

**Vol. 9**

**No. 3**

**January 2024**

**ISSN: 2454-4531**

**AKCE QUEST**  
**A Journal on Educational Research**  
**Peer – Reviewed Quarterly Journal**

**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-626126**

**Srivilliputtur Taluk, Virudhunagar District**

**Phone: (04563) 289 312 Fax: (04563) 289 322**

**E-mail: akceducation@rediffmail.com**

**Website: [www.akceducation.org](http://www.akceducation.org)**



## EDITORIAL BOARD

*Research will help to understand any subject and its principals in much better and easier way which will encounter new questions and search for answers of those questions. Research is not always a concept that practitioners, managers and policy makers respect. It is an academic activity conducted by others to the profession, not with the profession. Research education professionals are always learning finding out things, analyzing information adapting their behavior according to information received, looking to improve and adapting to modern demands. Teachers can adapt it to fit the individual needs of their own pupils. As teachers are accountable, the public must have faith in the profession and attitudes to education vary across may social groups so the performance of teachers can be demonstrated through the publication of research findings. Teachers project their own personality upon learning experiences. Sometimes this is intuitive and these decisions can either be successful or fail. Research methodologies give teachers the tools to analyze and make informed decisions about their practice. Research helps teachers to share with colleagues. Research leads to an expansion of knowledge.*

*AKCE QUEST is a journal concerned with the teacher education. AKCE QUEST aims to enhance theory, research, practice in teacher education through the publication of primary research and review papers.*

*This issue of the journal contains 5 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.*



## **GUIDELINES FOR CONTRIBUTORS**

We invite the authors to contribute their original articles on contemporary issues in Higher education / Teacher Education in General and Educational Research for Publication in the AKCE QUEST. Contributors are requested to provide their complete mailing address along with contact numbers, email id. The manuscripts must be typed in MS-Word, Times New Roman Font size 12 with 1.5 line spacing not exceeding 5 pages and abstract must be submitted about 250 words. Both hard and soft copy (by mail only) along with the declaration certificate can be sent to the following address.

*The Editor &*

*Principal AKCE*

*QUEST,*

*Arulmigu Kalasalingam College of*

*Education, Anand Nagar,*

*Krishnankoil-626126.*

*E-mail: akceeditorveni@gmail.com*



# **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

**Date:** -----

## **Declaration Certificate**

I declare that the article/manuscript entitled -----

-

----- has not been

published in any of the journal. This is my original contribution.

Signature of the Researcher





## Subscription Form

Name : .....

Designation : .....

Address : .....

.....

.....

Phone No : .....

E-mail : .....

Magazine

to be sent to : .....

.....

D.D. No. : .....

Dated: .....

Amount : .....

Annual subscription is Rs. 1000/-. Subscribers may kindly make the payment through DEMAND DRAFT only. DDs should be drawn in favour of

**The Principal, Arulmigu Kalasalingam College of Education payable at Krishnankoil.**



## CONTENTS

<b>S. No.</b>	<b>Articles</b>	<b>Author</b>	<b>Page No.</b>
1	FREEDOM OF LEARNING FOR 21 <sup>st</sup> CENTURY TRIBAL LEARNERS	<i>M. Kolanchiyappan</i>	1
2	RELATIONSHIP BETWEEN SOCIAL MATURITY AND ACHIEVEMENT IN BIOSCIENCE OF XI STANDARD STUDENTS	<i>Dr. A. R. Anandha Krishnaveni M. Amalorpavam</i>	5
3	A STUDY OF HIGH SCHOOL STUDENTS TOWARDS SCIENTIFIC ATTITUDE	<i>Dr. M. Sugumari I. Maheswari</i>	10
4	A COMPARITIVE STUDY OF CCUPATIONAL STRESS AND JOB SATISFACTION OF HIGH SCHOOL TEACHERS	<i>Dr. M. Nithya Kalyani P. Amalirosey</i>	15
5	A STUDY ON ADJUSTMENT BEHAVIOUR OF HIGH SCHOOL STUDENTS	<i>Dr. A. R. Anandha Krishnaveni A. Rajeswari</i>	20



## FREEDOM OF LEARNING FOR 21<sup>st</sup> CENTURY TRIBAL LEARNERS

**M. Kolanchiyappan**

*(Writer & Educationist)*

**"This World-Changing Education should not be Inequitable and Imposing"**

- Kolanchiyappan

### **Abstract**

*Rabindranath Tagore says, "Education is a pleasure without any pressure". This research article also starts from that point. A search born out of those words is the freedom of learning for 21<sup>st</sup>-century tribal learners. Freedom is not given by others; Freedom is achieved through self. Similarly, it is not freedom to live however you want. "Freedom is living with self and morality". Here "Freedom of learning is freedom of thought, So the learner decides why, how, and where to learn". This research is a text study with a critical analysis method and also, it is a theoretical and philosophical analysis. The goal of this study is that such freedom should also exist in education. The purpose of this study is to critically analyze the freedom of learning among tribal students, especially in the 21<sup>st</sup>-century. The conclusion of the study, "For everyone to breathe the freedom of learning, and to bring out the potential of every child born on this land, we need to eliminate the three things of Imposition, Discrimination, and Poverty from this earth". Finally, the freedom of learning policy proposes seven learning strategies.*

**Keywords:** Freedom of Learning, 21<sup>st</sup> Century Tribal Learners.

### **Background of the Study**

The birthplace of learning is the womb of curiosity. The purpose of learning in humanity involves the five stages of elimination of ignorance, realization of potential, liberation from want, preservation of nature and other beings, self-thinking and stimulation of reasoning.

