



Volume 2 No. 1 | May 2019 | E-ISSN : 2581 - 5377

JOURNAL OF AKCE

Peer-Reviewed Bi - Annual Online Journal



ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale)

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JOURNAL OF AKCE

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COPING STRATEGIES AND ADJUSTMENT OF HIGHER SECONDARY STUDENTS

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Abstract

In this study, the investigators have attempted to find out the level coping strategies and adjustment of higher secondary school students with respect to gender. Survey method was adopted to collect the data. The population of the present investigation is all the higher secondary school students studying in Sankarankovil taluk. 319 higher secondary school students were randomly selected by the investigator as the sample for the study. The finding found that the level of coping strategies and adjustment of higher secondary school students are found to be moderate. The research revealed that there was a significant difference between male and female students in their coping strategies and adjustment. It is also found that there was significant relationship between coping strategies and adjustment of higher secondary students. Implications of the study are discussed based on the findings.

Keywords: *Coping strategies, Adjustment, Higher Secondary Students*

Introduction

Education is fundamental to human progress. It plays an important role in everyone's life by building personality, providing the knowledge, developing the skill and providing a feeling of the welfare of a person. It builds up analytical skills, moral quality and all around personality and helps a person in nourishing his present and future by ensuring the aim of life. The individuals who can adjust themselves to the changing circumstances in their environment can live in perfect harmony. The Adjustment refers to the demands and pressures of social environment imposed upon the individual. It is frequently used as a synonym for accommodation and adaptation. It is used to emphasize the individual's struggle along or survive in his or her social and physical environment (Raju and Khaja, 2007). It may contribute toward his adjustment process either by helping to change the climate or by helping to modify the person's outlook on his environment. Psychological adjustment is the process of managing the emerging challenges of daily life.

Need and Significance of the study

Adolescence is a period in which children need more love and care from their parents and teachers. In this transitional period, they need more support from their parents and teachers because they need to share their problems and feelings with someone. They have emotional and cognitive reactions to this stress due to external pressures and self-imposed expectations. The perception of high-stress level in students if not coped up can lead to poor academic performance, depression and serious psychological problems. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society. During the adolescent period students face stressful situations, and challenges due

to changing environment and circumstances of this new environment is not adaptable for students. These stressful and challenging situations can be coping with the help of social support, self-efficacy, and resilience but even though some students fail to cope up with challenging situations and uprising unfavorable circumstances of their life (Amrit Pal Kaur, 2017).

The perception of high-stress level in students if not coped up can lead to poor academic performance, depression and health problems. It has been used to denote the way of dealing with stress or effort to master conditions of harm, threat, or challenge when a routine or automatic response is not readily available. A coping strategy is a conscious effort to solve a personal or interpersonal problem that will help in overcoming, minimizing, or tolerating stress or conflict. These can include thoughts, emotions or behaviors. In today's life due to the increasing emotional and physical strain that accompanies stress individuals feel uncomfortable. So they are motivated to do 'things' to reduce their stress. These 'things' are what we call coping styles. Coping plays a role in the process of adapting and overcome the stressful situations by which the individual made an attempted to maintain a level of physiological and psychological equilibrium. It is said to play a role in the adjustment process, and students need to draw upon coping strategies to adjust themselves to the surroundings. Thus, the adaptive ability among the students depends a lot on their coping effort as well as the coping strategies used to deal with the challenges and demands faced in their life. Therefore the investigator undertakes a study on coping strategies and adjustment of higher secondary students.

Objectives of the study

1. To find out the level of coping strategies and adjustment of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their coping strategies and adjustment.
3. To find whether there is no significant relationship between coping strategies and adjustment of higher secondary students.

Hypotheses

1. There is no significant difference between male and female higher secondary students in their coping strategies and adjustment.
2. There is no significant relationship between coping strategies and adjustment of higher secondary students.

Methodology

The researcher used a survey method for the present study. For data collection, the investigator used Avwi's scale on Adjustment (ASA) was developed and standardized by William Dharma Raja and Avudaiammal in the year 2013 and "Coping strategies" comprises of 64 statements, which was developed and validated by Kanimozhi (investigator) and Anandaraj (Research supervisor) in 2018. The investigator has selected the sample by simple random sampling technique for the present study. It comprises of 319 higher secondary

students studying in Sankarankovil taluk. The data were analyzed using Mean, Standard Deviation, 't' test and correlation by the investigator.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1 Level of coping strategies and adjustment of higher secondary school students with respect to gender

Variable	Coping strategies						Adjustment					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	12	9.5	96	76.2	18	14.3	20	15.9	96	76.2	10	7.9
Female	26	13.5	130	67.4	37	19.2	19	9.8	124	64.2	50	25.9

It is inferred from the above table that 9.5% of male higher secondary students have low, 76.2% of them have moderate and 14.3% of them have a high level of coping strategies. 13.5% of female higher secondary students have low, 67.4% of them have moderate and 19.2% of them have a high level of coping strategies.

15.9% of male higher secondary students have low, 76.2% of them have moderate, and 7.9% of them have a high level of adjustment. 9.8% of female higher secondary students have low, 64.2% of them have moderate and 25.9% of them have a high level of adjustment.

Ho1: There is no significant difference between male and female higher secondary students in their coping strategies and adjustment.

