**

**Behavioural adjustment**

Behavioural adjustment is process of finding and adopting modes of behaviour suitable to environment on the changes in the environment.

**Academic Achievement**

Academic achievement of the student helps him/ her set up his/ her career. Academic achievement is often a sign of an outstanding intellect which can help the students in all the fields of their lives.

**Higher Secondary School Students**

A school having classes up to XIIth class is called higher secondary school. Students who are studying classes XIth and XIIth were considered as higher secondary school students.

**DELIMITATION OF THE STUDY**

* The study is delimited to assess behavioural adjustment of higher secondary students.
* The objectives of the study was delimited to level of behavioural adjustment, to find out significant difference in behavioural adjustment with respect to gender, locality of the school, medium of instruction, subject group, type of family, type of management and behavioural adjustment relationship with academic achievement.
* Normative survey method was used to collect data.
* Simple random sampling technique was used to select the students from Salem district in Tamilnadu.
* Statistical techniques are delimited to descriptive and correlation analysis.

**REVIEW OF RELATED LITERATURE**

**Enochs and Rolond (2006)** found that males are more adjusted than female university students. **Sureka(2008)** explored that, a significant positive, high correlation exist between academic achievement and adjustment. **Chiray (2012)** found that female college students have more adjustment in comparison to male college students. **Gupta and Sadh’s (2012)** reported that no significant difference exists between boys and girls based on adjustment. **Yellaiah (2012)** found that, adjustment and academic achievement cause significant difference between male and female students, government and private school students and rural and urban school students do not cause a difference between adjustment and academic achievement. It is also found that, there is a low positive relationship between adjustment and academic achievement**. Basu,S (2012)** Conducted a study on adjustment of secondary school students and found that adjustment of female school students is significantly better than male secondary school students. **Vandanda Chauhan (2013),** in his study female students has good adjustment level when compared to male students. **Nidhi and Kermine (2015)** have reported negative relationship between adjustment problems and achievement. **Verma and Kumari (2016)** studied the academic achievement of children at the elementary stage in relation to their adjustment the findings of the study revealed that, a significant relationship exists between adjustment and academic achievement of elementary school students, the male and female students cause significant difference. **Sherafat and Murthy (2016)** in a study found that Private school students are more adjusted than government school students. **Pachaiyappan and Arumugam (2017)** have reported rural and government school students possess good behavioural adjustment than their counterparts based on behavioural adjustment whole sample possess moderate level behavioural adjustment. **Chamayal and Masral (2017)** have reported that urban students are better adjusted than rural students; private school students are better adjusted than government school students. **Mohamood Alam (2018)** have reported that female, urban, and private school students possess good behavioural adjustment than their counterparts. **Priyadevi, S et.al. (2020)** have reported female, urban, private, and English medium students’ possess good behavioural adjustment than their counterparts.

From the above discussion. It is evident that there are numerous researches on behavioural adjustment and achievement but the present researchers found that there is a lack of research on this specific are in Tamilnadu, India. Specially, gender, locality of the school, medium of study, subject group, type of family and type of management wise study on the selected area was found. Therefore, it is very urgent to know the nature of the relation between behavioural adjustment and academic achievement of the students of Salem district in terms of their gender, locality of the school, medium of study, subject group, type of family and type of management. The researchers attempted to conduct this study.

**METHOD:**

The normative survey method uses statistical and values considered normal for the group being surveyed to understand and collect data on a specific subject. All of the information gathered in this type of survey should always be compared to the social norms for the group being surveyed and tested.

Normative survey method was used in the present study.

**SAMPLE USED IN THE STUDY**

For the present study a sample of 198 higher secondary school students of Salem district in Tamil Nadu has been taken up by adopting random sampling technique.

**TOOLS USED IN THE STUDY**

The following tools were selected for the study

Reliability and validity of the tools behavioural adjustment inventory standardized by A.K.P Sinha (1980) was adopted for the present study. Internal consistency reliability was used to analyze the reliability of the tool and it was found to be 0.71.

Content validity was achieved by experts opinion and necessary changes was made.

* Behavioural adjustment inventory by A.K.P. Sinha (1980).
* The total marks average of subjects obtained in the class XI were taken as criterion of academic achievement.

**STATISTICAL TECHNIQUES USED IN THE STUDY**

Following statistical techniques have been used interpreting and analyzing the collect data.