The beauty of such learning is that it mixes freely with everyone. Such freedom of learning brings out the uniqueness in everyone and helps to create world-level achievement. So, **"The purpose of education is for the learner to acquire knowledge about the world, to make the world aware of the learner's potential, and to liberate the learner from his needs"**.

21<sup>st</sup>-century students belong to the touch screen generation. Learning for them needs to be deep, knowledge stimulating and skill building. Because today's world operates at the fingertips through the internet. The internet has given everyone the freedom to learn from anywhere, anytime.

In such a generation, this essay is a critical analysis of the extent to which 21<sup>st</sup>-century tribal students have freedom of learning in terms of innovation, lifestyle and cultural practices and to what extent they value the freedom of learning.

Naturally, everyone has a unique talent. That ability can be discovered through effort, practice and experience. A freedom of learning is essential for first that. So, first we know what is the meaning of freedom, **"Freedom is not given by others; it is self-determined. Similarly, it is not freedom to live however you want. Freedom is living with self and morality"**.

Then, the freedom of learning means **"The learner decides why, how and where to learn"**. Freedom of learning is the profound answer to the question **"what do we want and why do we want it"** considering the future.

Freedom of learning gives freedom to educational institutions and gives students freedom of choice. The main aspect of freedom of learning is **"The right to choose one's choice"**. There, education is seen as a place to bring out individuality and a field that gives importance to optional subject.

**“Freedom of learning is freedom of thought”**. It is impossible for students to acquire this freedom of thought unless the teacher first understands it. There are many thinkers in this world who have proposed the concept of freedom of thought. Even the United Nations Commission on Human Rights includes freedom of thought as a right of every human being (UNHR, 2020).

Rabindranath Tagore says, **"Education is a pleasure without any pressure"**. This research article also starts from that point. The main five philosophers and their ideologies form the backbone of this study. They are, 1. Thiruvalluvar, 2. Rabindranath Tagore, 3. Jean-Jacques Rousseau, 4. Maria Montessori, 5. Leo Tolstoy.

### **Definitions of Freedom of Learning in the View of Great Thinkers**

“Desire freedom from birth” and “Learn thoroughly what should be learnt”–**Thiruvalluvar**

“Where the mind is without fear and the head is held high, where knowledge is free” - **Tagore**

“Freedom is the power to choose our own chains” - **Rousseau**

“A child needs freedom within limits”- **Maria Montessori**

“The only purpose of education is freedom; the only method is experience” -**Leo Tolstoy**

Freedom is the most important condition in any aspect of life. **“Because freedom is like breathing”**. The goal of this study is that such freedom should also exist in education. The purpose of this study is to critically analyse the level of learning freedom among tribal students, especially in the 21<sup>st</sup>-century.

What do we mean by freedom so far? What is freedom of learning? We saw all that. Now we will also see the need to seek freedom of learning in tribal students.

History is that man is oppressed by his fellow man in every brain of the world. This situation has not changed even in today's 21<sup>st</sup>-century. The truth is that every human being in this world suffers through these three factors imposition, discrimination, and poverty. The tribes living in this world are a good example of that. Education is the best tool to change that situation. Such learning should be independent. Freedom of learning is a freedom of thought. Such education brings out the unique potential within each individual.

Tribal students of the 21<sup>st</sup>-century live within the social framework of conservatism. Most of them belong to agricultural, farm, and traditional occupation families. Their main problem is underdevelopment and lack of proper guidance. These students belong to the most backward families in terms of education, society, and economy. Lack of proper guidance for individual skills and goal-oriented education is the primary reason for their backwardness. As their habitats are fertile in nature, they naturally have a good imagination, creativity, and thinking skills. However, due to many wrong guidelines and a lack of an independent learning environment many children from this community miss out on higher education opportunities.

In today's scenario, the visionary plan of the governments is also one of the reasons for the increasing educational development of tribal students. However, a lack of interest in higher education and freedom of learning is the main for increased dropout and stagnation among 21<sup>st</sup>-century students.

### **Research Aim and Objectives**

**“Freedom is achieved through self”**. The goal of this study is that such freedom should also exist in education. The purpose of this study is to critically analyze the freedom of learning among tribal students, especially in the 21<sup>st</sup>-century.

### **Proposed Research Methodology**

This research is a text study with a critical analysis method. The study of the text was carried out to look at the articles, regulations, book guides, and materials related to the concept of freedom of Learning.

This research paper is a critical analysis of 21<sup>st</sup>-century tribal students and their freedom of learning. Also, it is a theoretical and philosophical analysis. It helps policymakers to identify key issues and develop strategies to address them. In this, much importance has been given to the search for freedom of learning. It also discusses the present-day difficulties faced by tribal students. Such a search for learning freedom is a useful study not only for tribal students but for all students of the 21<sup>st</sup>-century.

## Conclusion

Education is a tool that helps one to know himself, realize his potential, and prove his potential to the world. **"The birth of learning is the womb of curiosity"**, there is no end to learning as long as there is desire. Here **"The learner is an infant the teacher is an experienced"**.

Freedom of learning is competency-focused rather than choice-focused. Here examination is a tool to test ability using knowledge. It should also be a continuous event. Such learning makes learners' thinking broader, deeper, and more exploratory.