Table 2 Difference between male and female higher secondary students in their coping strategies and adjustment

Variable	Group	Number	Mean	SD	't' Value	Remarks
Coping strategies	Male	126	150.94	17.028	2.012	S
	Female	193	155.23	19.541		
Adjustment	Male	126	117.10	11.047	4.986	S
	Female	193	124.93	15.197		

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

It is inferred from the above table that there is a significant difference between male and female higher secondary students in their coping strategies and adjustment. While comparing the mean scores of male and female students, female students (mean =155.23) are better than the male students (mean =150.94) in their coping strategies and female students (mean =124.93) are better than the male students (mean =117.10) in their adjustment.

Ho2: There is no significant relationship between coping strategies and adjustment of higher secondary students.

Table 3 Relationship between coping strategies and adjustment of higher secondary students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Coping strategies	Adjustment	0.552	0.113	S

It is inferred from the above table that there is a significant relationship between coping strategies and adjustment of higher secondary students.

Findings of the study

1. The level of coping strategies and adjustment of higher secondary school students is found to be moderate with respect to gender.
2. Female students are better than the male students in their coping strategies and adjustment.
3. There is a significant relationship between coping strategies and adjustment of higher secondary students.

Educational Implications

Life today is becoming increasingly complex. Stress is an inevitable part of life. We can experience stress from a variety of sources. Everybody including students is a victim of conflict at one or the other time. Students perceive academic life as demanding and stressful. They have emotional and cognitive reactions to this stress due to external pressures and self-imposed expectations. Coping is a conscious effort to overcome stress. This research revealed that female students are better than male students in their coping strategies and adjustment. It may be due to females can express their emotions and feeling with friends and family members. They are actively seeking the comfort of others. It will make them to handling the stressful situation and well- adjusted in her family environment by using coping strategies.

Based on the finding we recommended that Parents should encourage their wards to speak up if they're experiencing a tough time, by creating a safe space and be supportive and not dismissive. Teachers should not force your students to do educational activities. Instead, let them know that you are ready to help, and encourage them to do. Parents should teach your child some relaxation techniques that can help with relieving stress. It can help to enhance their positive mindset, motivation, and positive coping skills. Teaching coping skills to your students could be one of the main skills they learn. It will help them to manage any obstacle and create a harmonious relationship with the environment.

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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DECISION -MAKING ABILITY OF STUDENT TEACHERS

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Abstract

The objective of the study is to find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers. The investigator adopted normative survey method for the collection of data. The sample consists of 300 student teachers randomly selected from 7 colleges of education from Tirunelveli District. Emotional intelligence scale was prepared and validated by Subbulakshmi, K. and Prabhavathy Amma Pappathy.V.A (2012) (Adopted) and Decision-Making Ability Scale was constructed by the investigator (S. Seethalakshmi and guide (Dr.V.Kasirajan) 2018). The findings of the result showed that (i) 15.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence. (ii) 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision- making ability. (iii) there is a significant relationship between emotional intelligence and the decision-making ability of student teachers.

Keywords: *Emotional intelligence, Decision-making ability, Student teachers.*

Introduction

Human beings are creatures of feelings or emotions. Our emotions control our behavior. Emotions are one of the dimensions of personal experiences. Emotional intelligence in desiring instructors might be just as significant a skill as academic information and knowledge about the methodology. Singh (2006) stated that the teaching career requires emotional proficiency such as understanding, agreement, and comfort while dealing with clusters. A teacher with a high emotional quiescent can not necessarily be elevated in these emotional competencies. The facilitator with high emotional intelligence seems to exhibit an open and free expression of thoughts that direct them to creativity and mutual esteem. The fact that teaching is a stressful profession is well recognized. Every phase of the teaching career bring it's a have level of strain. The prospective teachers do not have the benefit of years of experience to assist them in dealing with day-to-day classroom issues. Thus, they are likely to face attainment stress while dealing with various situations during their training. After studying hard, and having great enthusiasm for a teaching career, it can come as a shock to try skillfulness as a prospective teacher. It's most likely to find it tiring, and at times challenging.

The mutual decision-making process is the frequently critical process in some association. In the decision- making the process, we choose one course of action from a few probable substitutes. In emotional intelligence is a single helpful determinant to shaping the personality, attitudes, and behavior of the teenagers into accepting responsibility, making decisions, teaming with groups, developing healthy relationships and enhancing self-worth. Hence the emotion maturity becomes significant in part of the individual's life.

Significance of the Study

Student teachers are the backbone of the educational process. Educational is a process and also acts as an instrument to bring out the innate behavior of the individual. The strength our country depends on the teacher's ability to rear well educated, accountable, stable youth who will step forward when the mature generation passes on to retirement. The student of today is the childhood of tomorrow and future citizens of the nation. Consequently, it is the accountability of facilitator, civilization, and government to see that they are physically, mentally, emotionally and educationally healthy. The needful steps taken at this period ensures a healthy democratic system in the country.

Student teachers are trainees of today and constructors of tomorrow. Hence their emotional intelligence and decision-making of them should be in contusive. We are living in the technological world so the young generation should have better knowledge and skill in new equipment. Therefore, the present investigator interested in knowing the relationship between emotional intelligence and the decision-making ability of student teachers.

Objectives of the Study

1. To find out the level of emotional intelligence of student teachers.
2. To find out the level of the decision-making ability of student teachers.
3. To find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers.

Null Hypotheses of the Study

1. The level of emotional intelligence of student teachers is average.
2. The level of the decision - making ability of student teachers is average.
3. There is no significant relationship between emotional intelligence and the decision-making ability of student teachers.

Tools

The investigator used the following instrument for the present study

1. Emotional intelligence scale was prepared and validated by Subbulakshmi, K. and Prabhavathy Amma Pappathy, V.A (2012) (Adopted)
2. Decision- making ability scale is prepared and standardized by the investigator (S.Seethalakshmi and guide (Dr.V.Kasirajan) 2018).

