**Behavioral Adjustment Among the Higher Secondary School Students in Relation to Academic Achievement**

**ABSTRACT**

This study investigates the relationship between behavioral adjustment and academic achievement among higher secondary school students in the XIth grade, an issue that becomes more important as teenagers' behavioral problems increase. Understanding how behavioral variables influence academic achievements is critical to increasing student success in educational environments. The major goal of this study was to investigate the impact of behavioral adjustment on the academic achievement of students, with a focus on demographic variables such as gender, location, type of school, and medium of instruction.

A normative survey approach was used using a sample of 198 XIth-grade students from the Salem district of Tamil Nadu, chosen using a simple random selection methodology. A standardized inventory was used to gather information on behavioral adjustment, which includes aspects like engagement, discipline, attention, time management, study habits, attendance, and involvement. For data analysis, descriptive statistics, t-tests, and correlation analyses, were employed. The findings showed a slight, non-significant negative connection (r = -0.064) between academic success and behavioral adjustment. The t-test analysis showed some demographic differences, but none of them were statistically significant. These results imply that, in this situation, behavioral adjustment might not be a reliable indicator of academic success. The study emphasizes the necessity of more research into other environmental and psychological components. Future studies with larger samples are advised to confirm and expand on these findings, which are context-specific to XIth-grade pupils in the Salem district.

**KEYWORDS:** *Behavioral Adjustment, Academic Achievement, Higher secondary school students, behavioral problems*

**INTRODUCTION**

*“Life presents a continuous chain of struggle for existence and survival”-Darwin.*

Humans and animals use the behavioral process of adjustment to try to keep their internal requirements in balance with the demands or environmental barriers that are outside of them. It helps people control their fundamental inclinations, build self-confidence, and strive toward their social and personal objectives. As people react to changing conditions in their social, familial, educational, and professional contexts, this adaptation process starts in early childhood and lasts the entirety of a person's life. Behavioral adjustment plays a vital role in an individual's overall development and ability to function effectively within society. It encompasses not only the ability to cope with everyday challenges but also the capacity to maintain stable relationships and achieve personal growth. As a transforming force, education influences people's physical, intellectual, emotional, and spiritual aspects while guiding them from ignorance to knowledge and from uncertainty to comprehension.

Behavioral adjustment becomes more and more crucial for school-age students, especially those in higher secondary. Students have difficult emotional, social, and intellectual obstacles at this phase. Their academic performance may be greatly impacted by their capacity to modify their behavior through consistent attendance, active engagement, rule compliance, efficient time management, and discipline. Therefore, analyzing the connection between academic success and behavioral adjustment is crucial to comprehending how to help children realize their full potential.

When it comes to the relationship between Behavioral 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 Behavioral adjustment helps man to make better beings. This study is significant as it provides an insight into the Behavioral 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**

**Behavioral adjustment**

Behavioral 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 Behavioral adjustment of higher secondary students.
* The objectives of the study was delimited to level of Behavioral adjustment, to find out significant difference in Behavioral adjustment with respect to gender, locality of the school, medium of instruction, subject group, type of family, type of management and Behavioral 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 male university students exhibited better adjustment than their female counterparts. In contrast, Chiray (2012) reported that female college students were more adjusted than male students. Similarly, Basu (2012) and Chauhan (2013) observed that female school students demonstrated significantly better adjustment compared to male students. However, Gupta and Sadh (2012) found no significant difference in adjustment between boys and girls.

Sureka (2008) reported a significant and strong positive correlation between adjustment and academic achievement. Supporting this, Verma and Kumari (2016) also found a significant relationship between the two variables at the elementary school level. Yellaiah (2012) noted that adjustment and academic achievement differed significantly between male and female students, and between government and private school students, though no such differences were observed between rural and urban students. Additionally, he identified a low but positive correlation between adjustment and academic performance.

Sherafat and Murthy (2016) found that private school students were more adjusted than those in government schools. Chamayal and Masral (2017) echoed this by reporting better adjustment levels among urban and private school students compared to their rural and government counterparts. On the other hand, Pachaiyappan and Arumugam (2017) found that rural and government school students demonstrated good behavioral adjustment, and that the overall sample showed a moderate level of adjustment. Mohamood Alam (2018) concluded that female, urban, and private school students possessed better behavioral adjustment than others, which aligns with the findings of Priyadevi et al. (2020), who noted that female, urban, private, and English medium students were better adjusted.

Olivier, Archambault, and Dupéré (2018), through Latent Profile Analysis, identified various adjustment profiles among students. Their study showed that students with externalizing or internalizing behavioral problems experienced declines in engagement and academic achievement over time, highlighting the importance of early behavioral adjustment in educational success. Ansary (2023) reported a significant negative correlation between academic achievement and social adjustment among higher secondary school students. In another study, Sharma (2019) revealed a strong association between social adjustment and both emotional and spiritual intelligence. Jahannejadi, Taghvaei, and Pirani (2020) also found that social adjustment was significantly related to students’ educational well-being. However, Ansary,Ansary, and Adhikari (2022) observed no significant difference in adjustment between students from rural and urban areas.

From the above discussion. It is evident that there are numerous researches on Behavioral 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 Behavioral 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 present study adopted a normative survey method to explore Behavioral adjustment and its relation to academic achievement.

**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 Behavioral 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.

* Behavioral 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 Behavioral adjustment among the higher secondary school students is low.