To make 21<sup>st</sup>-century tribal students aware of educational freedom, it is necessary to explain the democratic way of life to them and create democratic educational institutions for them. Democracy and freedom of learning are two sides of the same coin. **"Democracy means that everything should be available to everyone; Freedom of learning means that everyone does not necessarily learn everything"**. One's choice plays an important role in both of these places. Freedom of learning is inherent when we create democratic educational institutions. But democracy is not just the majority. There, should be equality as a symbol.

The most important problems that hinder the freedom of learning of today's 21<sup>st</sup>-century tribal students are **"Financial problems, Lack of parental support in education, Low level of motivation, Language and cultural differences, Unsatisfactory teaching-learning methods, Lack of transportation facilities, Lack of learning materials, and Health problems"**. Solutions to such problems are the most pressing needs of today. So, every parent and government should take this into consideration.

The conclusion of the study, **"For everyone to breathe the freedom of learning, and to bring out the potential of every child born on this land, we need to eliminate the three things of Imposition, Discrimination, and Poverty from this earth"**.

## Educational Implementations

The freedom of learning policy proposes seven learning strategies.

1. Abolition of imposition and coercive learning,
2. Encouraging search and research learning,
3. Emphasis on individuality and optional subject,
4. Importance of mother tongue education,
5. Creation of fees-free education,
6. Develop goal-based learning,
7. To develop the seven skills of Self-thinking, Self-control, Self-directed learning, Self-confidence, Leadership, Imagination, and Creativity in every student.

These seven learning strategies of learning freedom are considered for the needs of today's 21<sup>st</sup>-century students.

**"In the midst of many learning obstacles, in the midst of severe restrictions, and in the midst of the coercion of others, an imposed education does not last long"**.

**References**

1. A System of National Education by Sri Aurobindo (1991).
2. A New Model of Education: Development of Individuality through the Freedom of Learning – Mirjana Radovic-Markovic (2012).
3. The Concept of “Freedom of Learning” in a Multicultural Education Perspective - SukronMazid, SauqiFutaqi, and Farikah (2021).
4. Tribal Noise (Tribal Magazine) – Ananyapaul Dodhmani (2022).



## RELATIONSHIP BETWEEN SOCIAL MATURITY AND ACHIEVEMENT IN BIOSCIENCE OF XI STANDARD STUDENTS

**Dr. A. R. Anandha Krishnaveni**

*Principal*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**M. Amalorpavam**

*M.Ed., Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The focus of present study was to ascertain the influence of relationship between social maturity and achievement in bioscience of XI standard students. Descriptive survey method was used to conduct the study. The sample comprises of 250 XI standard students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of social maturity and achievement in bioscience of XI standard students are moderate in Virudhunagar district. The findings reveal that there is a significant difference between male and female XI standard students in their Social Maturity.*

**Keywords:** *Social Maturity, Achievement in Bioscience, Descriptive, Survey Method and SPSS.*

### **Introduction**

According to Hurlock (1989), "Social maturity is nothing but scholastic achievement or educational attainment, which refers to the gains, got by the pupils as a result of education in educational institutions."

Bio Science is being offered as an elective subject at the XI standard stage of school education. At this stage, the students take up Bio Science, as a discipline, with a purpose of pursuing their future careers in basic Science s or professional courses like medicine, engineering, technology and studying courses in applied areas of Science and technology at tertiary level. There is a need to provide the learners with sufficient conceptual background of Bio Science which would eventually make them competent to meet the challenges of academic and professional courses after the XI standard stage.

Academic Achievement is a complex behavior. It is not yet definitely particular known that determines the level of achievement of school students in a particular subject. But there is enough evidence to the effect that academic achievement is not an unidimensional phenomena but a multidimensional activity. Differences in general ability among students have been observed by all those who are deeply concerned with education. Students vary in their abilities to achieve what the teacher teaches. Hence, the knowledge of these differences helps in planning a learning programme for them. Vidhu Mohan (1972) reviewing psychological factors of academic achievement, has attempted to group them into four heads; viz. (i) Aptitude (ii) Interest (ii) Motivation and (iv) Personality, studies have been undertaken either at trait level or at type level.

### **Significance of the Study**

The present education system prepares young to meet the challenges and demands of the competitive world. The students struggle to cope up with the demanding from the teachers, parents and society. The student who is able to assimilate his past experience into productive way is able to perform well in academic.

Social maturity which includes positive attitude towards work, systematic and planned approach to problem solving, logical reasoning out ability to accept one's own fault, and thorough knowledge about one's own capacity, strength and limitation helps a student to progress well in academic. Social maturity is the measure of the knowledge gained by a student during the course of study.

The findings of the study could be utilized for bringing changes in secondary school and higher secondary school curriculum in the subject of Bio Science studies. The result will also help NGOs and other organizations working in the area of Bio Science related issues. The findings of the study will have global implications. The Bio Science of students areas perceived by self only. . This has made the investigator choose the present study to analyze the Social maturity of higher secondary students in relation to achievement in biology. So, the investigator felt that there should be the relationship between social maturity and Achievement in Bio Science.

### **Objectives of the Study**

- To find out the level of Social Maturity among XI standard students
- To find out the level of Achievement in Bio Science among XI standard students.

### **Null Hypothesis**

- There is no significant difference in Social Maturity of XI standard students with respect to Gender.
- There is no significant difference in Achievement in Bio Science of XI standard students with respect to Gender.
- There is no significant relationship between Social Maturity and Achievement in Bio Science of XI standard students.

### **Delimitations**

- The study deals with XI standards only.
- The study is confined only to the Watrap Taluk in the Virudhunagar District Tamilnadu.
- The study is confined only to the Social Maturity and Achievement in Bio Science.