Method of the Study

The investigator used normative survey method was found appropriate for this study. The study attempts to bring out relevant particulars from student teachers regarding various expected outcomes of the systems of emotional intelligence, and decision- making ability in colleges of education.

Sample Technique

The Authors were used simple random sampling and samples are collected only from the Students teachers of the college of education in various colleges located in and around Tirunelveli district, Tamil Nadu state, South India.

Analysis of the Study

1. To find out the level of emotional intelligence of student teachers.

Table 1 Level of Emotional Intelligence of Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	207	69.0	46	15.3

It is observed from the above table that, 15.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence.

2. To find out the level of the decision-making ability of student teachers.

Table 2 Level of Decision - Making Ability of Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
59	19.7	189	63.0	52	17.3

It is observed from the above table that, 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision- making ability.

3. There is no significant relationship between emotional intelligence and the decision - making ability of student teachers.

Table 3: Significant Relationship between Emotional Intelligence and Decision - Making Ability of Student Teachers

Emotional intelligence		Decision-making ability		XY	Calculated value	Table Vale	Remarks
X	X ²	Y	Y ²				
40396	5505154	38970	5203148	5268000	0.213	0.088	S

(At 5% level of significance, the table value of 'r' is 0.088)

It is observed from the above table that the calculated 'r' value (0.213) is greater the table value (0.088) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant relationship between emotional intelligence and the decision - making ability of student teachers.

Major Findings

1. 5.7% of the student teachers have low, 69.0% of them have moderate, and 15.3% of them have a high level of emotional intelligence.
2. 19.7% of the student teachers have low, 63.0% of them have moderate, and 17.3% of them have a high level of decision - making ability.
3. There is a significant relationship between emotional intelligence and the decision - making ability of student teachers.

Interpretation

The 'r' test result shows that there is a significant relationship between emotional intelligence and the decision - making ability of student teachers. Emotional intelligence and the decision - making ability of the student teachers are positively correlated. The reason may be those who have high emotional intelligence may manage in the decision - making ability and also emotional intelligence is helpful to shaping the qualities, attitudes, and behavior of the adolescents into accepting accountability, making decisions, a team with groups, and develop healthy relationships among student teachers.

Recommendation of the Study

1. The teacher-educator should use cooperative learning strategies, in classroom teaching consideration should be given to the integration of emotional intelligence training into training seminars or course modules to help student teachers to overcome challenges, they encounter during teacher education programme.
2. The teacher educators should entrust responsibility to encourage a sense of answerability among student teachers. Emotional intelligence programme for in-service teacher educators will be useful to develop emotional competencies in the classrooms of teacher education college to enhance the learning process
3. A positive approach and positive outlook are needed on the part of the educational administrators to have emotional intelligence attitude towards understanding the student teachers. Stress reduction programmes and the cultural programme could be arranged for unmarried student teachers.
4. The particular competitions may be organized to identify the decision-making ability of student teachers.
5. Emotional intelligence is helpful to develop characters, attitudes, and behavior of the teenagers into tolerant responsibility, making decisions and enhance self-worth. Hence the emotional intelligence becomes vital in part of the individual's life.

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RELATIONSHIP BETWEEN SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The purpose of this study was to found out the relationship between school climate and academic achievement of higher secondary school students. Totally 300 students are taken as sample for the study. The tool used in this study is a scale on school climate on high school students constructed and standardized by Dr.B.William Dharmaraja (2008). The result indicates that there is a significant relationship between school climate and academic achievement of high school students.

Introduction

Every school has its unique character and distinct identity of its own. It is the total of all the values and norms and the adherence to it, which have been internalized by all or most of the people associated with a school, which form a part of everyone's psyche. When people refer to the 'traditions' of a school, they are speaking about these deeply embedded characteristics of the school. These are all various ways of describing the 'quality of life' that is experienced and lived by all the participants in school life. It is recognized by the parents and the community that surround the school. There are various components, which ultimately shape the climate of a school. It has a pervasive and marked impact on the way students are going to live their future lives.

Creating a healthy school environment for students starts by supporting healthy relationships among the staff. Healthy relationships produce a climate conducive to honesty, open communication and risk-taking. In a learning community, cooperative learning and mutual respect are expected by faculty as well as students. Developing a productive environment conducive for learning which involves establishing a school atmosphere that promotes cooperation, trust, loyalty, openness, pride, and commitment. School climate is also associated with academic achievement, faculty morale, and student behavior. It will also be required for teachers to create a healthy School Environment for students by supporting healthy relationships among the learners. Hence by considering the above two variables would have a close relationship among themselves so, the investigator wanted to find out the relationship among these suitable variables.

Significance of the Study

A school is a place where one who learns about the totality and the wholeness of life. Academic excellence is necessary, but a school includes much more than that. It is a place where both the teacher and the student explore, not only the outer world, but also their thinking and behavior.

School climate may be one of the most significant factors of a successful instructional program. Without an environment that creates a harmonious and well-functioning school, a high degree of academic achievement is difficult, if not downright impossible to obtain. So School climate is feelings and attitudes about a school expressed by students, staff, and parents. School Climate makes students perform higher than other students on Academic Achievement. It provides additional support for instruction at all levels of educational progress. Hence, as an attempt to make aware of the educators, the present study is intended to investigate the relations of School Climate and Academic Achievement among Higher School Students.

Objectives of the Study

1. To find out the level of school climate and academic achievement of high school students with respect to gender.
2. To find out the significant difference in their school climate and academic achievement of high school students with respect to gender.
3. To find out the relationship between school climate and academic achievement.