* Descriptive analysis
* Correlation analysis

**RESULT**

**Hypothesis: 1** The level of behavioural adjustment among the higher secondary school students is low.

**Table: 1**

The level of behavioural adjustment among the higher secondary school students.

|  |  |  |
| --- | --- | --- |
| **Variable** | **N** | **Mean** |
| Behavioural Adjustment | 198 | 18.75(4.24) |

The above table indicates that the computed mean and standard deviation behavioural adjustment scores of the higher secondary school students for the total sample is found to be 18.75 and 4.24 respectively. which indicates that the mean scores of behavioural adjustment of the total sample is laid between 20 and below. Hence the respective null hypothesis is rejected and concluded that the behavioural adjustment among the higher secondary students is good.

**Hypothesis: 2** There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to gender.

**Table: 2**

Difference in the behavioural adjustment among the higher secondary school students with respect to gender.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Gender | Male | 102 | 19.20(4.33) | 1.524 | Not Significant |
| Female | 96 | 18.29(4.11) |

The calculated ‘t’ value is 1.524 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that male and female higher secondary school students do not differ significantly in their behavioural adjustment. While comparing the mean score of male and female higher secondary school students, the female higher secondary school students possess good behavioural adjustment than their male higher secondary school students.

**Hypothesis: 3** There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to locality of the school.

**Table: 3**

Difference in the behavioural adjustment among the higher secondary school students with respect to locality of the school.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Locality of the School | Rural | 91 | 18.76(4.18) | 0.020 | Not Significant |
| Urban | 107 | 18.75(4.30) |

The calculated ‘t’ value is 0.020 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that rural and urban higher secondary school students do not differ significantly in their behavioural adjustment. While comparing the mean score of rural and urban higher higher secondary school students, the urban higher secondary school students possess good behavioural adjustment than their rural higher secondary school students.

**Hypothesis: 4** There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to medium of study.

**Table: 4**

Difference in the behavioural adjustment among the higher secondary school students with respect to medium of study.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Medium of study | English | 96 | 19.01(4.35) | 0.796 | Not Significant |
| Tamil | 102 | 18.52(4.13) |

The calculated ‘t’ value is 0.796 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that medium of study English medium and Tamil medium higher secondary school students do not differ significantly in their behavioural adjustment. While comparing the mean score of English medium and Tamil medium higher secondary school students, the Tamil medium higher secondary school students possess good behavioural adjustment than their English medium higher secondary school students.

**Hypothesis: 5** There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to subject group.

**Table: 5**

Difference in the behavioural adjustment among the higher secondary school students with respect to subject group.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Subject group | Arts | 85 | 18.71(4.35) | 0.128 | Not Significant |
| Science | 113 | 18.79(4.16) |

The calculated ‘t’ value is 0.128 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that subject group arts and science higher secondary school students do not differ significantly their behavioural adjustment. While comparing the mean score of arts and science group higher secondary school students, the arts group higher secondary school students possess good behavioural adjustment than their science group higher secondary school students.

**Hypothesis: 6** There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to type of family.

**Table: 6**

Difference in the behavioural adjustment among the higher secondary school students with respect to type of family.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Type of Family | Joint | 77 | 18.63(4.03) | 0.340 | Not Significant |
| Nuclear | 121 | 18.84(4.38) |

The calculated ‘t’ value is 0.340 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that joint and nuclear family higher secondary students do not differ significantly their behavioural adjustment. While comparing the mean score of joint family and nuclear family higher secondary school students, the joint family higher secondary school students possess good behavioural adjustment than their nuclear family higher secondary school students.

**Hypothesis: 7**  There is no significant difference in the behavioural adjustment among the higher secondary school students with respect to type of mangement.

**Table: 7**

Difference in the behavioural adjustment among the higher secondary school students with respect to type of mangement.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Sub Variable** | | **N** | **Mean** | **Calculated ‘t’ Value** | **Significant at 0.05 level** |
| Type of Mangement | Government | 73 | 18.80(4.12) | 0.117 | Not Significant |
| Private | 125 | 18.73(4.32) |

The calculated ‘t’ value is 0.117 it is lower than the table value at 0.05 level. Hence the respective hypothesis is accepted. It is concluded that Government and Private higher secondary school students do not differ significantly in their behavioural adjustment. While comparing mean score of Government and Private higher secondary school students, the Private higher secondary school students possess good behavioural adjustment than their Government higher secondary school students.

**Hypothesis: 8** There is no significant relationship between behavioural adjustment and academic achievement among the higher secondary school students.

**Table: 8**

Significant relationship of behavioural adjustment and academic achievement among the higher secondary school students.

|  |  |  |  |
| --- | --- | --- | --- |
| **Variable** | **N** | **‘r’ value** | **Significant at 0.05 level** |
| Behavioural Adjustment and Academic Achievement | 198 | -0.064 | Not Significant |

There is no significant relationship between behavioural adjustment and academic achievement of the higher secondary school students *r* (198) = -0.064, p > 0.05. In addition there is weak negative relationship.