### **Methodology**

A descriptive survey method was adopted by the researcher to conduct this study.

### **Population for the Study**

The population of the present study is the XI standard students studying in Government, Government Aided, and Private higher secondary schools in Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

### **Sample for the Study**

A sample size of the sample drawn is 250 XI standard students from 10 higher secondary schools of Srivilliputtur Taluk of Virudhunagar District

### **Tool**

- Social Maturity scale is prepared and validated by Dr. N. Subramanian (2018).
- The marks secured by the students in the half yearly examination in Bioscience is taken as achievement in Bio science.

## Statistical Techniques

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

## Analysis of Data

### Objective: 1

To find out the level of Social Maturity among XI standard students

**Table 1 Level of Attitude Towards Environmental Education of High School Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
26	10.4	188	75.2	36	14.4

It is inferred from the above table that 15.3% of XI standard students have low, 67.7% of them have moderate and 17.0% of them have high level of Social Maturity.

### Objective: 2

To find out the level of Achievement in Bio Science among XI standard students.

**Table 2 Level of Attitude Towards Environmental Education of High School Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
26	15.3	183	67.7	36	17.0

It is inferred from the above table that 15.3% of XI standard students have low, 67.7% of them have moderate and 17.0% of them have high level of Achievement in Bio Science.

### Null Hypothesis: 1

There is no significant difference between male and female XI standard students in their Social Maturity.

**Table 3 Significant Difference between Male and Female XI Standard Students  
in their Social Maturity**

<b>Gender</b>	<b>Number</b>	<b>Mean</b>	<b>S. D</b>	<b>Calculated 't' Value</b>	<b>Remark At 5% Level</b>
<b>Male</b>	151	35.35	5.69	<b>2.106</b>	<b>S</b>
<b>Female</b>	99	33.76	6.05		

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

It is inferred from above table that the calculated 't' value is (2.106) greater than the table value for the (1.96) for the df of 298 at 5% level of significance. Hence the null hypothesis is **rejected**. Therefore, there is a significant difference between male and female XI standard students in their Social Maturity.

### Null Hypothesis: 2

There is no significant difference between male and female XI standard students in their Achievement in Bio Science.

**Table 4 Significant Difference between Male and Female XI Standard Students in Their Achievement in Bio Science**

Gender	Number	Mean	S. D	Calculated 't' Value	Remark At 5% Level
Male	151	64.54	12.18	0.147	NS
Female	99	64.65	6.66		

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

It is inferred from above table that the calculated 't' value is (0.147) less than the table value for the (1.96) for the df of 298 at 5% level of significance. Hence the null hypothesis is **accepted**. Therefore, there is no significant difference between male and female XI standard students in their Achievement in Bio Science.

### Null Hypothesis: 3

There is no significant relationship between Social Maturity and Achievement in Bio Science of XI standard students.

**Table 5 Relationship between Social Maturity and Achievement in Bio Science of XI Standard Students**

Achievement in Bio Science		Social Maturity		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
8646	307973	8682	310114	298865	0.195	NS

(Table value of 'r' is 0.195, S-Significant)

It is inferred from above table that the calculated 'r' value (0.163) is less than the table value (0.195) with df (4) at 5% level of significance. Hence the null hypothesis is **accepted**. Thus, the result shows that there is no significant relationship between Achievement in Bio Science and Social Maturity of XI standard students.

### Major Findings

#### Descriptive Analysis

Findings based on objectives of the percentage analysis shows that the level of attitude of B.Ed students towards Information and Communication Technology with respect to Gender and locality of college is average.

#### Inferential Analysis

1. There is a significant difference in Social Maturity of XI standard students with respect to Gender.
2. There is no significant difference in Achievement in Bio Science of XI standard students with respect to Gender.
3. There is no significant relationship between Social Maturity and Achievement in Bio Science of XI standard students.

#### Interpretation

The 't' test result showed that there is significant difference between male and female XI standard students in their Social Maturity. The mean value of male students has better than female students. This may be due to the fact that male students may have maintained and grow more meaningful relationships with peer group and also they are easily mingle with others without any hesitation.

### **Suggestions of the Study**

The following are the suggestions for further research studies.

1. The present study concentrates only on XI standard students. It would be extended to the students of high school and college level.
2. The investigator has taken the sample from Watrap Taluk, in Virudhunagar district, similar studies can be taken from other district.
3. Comparative study can be done on Achievement in Bio Science in Virudhunagar and Madurai.

### **Recommendations of the Study**

1. Group study can be encouraged among the students.
2. Parents meeting should be conducted by the heads of the institutions often.
3. Personality booster programmer can be conducted to the students in schools so that they become aware social maturity and Achievement in Bio Science.

### **Conclusion**

The objective of the present investigation was to study the Social maturity and Achievement in Bio Science of XI standard students. This study may be found to be useful in the field of education. The recommendations given by the investigator may be very helpful for improving the Social maturity and Achievement in Bio Science of XI standard students. This study will be more powerful when the suggestions given by the investigator are applied for further study and it will be of a great help for those who study further in this field.