Hypotheses of the Study

1. The level of school climate and academic achievement of high school students with respect to gender.
2. There is no significant difference in school climate and academic achievement of high school students with respect to gender.
3. The correlation between school climate and academic achievement of high school students.

Methodology

Normative survey method is adopted in this study. The sample for the present study consists of 300 higher secondary students from 10 schools in Srivilliputtur taluk by random sampling method. The investigator has used a standardized tool developed by Dr.B.William Dharmaraja (2008). The tool contains thirty-nine statements with a four-point scale.

Descriptive Analysis

To find out the level of school climate and academic achievement of high school students with respect to gender.

Table 1 Level of School Climate and Academic Achievement of High School Students with Respect to Gender

Variables	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
School Climate	Male	23	16.0	84	58.3	37	25.7
	Female	25	16.0	106	67.9	25	16.0
Academic Achievement	Male	20	13.9	98	68.1	26	18.1
	Female	29	18.6	99	63.5	28	17.9

It is observed from the above table that among the male high school students, 16.0% of them have a low level, 58.3% of them have the average level and 25.7% of them have a high level of school climate. Among the female high school students, 16.0% of them have a low level, 67.9% of them have an average level, and 16.0% of them have a high level of school climate.

It is observed from the above table that among the male high school students 13.9 % of them have a low level 68.1% of them have an average level and 18.1% of them have a high level in their academic achievement. Among the female high school students, 18.6% of them have a low level, 63.5% of them have an average level and 17.9% of them have a high level in their academic achievement.

Differential Analysis

There is no significant difference between male and female high school students in their school climate and academic achievement.

Table 2 Significant Difference between Male and Female High School Students in their School Climate and Academic Achievement

Variable	Gender	N	Mean	SD	Calculated t-Value	Remarks at 5% level
School climate	Male	144	1.0074	17.807	1.25	NS
	Female	156	98.2564	16.779		
Academic achievement	Male	144	3.7320	59.727	0.67	NS
	Female	156	3.6862	58.258		

(At 5% level the significant table value 't' is 1.97) NS- Not significant

It is inferred from table 2 the calculated 't' value 1.25 is less than the table value 1.97 at 5% level of significance. Hence that null hypothesis is accepted. Thus the result shows that there is no significant difference between male and female high school students in their school climate.

With regard to academic achievement, the calculated "t" value 0.67 is less than the table value 1.97 at 5% level of significance. Hence that null hypothesis is accepted. Thus the result shows that there is no significant difference between male and female high school students in their academic achievement.

Correlational Analysis

There is no significant relationship between school climate and academic achievement in high school students.

Table 3 Significant Relationship between School Climate and Academic Achievement in High School Students

Variable	N	Calculated "r" value	Table Value	Result
School Climate and Academic Achievement	300	0.546	0.113	NS

From the above table, it is observed that the calculated “r” value 0.55 is less than the table value 0.113 with respect to the total sample. Therefore there is a significant correlation between school climate and academic achievement. Hence the null hypothesis is rejected.

Findings of the Study

1. The level of school climate and academic achievement of high school students with respect to gender is average.
2. There is no significant difference between male and female high school students in their school climate and academic achievement.
3. There is a significant relationship between school climate and academic achievement.

Conclusion

The ‘r’ test result shows that there is a significant relationship between school environment and academic achievement of high students. It may be due to that school climate is being able to make better academic achievement and also it plays a role in molding the students.

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RELATIONSHIP BETWEEN SCIENTIFIC ATTITUDE AND ACHIEVEMENT IN SCIENCE OF HIGH SCHOOL STUDENTS

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Abstract

The objective of the study was to find out whether there is any significant relationship between scientific attitude and Science achievement of high school students. The sample consists of 300 high school students randomly selected from 6 schools in Virudhunagar district of Tamil Nadu. Scientific Attitude Scale used as a tool to collect data. The research reveals that i) The level of scientific attitude and achievement in Science of high school students with respect to gender is average. ii) There is no significant difference between male and female high school students in their scientific attitude. iii) There is no significant relationship between scientific attitude and achievement in Science of high school students.

Introduction

Science and Technology have been playing a vital role in our Social and Cultural Life. Various activities are controlled and governed by Science. It has helped man to acquire supremacy over nature. Science is an endless series of empirical observation which results in the formation of concepts and theories being subject to modification in the light of other practical observations. The aim of Science Education is the development of Scientific Attitude among Learners. A person having Scientific Attitude has (i) Rationality, (ii) Curiosity, (iii) Open Mindedness, (iv) Aversion (iv) Superstitions, (v) Objectivity of Intellectual Beliefs a Suspended Judgment.

Significance of the Study

Science, in the curriculum, provides values which are not provided by any other subject. All the school subjects are taught because they provide liberal education; they are part of the equipment and preparation for life which we expect the school to give to its pupils so that they may play in the community as intellectual citizens. It affords knowledge of facts and laws and insight into methods and data peculiar to the domain of science. The scientific attitude plays a role in Science education and the lives of pupils pursuing Science education. In the school curriculum, Science has now become a compulsory subject. It is trying to inculcate scientific attitude among students to lead a quality life.

Operational Definition

Scientific attitude

It refers to a way of viewing things, a curiosity to know how and why things happen with an open mind.

Achievement in Science

It refers to the educational attainment in Science obtained from the marks of the students in Quarterly Examination.

High school students

Students those who are studying IX and X standard in schools of Virudhunagar District.