**Table: 1** The level of Behavioral adjustment among the higher secondary school students.

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

The above table indicates that the computed mean and standard deviation Behavioral 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 Behavioral adjustment of the total sample is laid between 20 and below. Hence the respective null hypothesis is rejected and concluded that the Behavioral adjustment among the higher secondary students is good (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 2** Difference in the Behavioral 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 Behavioral adjustment. While comparing the mean score of male and female higher secondary school students, the female higher secondary school students possess good Behavioral adjustment than their male higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 3** Difference in the Behavioral 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 Behavioral adjustment. While comparing the mean score of rural and urban higher higher secondary school students, the urban higher secondary school students possess good Behavioral adjustment than their rural higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 4** Difference in the Behavioral 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 Behavioral 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 Behavioral adjustment than their English medium higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 5** Difference in the Behavioral 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 Behavioral adjustment. While comparing the mean score of arts and science group higher secondary school students, the arts group higher secondary school students possess good Behavioral adjustment than their science group higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 6** Difference in the Behavioral 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 Behavioral 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 Behavioral adjustment than their nuclear family higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 7** Difference in the Behavioral 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 Behavioral adjustment. While comparing mean score of Government and Private higher secondary school students, the Private higher secondary school students possess good Behavioral adjustment than their Government higher secondary school students (S. Srinivasan and P. Justin Sudhakar, 2019).

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

**Table: 8** Significant relationship of Behavioral adjustment and academic achievement among the higher secondary school students.

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

There is no significant relationship between Behavioral 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.

**DISCUSSION**

This study investigated Behavioral adjustment among higher secondary school students in relation to various demographic factors and academic achievement. In line with the findings of **Pachaiyappan and Arumugam (2017),** who also noted a moderate to high level of adjustment among secondary students, the results demonstrate that the students overall behavioral adjustment level was good. Compared to their male counterparts, female pupils were shown to have superior behavioral adjustment. This is in line with other research that consistently shown that females had greater adjustment levels, including **Chiray (2012), Chauhan (2013),** **Mohamood Alam (2018), and Priyadevi et al. (2020).** surprisingly this goes opposite to the findings of **Gupta and Sadh (2012),** who found no significant gender differences, and **Enochs and Rolond (2006),** who showed superior adjustment in males, indicating that adjustment may change across settings and age groups.

In terms of locality, although the statistical analysis revealed no significant difference between urban and rural students, rural students displayed marginally better Behavioral adjustment. This finding corresponds with **Pachaiyappan and Arumugam (2017**) but contrasts with **Chamayal and Masral (2017) and Priyadevi et al. (2020),** who found urban students to be better adjusted.

Students from the English medium showed slightly better Behavioral adjustment than those from the Tamil medium, in line with **Priyadevi et al. (2020).** Similarly, students from the arts group had marginally better adjustment than their science counterparts, although the difference was not statistically significant.

When analyzed by family structure, students from joint families demonstrated higher Behavioral adjustment than those from nuclear families. This supports common assumptions about the emotional and social support found in extended family systems, though more empirical literature is needed to substantiate this difference.

With respect to the type of school management, students in private schools were found to have better Behavioral adjustment than those in government schools. This finding is consistent with those of **Sherafat and Murthy (2016), Chamayal and Masral (2017), and Priyadevi et al. (2020)**, who noted the positive influence of better infrastructure and student-teacher relationships in private schools on student adjustment.

One of the most noteworthy findings of the study is the weak negative correlation between Behavioral adjustment and academic achievement. This contrasts with the positive relationships identified in earlier studies **by Sureka (2008), Verma and Kumari (2016), and Yellaiah (2012),** all of whom found that students with better adjustment typically achieved higher academically. However, the current finding is supported by **Ansary (2023) and Nidhi and Kermine (2015),** who reported a significant negative relationship, indicating that better Behavioral adjustment does not always translate into higher academic performance and may depend on other mediating variables.

The complex relationship between Behavioral patterns and academic success is further emphasized in the work of **Olivier, Archambault, and Dupéré (2018).** Their study, using Latent Profile Analysis, found that students with externalizing or internalizing behaviours were more likely to experience declines in academic achievement and engagement, underscoring the need for early Behavioral interventions in schools.

Lastly, the importance of social and emotional aspects of adjustment is well documented. **Sharma (2019)** found a strong association between social adjustment and emotional as well as spiritual intelligence. **Jahannejadi et al. (2020)** further emphasized that social adjustment is closely linked to students' educational well-being. However**, Ansary, Ansary, and Adhikari (2020)** observed no significant adjustment differences between rural and urban students, aligning with the current study's findings.

**Conclusion**

Examining higher secondary school students' behavioral adjustment in connection to their academic performance and other demographic characteristics was the objective of the present research. The results showed that the students overall level of behavioral adjustment was good. Female students demonstrated better adjustment compared to male students, and similar trends were observed among students from joint families, private schools, and English medium backgrounds. While not all of the differences were statistically significant, students from rural regions and those in arts groups also shown somewhat greater adjustment.

Crucially, the study discovered a weak and negative relationship between academic achievement and behavioral adjustment, suggesting that improved adjustment may not necessarily translate into improved academic performance. This suggests that while Behavioral adjustment is essential for the holistic development of students, academic success may also depend on other factors such as motivation, learning environment, teaching quality, and personal goals.

**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.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript .

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