### **References**

1. Anandharaja, S., Balakrishnan, V., & Lawrence, A.J. (2016). Academic achievement of the tenth standard government and private school students in social science curriculum: A comparative study. *International Journal of Multidisciplinary Research and Modern Education*, 2(2), 73-80.
2. Brown, L. B. (2010). The impact of self-efficacy and motivation characteristics on the academic achievement of upward bound participants. (Doctoral Dissertation). Retrieved from <http://aquila.usm.edu/dissertations/390>.
3. Christenson, S., & Sheridan, S. (2001). *Schools and families: Creating essential connections for learning*, New York, Guilford.
4. Clinkenbeard, P.R. (2012). *Motivation and gifted students: Implications of theory and research*, *Psychology in the Schools*, 49 (7), 622-630.
5. Das, A. (2010). *Educating children with disabilities in inclusive classrooms* (Unpublished doctoral dissertation). Tata Institute of Social sciences, Mumbai, India.
6. Elizabeth, H.T. (1989). The relationship between self-efficacy and academic achievement in associate degree nursing programs. [pocketknowledge.tc.columbia.edu / home.php /viewfile/ 15850](http://pocketknowledge.tc.columbia.edu/home.php/viewfile/15850).
7. Fan, X. (2001). Parental involvement and students' academic achievement: A growth modelling analysis. *The Journal of Experimental Education*, 70(1), 27-61. 200
8. Gir, S., Jain, P., & Lodha, R. (2006). Social maturity and locus of control of high achievers and low achievers: A comparative analysis. *Recent Researches in Education and Psychology*, 3, 7-11.
9. Good, C. V (1973). *The Dictionary of Education*, New Delhi: McGraw Hill
10. Goulao, M.F. (2014). The relationship between self-efficacy and academic achievement in adult learners. *Athens Journal of Education*, 1(3), 237-246.

## A STUDY OF HIGH SCHOOL STUDENTS TOWARDS SCIENTIFIC ATTITUDE

**Dr. M. Sugumari**

*Assistant Professor in History*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**I. Maheswari**

*M.Ed., Scholar, Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The present study is entitled as “A Study of High School Students towards Scientific Attitude”. The purpose of the present study was to find out the study of high school students towards scientific attitude. The research type was a survey method, which consists of purposive sampling of 300 high students in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the high school students have moderate level of Scientific Attitude.*

**Keywords:** *Scientific Attitude, High School Students and Statistical Techniques.*

### **Introduction**

Scientific attitude is a setting of mind and a way of life. Attitudes are difficult to distinguish from such affective attributes of personality like interest, appreciations, likes, dislikes, opinions, value, ideas, and character traits. A person having scientific attitude is never superstitious. His mind is like a sea with open mouth ready to gulp down new facts and has power of concrete and accurate observation and interpretation. One cannot suggest any hard and fast method to develop it. The teacher alone can mould the delicate minds of students in such a way that science develops as a discipline, as an attitude of their mind and which they use in their day-to-day problems.

The scientific attitude, by its very name, tends to be associated solely with the area of science and scientific methods. Actually, the scientific attitude is applicable to nearly every situation an individual may encounter in mathematics, social studies, science, and other subjects in the curriculum. It is closely allied to critical thinking, and it is developed through the study of language as well as other subject matter areas. The scientific attitude can be a valuable result of the problem-solving approach to learning.

- Identifying a problem,
- Making valid observations.
- Drawing objective conclusions,
- Verifying the conclusions to a new but related problem.

These steps are those ordinarily associated with scientific methods of investigation and closely allied to the steps involved in the problem-solving method. The solving of problems in an orderly manner leads to the development of an objective attitude that is applicable to many situations.

### **Need and Significance of the Study**

One of the major aims of teaching science is the development of ‘scientific attitude’ in the students. The scientific attitude is made up of a cluster of behaviours to be manifested by the individual. Though the development of ‘scientific attitude’ in the pupils has been emphasised by almost every commission and committee, it is surprising to note that there is not a single definition of it i.e. it has not been defined clearly and precisely. Researchers and authors have defined it differently in their own way to serve their purpose.

Following are some of the definitions of 'scientific attitude'. To John Dewey, a scientific attitude was linked with "an ardent curiosity, fertile imagination, and love of experimental inquiry". He pointed out that "Young people who have been trained in all subjects to look for social bearings will also be educated to see the causes of the present problems and phenomena. They will be equipped from the sheer force of what they have learned to see the possibility and the needs of actualizing then they will be indoctrinated in its deeper sense without having doctrines forced upon them.

National Society of the Study of Education (NSSE) has defined scientific attitudes as "open-mindedness, a desire for accurate knowledge and the expectation that the solution of the problem will come through the use of verified knowledge." The views regarding scientific attitude expressed at a work shop conducted by the National Council of Educational Research and Training (NCERT) at Chandigarh (1971), can be summarised as follows : A pupil who has developed scientific attitude, is clear and precise in his activities and makes clear and precise statements, always bases his judgment on verified facts and not on opinions, prefers to suspend his judgment if sufficient data are not available, is objective in his approach and behaviour, is free from superstitions, is honest and truthful in recording and collecting scientific data, after finishing his work takes care to arrange the apparatus, equipments, etc. in their proper places, shows a favourable reaction towards efforts of using science for human welfare

It can be developed in many subjects in the curriculum and applied in adult life as well as in school life. So the investigator has decided to find out the 'A Study of high school students towards Scientific Attitude'.

### **Objectives**

- To find out the level of scientific attitude of high school students.
- To find out the level of scientific attitude of high school students with respect to gender.

### **Null Hypotheses**

- There is no significant difference between boys and girls high school students in their scientific attitude.
- There is no significant difference between day-scholar and hosteller high school students in their scientific attitude.

### **Delimitations of the Study**

- The investigation is limited to high school students of Virudhunagar district only.
- The present study has been confined with a sample of 300 high school students from 10 schools only.