Objectives of the Study

1. To find out the level of Scientific Attitude with its dimensions and Achievement in Science of high school students based on gender.
2. To find out the significant difference in Scientific Attitude and Science Achievement in Science of High School Students based on Gender.
3. To find out the relationship between scientific attitude and achievement in Science of high school students.

Hypotheses of the Study

1. The level of Scientific Attitude with its dimensions and Achievement in Science of high school students with respect to gender is average.
2. There is no significant difference in Scientific Attitude with its dimensions and Achievement in Science of high school students with respect to gender.
3. There is no significant relationship between Scientific Attitude and Achievement in Science of high school students.

Methodology

Normative Survey method adopted for the present study.

Sample

For the present study, three hundred high school students of Virudhunagar district selected as a sample. These students were selected using random sampling technique. Totally six schools were selected randomly for the study. Out of which 300 students taken as the sample. In the 300 students, 200 are boys (100 Rural + 100 Urban) and 200 are girls (100 Rural + 100 Urban).

Tools Used for the Present Study

1. Scientific Attitude Scale (SAS) was developed by Sood J.K. and Sanadhya R.P (2012)
2. For the Academic Achievement of high school students, the total marks obtained in the quarterly examination taken into consideration.

Statistical Techniques Used

The descriptive statistics like percentage analysis, mean, standard deviation, 't' test and the correlation employed in the present study.

Descriptive Analysis

Objective: To find out the level of Scientific Attitude with its dimensions and Achievement in Science of high school students based on gender.

Table 1 Level of Scientific Attitude with its Dimensions and Achievement in Science of High School students with Regard to Gender

Dimensions/Variables	Gender	Low		Average		High	
		Number	%	Number	%	Number	%
Dim-1 Rationality	Male	35	17.9	128	65.3	33	16.8
	Female	16	15.4	64	61.5	24	23.1
Dim-2 Curiosity	Male	41	20.9	126	64.3	29	14.8
	Female	19	18.3	68	65.4	17	16.3
Dim-3 Open-mindedness	Male	18	9.2	162	82.7	16	8.2
	Female	9	8.7	84	80.8	11	10.6
Dim-4 Aversion to Superstitions	Male	31	15.8	131	66.8	34	17.3
	Female	12	11.5	80	76.9	12	11.5
Dim-5 Objectivity of Intellectual Beliefs	Male	34	17.3	128	65.3	34	17.3
	Female	16	15.4	66	63.3	22	21.2
Dim-6 Suspended Judgment	Male	50	25.5	108	55.1	38	19.4
	Female	19	18.3	61	58.7	24	23.1
Scientific Attitude in Total	Male	43	21.9	112	57.1	41	20.9
	Female	18	17.3	63	60.6	23	22.1
Achievement in Science	Male	31	15.8	139	70.9	26	13.3
	Female	16	15.4	70	67.3	18	17.3

From the above table it is inferred that large percentage of male high school students have Rationality (65.3%), Curiosity (64.3%), Open-Mindedness (82.7%), Aversion to Superstitions (66.8%), Objectivity of Intellectual Beliefs (65.3%), Suspended Judgment (55.1%), Scientific Attitude in total (57.1%) and Achievement in Science (70.9%).

It is also inferred that large percentage of female high school students have Rationality (61.5%), Curiosity (65.4%), Open-Mindedness (80.8%), Aversion to Superstitions (76.9%), Objectivity of Intellectual Beliefs (63.5%), Suspended Judgment (58.7%), Scientific Attitude in total (60.6%) and Achievement in Science (67.3%).

Differential Analysis

Null Hypothesis: There is no significant difference in Scientific Attitude and Science Achievement in Science of High School Students based on Gender.

Table 2 Significant Difference in Scientific Attitude and Achievement in Science of High School Students with Regard to Gender

Dimensions / Variables	Gender				Calculated 't' value	Remarks at 5% level
	Male (N=196)		Female (N=104)			
	Mean	S.D	Mean	S.D		
Dim-1 Rationality	13.90	2.423	13.94	2.538	0.13	NS
Dim-2 Curiosity	11.60	1.589	11.7	1.447	0.92	NS
Dim-3 Open-mindedness	11.41	1.675	11.72	1.645	1.50	NS
Dim-4 Aversion to Superstitions	18.60	2.863	18.71	2.506	0.33	NS
Dim-5 Objectivity of Intellectual Beliefs	18.63	2.820	18.82	2.829	0.55	NS
Dim-6 Suspended Judgment	15.33	2.211	15.56	2.245	0.86	NS
Total Scientific Attitude	89.50	7.868	90.54	7.590	2.11	S
Achievement in Science	59.22	12.455	59.21	13.757	0.90	NS

(The table value of 't' at 5% level of significance is 1.97)

From the table 2 it is observed that the calculated values are lesser than the table value for Rationality, Curiosity, Open-Mindedness, Aversion to Superstitions, Objectivity of Intellectual Beliefs, Suspended Judgment and Achievement in Science. Hence the null hypothesis is accepted.

The calculated 't' value is higher than the table value for the scientific attitude. Thus there is a significant difference between male and female students in their Scientific Attitude in total. Hence the null hypothesis is rejected.

Correlational Analysis

Null Hypothesis: There is no significant relationship between scientific attitude and achievement in Science of high school students.

Table 3 Relationship between Scientific Attitude and Achievement in Science of High School Students

Scientific Attitude		Science Achievement		ΣXY	Calculated 'r' value	Remarks at 5% level
ΣX	ΣX^2	ΣY	ΣY^2			
26960	2440886	17769	1102203	1595717	0.037	NS

(The table value of 'r' at 5% level of significance is 0.113)

From the above table, it is observed that the calculated 'r' value is less than the table value. Hence there exists no significant relationship between scientific attitude science achievement of high school students with respect to the total sample.