**FINDINGS OF THE STUDY**

* The level of behavioral adjustment among higher secondary school students is satisfactory.
* There is no significant difference in behavioral adjustment among higher secondary school students based on gender. However, female students exhibit better behavioral adjustment than male students.
* There is no significant difference in behavioral adjustment among higher secondary school students based on the locality of the school. Nevertheless, urban students demonstrate better behavioral adjustment compared to their rural counterparts.
* There is no significant difference in behavioral adjustment among higher secondary school students based on the medium of instruction. However, students studying in Tamil medium schools display better behavioral adjustment compared to those in English medium schools.
* There is no significant difference in behavioral adjustment among higher secondary school students based on subject groups. Nonetheless, students in the arts group exhibit better behavioral adjustment compared to those in the science group.
* There is no significant difference in behavioral adjustment among higher secondary school students based on the type of family. However, students from joint families display better behavioral adjustment than those from nuclear families.
* There is no significant difference in behavioral adjustment among higher secondary school students based on the type of management. However, students in private schools demonstrate better behavioral adjustment than those in government schools.

**SUGGESTION**

Based on the findings of the study, the following suggestions can be made:

1. Promote awareness and interventions: Although the overall level of behavioral adjustment among higher secondary school students is good, it is essential to continue promoting awareness about the importance of behavioral adjustment for academic success. Schools should implement targeted interventions and programs to further enhance students' behavioral adjustment skills.
2. Gender-specific support: Recognizing the difference in behavioral adjustment between male and female students, it is important to provide gender-specific support and guidance. Schools can implement gender-sensitive programs that address the specific needs and challenges faced by male and female students to further improve their behavioral adjustment.
3. Focus on rural students: While the study indicates no significant difference in behavioral adjustment between urban and rural students, it is crucial to provide additional support and resources to improve behavioral adjustment among rural students. Initiatives such as mentorship programs, counseling services, and community engagement can help bridge the gap and ensure that rural students have equal opportunities for behavioral adjustment.
4. Language support for English medium students: The study highlights a higher level of behavioral adjustment among Tamil medium students compared to English medium students. Schools should provide additional language support and resources to help English medium students adapt and improve their behavioral adjustment skills.
5. Holistic approach to subject groups: Although no significant difference in behavioral adjustment was found based on subject groups, schools can adopt a holistic approach to education that recognizes the importance of behavioral adjustment across all subject areas. Encourage interdisciplinary projects, collaborative learning, and extracurricular activities that foster positive behavioral adjustment among students from both arts and science groups.
6. Support for nuclear family students: While the study indicates no significant difference in behavioral adjustment based on the type of family, it is crucial to provide support and resources for students from nuclear families. Schools can offer counseling services, parent education programs, and extracurricular activities that promote healthy family relationships and social connections.

Overall, the study suggests the importance of continuous efforts and targeted interventions to further enhance behavioral adjustment among higher secondary school students. By implementing these suggestions, schools can create a supportive environment that fosters positive behavioral adjustment and ultimately contributes to improved academic achievements.

**CONCLUSION AND DISCUSSION**

The following are the conclusions drawn from the analysis of the data. The conclusions arrived at, after appropriate research findings and followed by necessary discussions. The level of behavioural adjustment of the higher secondary school students is good. The female students possess good behavioural adjustment than their male higher secondary school students. similar findings reported by **Chiray (2012), Chauhan (2013), Mohamood Alam (2018) and Priyadevi, S et.al. (2020).** The rural higher secondary school students possess urban higher secondary school students similar findings reported by **Pachaiyappan and Arumugam (2017).** In contrast studies by **Priyadevi, S et.al. (2020).** The English medium studying higher secondary school students possess good behavioural adjustment than their tamil medium students. Similar findings reported by **Priyadevi, S et.al. (2020).** The arts group studying higher secondary school students posses good behavioural adjustment than their Science group studying higher secondary school students. The joint family higher secondary school students possess good behavioural adjustment than their nuclear family students. The private higher secondary school students possess good behavioural adjustment than their government higher secondary school students.Similar findings reported by **Sherafat and Murthy (2016), Priyadevi, S et.al. (2020).** The correlation between behavioural adjustment and academic achievement is weak and negative relationship similar findings reported by **Nidhi and Kermine (2015).** In contrast **Verma and Kumari (2016)**, **Yellaiah (2012), and Sureka (2008),**

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