### **Population of the Study**

The population of the present study consists of high school students studying in government, government Aided, and private high schools in Srivilliputhur Taluk, Virudhunagar district of Tamil Nadu.

### **Sample for the Study**

The investigator used simple random sampling technique, 9 schools were selected randomly. From each school, the students studying in IX standard and X standard are selected randomly. The sample of this study consists of 300 high school students studying in Srivilliputtur taluk.

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

- Scientific attitude Scale is prepared and validated by investigator and guide (2022).

## 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 scientific attitude of high school students

**Table 1 Level of Scientific Attitude of High School Students**

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
64	21.3	177	59.0	59	19.7

It is inferred from the above table that, 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of scientific attitude.

### Objective 2

To find out the level of scientific attitude of high school students with reference to gender

**Table 2 Level of Scientific Attitude of High School Students with Reference to Gender**

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Male	57	33.3	80	46.8	34	19.9
Female	7	5.4	97	75.2	25	19.4

It is inferred from the above table that 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of scientific attitude of secondary school students. 5.4 % of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of scientific attitude.

### Null Hypothesis 1

There is no significant difference between boys and girls high school students in their scientific attitude.

**Table 3 Difference Between Boys and Girls of High School Students in their Scientific Attitude**

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	171	1.78752	32.51476	1.706	NS
Female	129	1.85022	30.13808		

(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 (1.706) 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 boys and girls high school students in their Scientific attitude.

### Null Hypothesis 2

There is no significant difference between day-scholar and hosteller high school students in their scientific attitude.



**Table 4 Difference between Day-Scholar and Hosteller High School Students in their Scientific Attitude**

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	1.95812	38.43120	7.671	S
Hosteller	167	1.70012	18.14234		

*(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 (7.671) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between day –scholar and hosteller high school students in their scientific attitude.

### Major Findings

#### Descriptive Analysis

- 21.3 % of the high school students have low, 59.0 % of them have moderate and 19.7 % of them have high level of scientific attitude.
- 33.3 % of the boy students have low, 46.8 % of them have moderate and 19.9 % of them have high level of scientific attitude.
- 5.4 % of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of scientific attitude.

#### Inferential Analysis

- There is no significant difference between boy and girl high school students in their scientific attitude.
- There is significant difference between day –scholar and hosteller high school students in their scientific attitude.

#### Interpretation

The 't' test result shows that there is significant difference between day –scholar and hosteller high school students in their scientific attitude. While comparing the mean scores of day-scholar students ((1.95812) are better than the hosteller students in their scientific attitude. This may be due to the fact that, the day-scholar student's parent's create a positive (but realistic) attitude among their children and appreciating their activities in proper manner. Moreover they have opportunity to collaborate and express their reaction in their family members, and the students spend more time with their parent's; this may help to develop scientific attitude. So they have high level of scientific attitude.

#### Recommendations of the Study

- The parent's should encourage a science (but realistic) attitude among toward themselves, while at the same time improving creativity and research mind.
- The teacher should encourage the students to focus for observe science and give opportunity for practice.
- The teacher may encourage developing the components of science attitude.
- Science teaching certain social ethics and values such as honesty, rationality, objectivity and making judgment based on reliable information.
- The school teacher should provide them with opportunities for realistic project. Given the appropriate tasks based on their age and encourage completing them at their own risk.

#### Suggestions for Further Research

- The study was restricted to rural and urban students. It can be extended to tribal and coastal area students.
- A study can be conducted on support of teachers in building scientific attitude.
- A study can be conducted on other contributing factors of the parent's in scientific attitude and academic achievement of the children.
- The present study was restricted to IX and X standard students; it can be extended to various educational levels.

## References

1. Anthonia (2014) Home environmental factors affecting students academic performance, *Journal of the Indian Academy of Applied Psychology*, Vol. 34, pp.16-25.
2. Berzonsky, M. D., & Kuk, L. S. (2000). Identity status, identity processing style, and the transition; to university. *Journal of Adolescent Research*, 15, 81-98.(31) 32' Orlofsky, J. L. (1978). Identity formation, achievement, and fear of success in college men and women. *Journal of Youth and Adolescence*, 7, 49-62, (32).
3. Berzonsky, M. D., Rice, K. G., & Neimeyer, G. J. (1991). Identity status and selfconstruct systems: Process X structure interactions. *Journal of Adolescence*, 13, 251—263, (28).
4. Campbell, E., Adams, G. R., & Dobson, W. R. (1984). Familial correlates of identity formation in late adolescence: A study of the predictive utility of connectedness and individuality in family relations. *Journal of Youth and Adolescence*, 13, 509-525, (30).
5. Hui Zhai (2016) Family and College Environmental Exposures Mediate the Relationship between Parental Education and Depression among College Students, *International Journal*, Vol.12, pp.17-21.