Findings of the study

1. The level of scientific attitude and achievement in Science of high school students with respect to gender is average.
2. There is no significant difference between male and female high school students in their scientific attitude.
3. There is no significant relationship between scientific attitude and achievement in Science of high school students with respect to the total sample.

Conclusion

The technological and scientific inventions have been responsible for the development that has come to stay in today's world. There is a need for inventors, innovators, administrators, scientists, engineers, etc. for this purpose cultivate scientific attitude among students is must. Even though the result reveals there is no significant relationship between scientific attitude and achievement in Science of high school students with respect to the total sample, students have to concentrate on achieving high marks in Science subject. It leads to an increase in the scientific attitude of students and also helpful to create new inventions.

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EFFECTIVENESS OF USING VISUAL IMAGES ENHANCING STUDENTS LEARNING IN SCIENCE SUBJECT AMONG IX STANDARD STUDENTS

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Abstract

Effectiveness of using visual images is the best technique in which enhance the student's interest in learning. In my school internship programme, the problem was identified by my teaching practice. So I would like to create an interest among the students in a science subject. In this study makes the students to learn the science subject effectively. Adapting technique like change in sensory focus to stimulate the students in valuable learning attention. The researcher selected government higher secondary school, s. puliankulam for this research study. The researcher adopted pre- test and post – test and experimental design for the research. The collected pre-test and post–test scores were computed for analysis. The obtained test scores were analyzed with Mean, standard deviation and suitable parametric techniques and statistical techniques by the investigator. The students and teacher gain knowledge of adopting the techniques. The interest of the students in learning science subject was improved.

Keywords: *visual images, stimulus the students, change in sensory focus.*

Introduction

The use of visual representations (i.e., photographs, diagrams, models) has been part of Science and their use makes it possible for scientists to interact with, and represent complex phenomena not observable in other ways.

Visual aids can be a powerful tool to enhance the impact of your presentations. Words and images presented in different formats can appeal directly to the audiences' imagination adding power to your spoken words. Think about using a variety of different visual pictures. Try using photographs, tables, diagrams, charts, drawings, demonstrations, video, and key words.

Operational definition of key terms

1. **Science:** science is a systematic enterprise that builds and organizes knowledge in the form of testable explanations and predictions about the universe.
2. **Visual Images:** A percept that arises from the eyes, an imagine in the visual system.

Objectives of the study

1. To develop an interest in learning science subject.
2. To assess the level of achievement in science subject through various levels of teaching methodology.

Hypothesis

1. The students are unable to understand the basic concepts in science.
2. Most of the science teachers are not using visual aids.
3. There is a significant difference between pre-test and post-test scores of the students.
4. There will be moderately improvement to the pre-test score.

Teaching Techniques (Demonstration)



Methodology

Experimental Method - Single Group Design

Population

The researcher selected Government Higher secondary school, S.Puliankulam, Madurai.

Sample

20 students of male and female studying IX standard of Government Higher Secondary School, S.Puliankulam.

Tools

The researcher adopted pre-test, post-test and experimental design for the research.

Data analysis and interpretation

The collected pre-test and post-test scores was compound for statistics. The obtained test scores were analyzed with mean, standard deviation and suitable parametric techniques and statistical techniques by the investigator.

Table 1

Sample No.	Pre-Test	Post-Test	Sample No.	Pre-Test	Post-Test	Sample No.	Pre-Test	Post-Test
1	06	18	8	08	19	15	06	19
2	06	18	9	07	19	16	06	19
3	07	20	10	08	17	17	08	20
4	03	19	11	10	19	18	08	17
5	04	17	12	11	16	19	04	17
6	08	20	13	06	20	20	03	19
7	07	20	14	03	20			

Distribution of pre-test and post-test scores of IX standard students

The above table revealed that the scores of pre-test ranges from (4-6) and the score post test ranges from (10-11) pre-achievement score of the learners in post-achievement score of the learners in better than that of pre-test which is due to the better understanding of drawing physical aids on the features created by innovative creative techniques. Mean, and Standard deviation of learners in achievement test were calculated for both pre-test and post-test were tabulated below:

Table 2 Distribution of Mean and Standard Deviation

S. No	Gender	N	Mean	SD	t value
1.	Male	20	6.4500	2.23548	12.337
2.	Female	20	18.6500	1.26803	

The ranges of rural and urban studies imply mean and standard deviation is significant. Mean value of both male and female is slightly deviate.

Table 3 Distribution of value test of significance

S. No	Educational status	Mean	SD	t value	Significance value
1.	Literate	6.4500	2.23548	12.457	Significant
2.	Illiterate	18.6500	1.26803		

The educational status of the parent's literacy and illiteracy level is significant.

Table 4 Distribution of value test

S. No	Rural/Urban	Mean	S.D	t value
1.	Rural	6.4500	2.2354	14.038
2.	Urban	18.6500	1.26803	

The mean and standard deviation of the rural and urban studies is significant.

Table 5 Distribution of value test

S. No	High achievers / low achievers	Mean	S.D	t value
1.	High	6.4500	2.23548	15.983
2.	low	18.6500	1.26803	

The mean value of the learners in post-test (18.6500) was found to be greater than pre-test (6.4500). It shows that the development of drawing skills and improve the level of understanding various landforms in terms of achievement has been increased by visual images like demonstrations and charts, real-life examples. The " t" value 12.337 is higher than the tabulated theoretical value at significance. It shows that the students differ significantly is developing the drawing of visual images of the achievement on pre-test post-test.

