

## ADJUSTMENT BEHAVIOUR AND ACHIEVEMENT IN HISTORY OF XI STUDENTS IN VIRUDHUNAGAR DISTRICT

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### **Abstract**

*The focus of present study was to ascertain the influence of adjustment behaviour and achievement in history of XI students in Virudhunagar district. Descriptive survey method was used to conduct the study. The sample comprises of 300 XI standard students acquired from six higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of adjustment behaviour is moderate in Virudhunagar district. The findings reveal that there is no significant relationship between adjustment behaviour and achievement in history of XI students in Virudhunagar district.*

**Keywords:** *Adjustment Behaviour, Achievement in History and SPSS Software.*

### **Introduction**

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

Evaluation of learning outcomes of the students by measuring their achievement in History has been in practice for a long time. On the basis of achievement the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, achievement in History is of paramount importance and schools place great emphasis on it. Progress in future to a great extent depends upon the achievement in History of the students.

At all school levels, there exists a enormous difference in the academic attainment of students ranging from high to low. achievement in History which means the proficiency of performance in a given subject or body of knowledge, helps in declaring successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs.

XI standard education occupies a very prominent place in our education latter. It provide the link between the secondary and XI standard education. Moreover a majority of the students completing XI standard education either go for higher education including professional courses or enter the society to make a living.

### **Need and Significance of The Study**

Adjustment plays a vital role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied happy and healthy individual is not only an asset to himself but a boon to the society also. This is true for the student, who has wide obligation to the community in particular and

humanity at large. That adjustment behaviour is not only for them but is essential for the proper development and stability of the community as a whole. The increase of adjustment behaviour helps man to make better beings. Most of the individual try to become constant themselves in different aspects of their personality. Opportunities are varied and it is at the XI standard school level. That most personality is exposed to being adjusted person at some point of time. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's adjustment behaviour and achievement in History of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the extent of relationship between adjustment and achievement in History. The assessment of the adjustment and achievement in History of the individuals can help the competent authorities to develop the adjustment of the students.

### **Objectives**

- To find out the level of adjustment behaviour of XI standard students.
- To find out the level of achievement in History of XI standard students

### **Null Hypotheses**

- There is no significant difference in Adjustment behaviour of XI standard students with respect to gender.
- There is no significant difference in achievement in History of XI standard students with respect to gender.
- There is no significant relationship between adjustment behaviour and achievement in History of XI standard students.

### **Delimitations of the Study**

- The study deals with XI standard History students only.
- The study is confined only to the Watrap Taluk in the Virudhunagar District Tamilnadu.

### **Population of the Study**

The population for the present study consists of XI standard students studying in XI standard schools in Srivilliputtur Taluk.

### **Sample for the Study**

The sample drawn is 300 XI standard students from 9 XI standard schools of Srivilliputtur Taluk of Virudhunagar District.

### **Tools Used for Present Study**

- Adjustment behavior inventory prepared and validated by investigator & guide (2022)
- Achievement in History refers to the scores achieved by the XI standard students in History subject in the half-yearly examination.

### **Statistical Techniques Used**

The statistical measures have used in this study: Percentage analysis Mean, SD and 't' test.

### **Analysis of Data**

#### **Objective: 1**

To find out the level of adjustment behavior of XI standard students.

**Table 1 Level of Adjustment Behaviour of Xi Standard Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
38	12.7	213	71.0	49	16.3

It is inferred from the above table that, 12.7 % of XI standard students have low, 71.0% of them have moderate and 16.3% of them have high level of adjustment behavior.

**Objective: 2**

To find out the level of achievement in History of XI standard students

**Table 2 Level of Achievement in History of Xi Standard Students**

Low		Moderate		High	
Count	%	Count	%	No.	%
41	13.7	208	69.3	51	17.0

It is inferred from the above table that, 13.7% of XI standard students have low, 69.3% of them have moderate and 17.0% of them have high level of achievement in History.

**Null Hypothesis: 1**

There is no significant difference between male and female XI standard students in their adjustment behavior.

**Table 3 Difference between Male and Female of Xi Standard Students in their Adjustment Behaviour**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	150	81.07852	10.06338	0.813	NS
Female	150	81.06862	10.92994		

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

It is inferred from the above table that calculated 't' value (0.813) is less than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female XI standard students in their Adjustment behavior.

**Null Hypothesis: 2**

There is no significant difference between male and female XI standard students in their achievement in History.

**Table 4 Difference between Male and Female of Xi Standard Students in their Achievement in History**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	150	62.02	4.537	0.813	NS
Female	150	62.05	4.572		

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

It is inferred from the above table that calculated 't' value (0.813) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female XI standard students in their achievement in History.

### Null Hypothesis: 3

There is no significant relationship between adjustment behavior and achievement in History of XI standard students.

**Table 5 Significant Relationship between Adjustment Behaviour and Achievement in History of XI Standard Students**

Adjustment behaviour		Achievement in History		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
32206	112662	3490384	44216406	12094992	0.021	NS

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.021) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between adjustment behaviour and achievement in History of XI standard students.

### Major Findings

#### Descriptive Analysis

- 12.7 % of XI standard students have low, 71.0% of them have moderate and 16.3% of them have high level of adjustment behaviour.
- 13.3% of the male XI standard students have low, 68.7% of them have moderate and 18.0% of them have high level of Adjustment behaviour.
- 12.0% of the female XI standard students have low, 73.3% of them have moderate and 14.7% of them have high level of Adjustment behaviour of XI standard students.
- 13.7% of XI standard students have low, 69.3% of them have moderate and 17.0% of them have high level of achievement in History.
- 13.3% of the male XI standard students have low, 71.3% of them have moderate and 15.3% of them have high level of achievement in History.
- 14.0% of the female XI standard students have low, 67.3% of them have moderate and 18.7% of them have high level of achievement in History.

#### Inferential Analysis

- There is no significant difference between male and female XI standard students in their Adjustment behaviour.
- There is no significant difference between male and female XI standard students in their achievement in History.

#### Interpretation

The 'f' test result shows that there is significant difference among girls, boys and co-education school XI standard students in their Adjustment behaviour. The mean value of girls school XI standard students is greater than the other nature of school students in their Adjustment behaviour. This may be due to the fact

that the girl's XI standard students school may provide suitable educational and other experiences in accord with individual needs and capacities among students.

### Recommendations of the Study

- The school rules and regulates should largely and adequately be focused to the students. Research underscores the importance of school rules and perceived fairness in regard to students behaviour. It is evident that schools in which rules are effectively enforced (i.e. better discipline management) have lower rates of student victimization and student delinquency (Payne & Gottfredson, 2005)
- A harmonious relationship among the staff should be established. Blum, Me Nelly (2002) reports that safe, caring, participatory and responsible school climate tend to foster greater attachment to school and provide the foundation for social, emotional and academic learning of students.
- Teachers support is important to student achievement in History. In fact, students active participation in the class important.
- Increased parent and community involvement
- High teacher commitment, positive peer norms, emphasis on group or team cooperation, high level of expectation held by teachers and students, strong social relations among families will lead to high achievement in History of students.

### Suggestions for Further Research

- A co-relational study can also be made between school organization climate and academic climate in respect to some select variables.
- A study can also be undertaken on the basis of teachers, students and administrators perceptions in regard to academic climate.
- A comparative study can also be done on Govt.-private and rural school urban basis of academic climate perceptions.
- A study can also be made to see the present status of social adjustment and achievement in History of secondary school students.
- A co-relational study can also be suggested between nature of adjustment and achievement in History of secondary school students.

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