## A COMPARITIVE STUDY OF CCUPATIONAL STRESS AND JOB SATISFACTION OF HIGH SCHOOL TEACHERS

**Dr. M. Nithya Kalyani**

*Assistant Professor in Mathematics*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**P. Amalirosey**

*M.Ed., Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*The present study is entitled as "A Comparative Study of occupational Stress and Job Satisfaction of High School Teachers". Occupational stress has been identified as one of the most stressful profession today. A study of the occupational stress among employees from different careers of Chandigarh" revealed that physicians, surgeons and educators are highly stressed as compared to the employees from other professions because they face new challenges every day. It also revealed that females are more stressed as compared to their male counterparts. A certain amount of stress in education is predictable, even constructive. The exhilaration and challenges of educating children will physically cause adrenaline levels associated with stress to increase. Teachers are very essential for the development of the nation. Job satisfaction is closely associated with occupational stress. Therefore, the present study has need and importance. In this connection, the purpose of the present study was to find out the occupational Stress and Job Satisfaction of high school teachers. The research type was a survey method, which consists of purposive sampling of 250 high school teachers in Virudhunagar district. The interpretation of data was done with statistical techniques in percentage analysis, mean, standard deviation and 't'-test. The majority of the high school teachers have moderate level of occupational Stress and Job Satisfaction.*

**Keywords:** *Comparative Stud, Occupational Stress, Job Satisfaction, High School Teachers and Statistical Techniques.*

### **Introduction**

Occupational stress and Job satisfaction both indicate people's appraisal towards the work place and work it. In organizational context, occupational stress is also teacher stress or work stress or job stress. Several studies have tried to determine the link between occupational stress and job involvement. Existing studies on occupational stress and Job satisfaction of teachers focus on their background characteristics (age, gender, years of service etc.) as well as work place conditions (organizational, cultural, pupil behaviour, work load etc.). Higher levels of dissatisfaction with work and occupational stress have been associated with teachers performance, absenteeism and leaving the job.

Occupational Stress and Job satisfaction are the two focuses in human resource management researches. Teachers occupational stress and job involvement can both economic and personal implication, as it can lead to stress related to employee absenteeism burnout and negative impact on people outcome. In this context, Occupational Stress and Job satisfaction are of prime important phenomena. Occupational Stress and Job Involvement are the most influencing factors to Job satisfaction.

### **Need and Significance of the Study**

It is modern time's teacher is enveloped with Occupational Stress of various types. When the teachers do not get proper cooperation from all the concerns that is on the profession side and on the other side from the teachers and their guardians. Then the feelings of great dissatisfaction besides the stress are bound to manifest itself, which proves to be harmful for his/her teaching work and commitment. The unhappy

occurrence of pressure causes stress and can make the teacher rather worse. Job satisfaction and Life satisfaction of High School High school teachers are found to be influenced by several factors like gender, religion, type of the school, nature of the school, education qualification, nature of appointment, location of the school, marital status, monthly income, years of experience etc. It seems that many prefer the teaching profession out of parents or somebody's compulsion and not out of their own genuine interest.

The destiny of India is being shaped in her/his classroom. This we believe is no mere rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people. The quality and number of persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people. The country is nowadays in the hands of the high school teachers. It is in the sense that teacher produces citizens of a country who will be rulers of the future. Whatever may be positions held, all the citizens are serving the nation. The teacher plays a key role in the educational system for its success or failure. Teaching profession is different from other professions. Few high school teachers realize this fact. Every teacher should know the peculiarities of his profession and the new role assigned to him in the educational system. The importance of the teacher in any educational system lies in the attitude possessed by them towards their profession. Hence the problem under taken by the investigator may be stated as “**A Comparative Study of Occupational Stress And Job Satisfaction Of High School Teachers.**”

### **Objectives**

- To find the level of occupational stress of high school teachers.
- To find the level of job satisfaction of high school teachers.

### **Hypotheses**

- There is no significant difference in occupational stress of high school teachers with respect to gender.
- There is no significant difference in job satisfaction of high school teachers with respect to gender.
- There is any significant relationship between occupational stress and job satisfaction of school teachers.

### **Delimitations of the Study**

- The present study is confined to the high school teachers working in Virudhunagar district.
- The sample size is 250.
- Occupational stress and job satisfaction is variables of the study.

### **Population for the Study**

The population for the present study is high school teachers in Virudhunagar district.

### **Sample for the Study**

The sample size is 250 high school teachers from 10 schools in Virudhunagar district.

### **Tools used for Present Study**

- Occupational stress Inventory constructed and validated by guide and investigator (2022).
- Job satisfaction constructed and validated by guide and investigator (2022).

### **Statistical Techniques Used**

The statistical measures have used tin this study: Percentage analysis Mean, SD and ‘t’ test.

**Objective 1**

To find out the level of occupational stress of high school teachers.

**Table 1 Level of Occupational Stress of High School Teachers**

Low		Moderate		High	
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

It is inferred from the above table that, 40.7% of high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress of high school teachers.

**Objective 2**

To find out the level of job satisfaction of high school teachers.

**Table 2 Level of Job Satisfaction of High School Teachers**

Low		Moderate		High	
Count	%	Count	%	Count	%
120	40.0	135	45.0	15.0	20.0

It is inferred from the above table that, 40.7% of high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of job satisfaction of school teachers.

**Null Hypothesis 1**

There is no significant difference between male and female high school teachers in their occupational stress.

**Table 3 Difference between Male and Female Primary School Teachers in their Occupational Stress**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	54.741	6.1102	2.141	S
Female	157	56.529	6.6646		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.141) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between male and female high school teachers in their occupational stress.

**Null Hypothesis 2**

There is no significant difference between male and female high school teachers in their job satisfaction.

**Table 4 Difference between Male and Female Teachers' Teachers in their Job Satisfaction**

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	62.329	11.5343	3.736	S
Female	157	67.452	12.1557		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.736) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is no significant difference between male and female high school teachers in their job satisfaction.

### Null Hypothesis 3

There is no significant relationship between occupational stress and job satisfaction of primary school teachers.