Educational Implications

The student and teacher gain knowledge of science concepts, facts, and principles. The methodology and teaching strategies which enhance the students learning.

Implications for teacher education include the need for teacher professional development programs to problematize the use of visual representations as epistemic objects that are part of scientific practices. Teacher role is very much essential for this method.

Conclusion

The visual images technique is very much useful for science subject. The interest of the students to learn the science subject effectively. This study would be useful to IX standard students. As a result, the visualizing techniques and its skills developed their cognitive domain, and it also helps the students to achieve more marks in the future.

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A STUDY ON THE EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study had been conducted on a sample of 266 students from Higher Secondary students from various schools of Tirunelveli district to find out the significant difference between Emotional, Social and Educational adjustment of Higher Secondary School students. Random sampling technique has been used for this study. To measure the Emotional, Social and Educational adjustment of higher secondary school students the researcher has used standardized adjustment questionnaire prepared by Dr. A.K.P.Sinha and Dr. R.P. Singh, for measuring adjustment level of secondary school students. The tool contains 60 items under the three dimensions emotional, social, and educational. Each dimension has 20 statements. The findings of the study were, there is a significant difference in the emotional adjustment of arts and science group higher secondary students.

Introduction

The adjustment refers to the psychological process through which people manage or cope with the demands and challenges of everyday life. It is organizational behavior in life situations at home, at school, at work in budding up and in aging. It helps one to maintain out basic impulses at reasonable levels, to believe in one's abilities and to achieve desired goals. Thus, the adjustment helps for self-initiated growth and development along intellectual, emotional, social, physical, and vocational dimensions. Adjustment problem is a crucial issue of the modern world which needs to be minimized as far as possible. It is only then that we can develop well-balanced personalities among the students, especially among Higher Secondary School students.

Need and Significance of the Study

School adjustment describes the well being of the child as they settle into school and is typically measured by children's perceptions or attitudes towards school, their level of anxiety, behavior in the classroom, and performance on tasks. Adjustment is influenced by family and child factors, children's before school experiences, their relationships with peers and the teacher, and aspects of the classroom environment. The dimensions of adjustment in school include Adjustment to the building and school routine, Adjustment to academic, co-curricular activities, Psychological adjustment, Adjustment to and within the self and Social Change. Adolescence is the period of stressful transition from childhood to adults, which

provides an opportunity for a lot of adjustment problems. This study is intended to assess the adjustment of adolescents in the Emotional, Social, and Educational dimensions.

Review of Related Literature

Raju.M.V.R and Khaja Rahamtulla.T (2007) examined the adjustment problems of school students from urban and rural schools of Visakhapatnam district. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (family, social, academic, financial, and emotional) are age, gender, class, type of school, etc. The study has been conducted on a sample of 461 students (197 boys, 264 girls) randomly selected from the various government and private schools from urban and rural areas of Visakhapatnam district, Andhra Pradesh. A standardized questionnaire developed by Jain (1972) was adopted for this study. The data were analyzed to examine the influence of individual factors on adjustment variables. The main findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school. Parental education and occupation of the school children also significantly influenced adjustment.

Manju Gehlawat (2011) studied the adjustment among high school students with respect to their gender. No significant differences were found in the emotional, social, educational adjustment of students with respect to their gender.

Vandana Chauhan (2013) studied that there is a significant difference in adjustment of higher secondary schools students and Female students have better adjustment level when compared to the male students.

Objective of the Study

1. To study the significant difference in the emotional, social and educational adjustment of higher secondary schools students with respect to the gender, age, class, group, and locality.

Hypothesis of the Study

1. There is no significant difference in the emotional, social and educational adjustment of higher secondary schools students with respect to the gender, age, class, group and locality.

Methodology

Survey method has used in this study.

Sampling Technique and Sample Size

Random sampling technique has been used for this study, and the sample size was 266. Data has been collected from 266 higher secondary school students in Tirunelveli district.

Tool Used for the Study

The researcher has used standardized adjustment questionnaire prepared by Dr. A.K.P.Sinha and Dr. R.P. Singh, for measuring adjustment level of higher secondary school students. The questionnaire contains 60 items under the three dimensions emotional, social and educational. Each dimension has 20 items.

Description of Adjustment Inventory

Sections	Dimensions of adjustment	Numbers of items
A	Emotional	20
B	Social	20
C	Educational	20
Total		60

Adjustment Inventory Scored as Follows

Responses	Scoring
Yes	3
Sometimes	2
No	1

Meaning of the Symbols and Explanation of the areas

A- Emotional adjustment

High scores indicate unstable emotion. Students with low scores tend to be emotionally stable.

B- Social adjustment

Individuals scoring high are submissive and revering. Low scores indicate aggressive behavior.

C- Educational adjustment

Scoring high is poorly adjusted with their curricular and co-curricular programs. The person with low scores is interested in school programs.

Analysis and Interpretation

Emotional Adjustment

Table 1 Significant Difference in the Emotional Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at 0.05 Level
Gender	Male	133	39.71	6.97	1.470	0.14	NS
	Female	133	40.84	5.45			
Age	17	83	40.02	5.16	0.44	0.66	NS
	Above 17	183	40.39	6.72			

Class	11 th std	93	40.25	4.97	0.16	0.87	NS
	12 th Std	173	40.29	6.88			
Group	Arts	191	39.83	6.56	1.86	0.04	S
	Science	75	41.41	5.32			
Locality	Rural	189	39.82	6.58	1.87	0.04	S
	Urban	77	41.40	5.30			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the emotional adjustment of higher secondary students with respect to gender, age, and class.

The 't' test result reveals that there is a significant difference in the emotional adjustment of arts group and science group higher secondary students. The mean value of higher secondary students from science group is higher than that of the students from arts group in their emotional adjustment. High scores indicated that unstable emotion. Students with low scores tend to be emotionally stable.

The 't' test result reveals that there is a significant difference in the emotional adjustment of the rural area and the urban area higher secondary students. The mean value of students from the urban group is higher than the students from the rural group in their emotional adjustment. High scores indicate unstable emotion. Students with low scores indicate emotionally stable.

Social Adjustment

Table 2 Significant Difference in the Social Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at .05 Level
Gender	Male	133	39.09	5.32	0.41	0.68	NS
	Female	133	40.71	5.48			
Age	17	83	39.70	3.95	0.15	0.8	NS
	Above 17	183	39.99	6.01			
Class	11 th standard	93	39.83	3.95	0.16	0.8	NS
	12 th Standard	173	39.94	6.11			
Group	Arts	191	39.63	5.52	1.31	0.19	NS
	Science	75	40.60	5.24			
Locality	Rural	189	39.58	5.51	1.53	0.12	NS
	Urban	77	40.70	5.25			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the social adjustment of higher secondary students with respect to gender, age, class, group, and locality.

From their mean scores, individuals scoring high are submissive and revering. Low scores indicate aggressive behavior.

Educational Adjustment

Table 3 Significant Difference in the Educational Adjustment of Higher Secondary Students with Respect to Gender, Age, Class, Group and Locality

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at .05 Level
Gender	Male	133	39.05	5.59	0.14	0.88	NS
	Female	133	40.02	4.55			
Age	17	83	39.60	3.84	0.15	0.81	NS
	Above 17	183	39.50	5.60			
Class	11 th standard	93	39.66	3.74	0.29	0.77	NS
	12 th Standard	173	39.47	5.72			
Group	Arts	191	39.48	5.25	0.29	0.77	NS
	Science	75	39.68	4.75			
Locality	Rural	189	39.58	5.29	0.21	0.83	NS
	Urban	77	39.43	4.68			

Since the p-value is greater than 0.05, the null hypothesis is accepted. Hence there is no significant difference in the educational adjustment of higher secondary students with respect to gender, age, class, group, and locality.

From the mean scores, students with high scores are involved in curricular and co-curricular programs. Students with low scores are interested in school programs.

Major Findings and Discussion

The 't' test result reveals that there is a significant difference in the emotional adjustment of arts group science group higher secondary students. This may be due to the reason that the students from the arts group are having fewer burdens in their studies when compared to the science group students who are supposed to be conscious of their practical classes. Too much of emotional instability is seen in science students because of too many responsibilities.

The 't' test result reveals that there is a significant difference in the emotional adjustment of higher secondary students from rural area and higher secondary students from urban area. This may be due to the fact that the students from rural area are having fewer burdens in their studies when compared to the urban group students who are much conscious about their technological developments. Too much of emotional instability is seen in urban area students who are always spending their time in social media.

The 't' test result reveals that there is no significant difference in the social adjustment of higher secondary students with respect to gender, age, class, group, and locality. From the mean scores, individuals scoring high are submissive and revering. Low scores indicate aggressive behaviour.

The 't' test result reveals that there is no significant difference in the educational adjustment of higher secondary students with respect to gender, age, class, group and locality.

From the mean scores, a student scoring high is poorly adjusted with their curricular and co-curricular programs. Students with low scores are interested in school programs.

Suggestions that can help reduce adjustment problems

1. First of all, the Parents, Teachers, and Society must be aware enough about the problems faced by the higher secondary school students. They must try seriously to provide a suitable environment for proper adjustment in all aspects of life.
2. The family has to create such an climate so that their children can express their opinion without hesitation. Also, parents have to take care of both boys and girls equally.
3. Students should be allowed to express their ideas and discuss their problems with school authorities. It develops self-confidence and mental satisfaction among the students.
4. The school has to organize various co-curricular activities like NCC/NSS Exhibitions, Fairs and Healthy competitions that would develop desirable social qualities considerate and cooperation, which in turn help them to adjust well.
5. There is badly a need for guidance and counseling cell for each school which would serve to assist students in coping and adjusting to school life and sex education
6. The students must have a good company of friends where they can engage themselves in some creative work.
7. Moral, Value, and sex education must be provided to the students so that they can realize the social qualities.
8. The present students are immensely in need of controlling their emotions for which mental health education classes may be very supportive. It would further increase their positive attitude towards life and be able to adjust to any situation.

Conclusion

The adjustment of school children is determined by their gender, age, class, group, and locality. The human being is considered as a rational being. But in the grip of emotions, people behave like immature. Emotional adjustment is a significant task because, adjustment during emotions lead to normal behavior, whereas maladjustment leads to abnormal behavior. Social adjustment is an endeavor made by an individual to address the standards, values, and desires of a society. Adjustment and the academic achievement of higher secondary school students have their relationship. This study revealed that these three dimensions of adjustment should be noticed and studied to avoid the maladjusted behavior of higher secondary school students. Proper adjustment techniques should be taught.

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A Journal
on
Educational Research

Published By



ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &
Affiliated to Tamil Nadu Teachers Education University, Chennai)

Anand Nagar, Krishnankoil - 626 126. Srivilliputtur (Taluk), Virudhunagar District

ISSN 2581-5377



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