**Table 5 Relationship between Occupational stress and Job Satisfaction of School Teachers**

Occupational stress		Job satisfaction		$\Sigma XY$	Calculated 'r' value	Remarks
$\Sigma X$	$\Sigma X^2$	$\Sigma Y$	$\Sigma Y^2$			
7703	59336209	19503	380367009	150231609	0.098	NS

(Table value of 'r' is 0.113, NS – Not Significant)

It is inferred from the above table that the calculated 'r' value (0.098) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between occupational stress and job satisfaction of school teachers.

### Major Findings

#### Descriptive Analysis

- 40.7% of high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress.
- 40.7% of high school teachers have low, 45.7% of them have moderate and 15.0% of them have high level of job satisfaction.

#### Inferential Analysis

- There is significant difference between male and female high school teachers in their occupational stress.
- There is significant difference between male and female high school teachers in their job satisfaction.
- There is no significant relationship between occupational stress and job satisfaction of primary school teachers.

#### Interpretation

The finding present study result reveals that there is significant difference between male and female high school teachers in their occupational stress. Female (26.52) are better than male (24.74) of high school teachers in their occupational stress. This is may be due to fact that Females were reported to be more occupational stress high school teachers than their male counterparts.

The finding of study result concludes that there is significant difference between male and female high school teachers in their job satisfaction. Female teachers (67.45) are better than male teachers (62.23) in their job satisfaction. It has been found that the effect of gender is in favor of males. In other words females have higher level of commitment than males.

#### Recommendations of the Study

The study recommends that the administration in any school should come up with their own modalities of ensuring that teachers in their schools are satisfied with their job. The county government in liaison with the Ministry of education should provide more funds to school managers to expand physical facilities such as classrooms, staffrooms, libraries and games facilities and be able to equip them with relevant facilities.

### Suggestions for Further Research

1. Emerging theoretical and methodological issues in the study of occupational stress of teachers'.
2. Influence of classroom behaviors, perceptions and attitudes on teachers' occupational stress.
3. Relationship between personality types and teachers' occupational stress.

### Conclusion

The present study reveals that the high school teachers are having high Occupational stress and high Job satisfaction. The study reveals that there is a significant relationship between Occupational stress and their Job satisfaction. So we may infer that the Occupational stress and Job satisfaction are interrelated with one another. If one who wants to improve their Occupational stress or Job satisfaction they must develop either one. The future teachers must keep in mind that their maturity helps the teachers become good citizens of our nation.

### References

1. Aggarwar, J.C., National Policy on Education – A Global View, Agra Book Depot, New Delhi, 1986.
- Cooper, C.L., Sloan, S.J. and Williams, S. (1988), Occupational Stress Indicator, Windsor: NFER, Nelson.
2. Eliot, S.R. and Breo (1984), Is it worth dying for?, Bantom Bures, New York.
3. Fleming, R., Baum, A. and Singer, J.E. (1987), “Stress: Psychological Assessment” in J.M. Ivancerich and D.C. Gganster (Eds.), Stress: Theory, Research and Suggestions, The Hawthorne Press, Inc. Urooj ,N(2017).A New Era of Online Learning in India: Case of Massive Open Online Courses Current Archives Announcements. IERJ-Vol 3, No 6.
4. Van de Oudeweetering, K., & Agirdag, O. (2018). MOOCS as Accelerators of Social Mobility? A Systematic Review. Journal of Educational Technology & Society, 21(1),1-11. Retrieved from <http://www.jstor.org/stable/26273863>
5. Gupta, S.P., Statistical Methods, Sultan Chand and Sons, New Delhi, 1993.
6. John Arnold, Iran Robertson, Carry T. Cooper, (1991), Understanding Human Behaviour the Work place-Work psychology, Pitman Publishing, London.
7. John W. Newstrom, Keith Davis, Organizational Behaviour, 9th Edition, Tata Mc Graw Hill Publishing Company, Ltd., New Delhi, 1978.
8. Lazarus (1960), Psychological Stress and Coping Process, McGraw Hill, New York. Lazarus, R.S. (1966), Psychological Stress and Coping Process, New York: Mc Graw Hill.
9. NSW Teachers Federation (1988), Teachers Stress: Causes and Symptoms, Sydney, NSW Teaches Federation.
10. Pestoonjee, S.M. (1992), Stress and Coping: The Indian Experience, New Delhi: Sage Publications.

## A STUDY ON ADJUSTMENT BEHAVIOUR OF HIGH SCHOOL STUDENTS

**Dr. A. R. Anandha Krishnaveni**

*Principal*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

**A. Rajeswari**

*M.Ed., Scholar*

*Arulmigu Kalasalingam College of Education, Krishnankoil*

### **Abstract**

*This investigation was done to see if there is any significant relationship in adjustment behaviour of high school students. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that the level of adjustment behaviour of high school students is moderate.*

**Keywords:** *Adjustment Behaviour, High School Students, Descriptive, Survey Method and SPSS.*

### **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.

A major goal in the health caring of today's youth is education so that adolescents can become knowledgeable about the relationship between their lifestyle and their physical and mental health. They also need help in achieving the maturity essential to choose a healthy lifestyle and accept responsibility for their personal health. Adolescents need health caring providers who are able to communicate with them in a manner they can understand and who respect them as unique individuals. In surveys of 48 adolescents and their health caring needs as they perceive them, adolescents have said they want health caring providers who are warm and compassionate, have a sense of humor and are able to show emotional responsiveness, can be objective and nonjudgmental when dealing with adolescent health problems are able to demonstrate flexibility, tolerance, and enjoyment in working with young people can maintain their adult identity and serve as role models, and are knowledgeable about the special needs of adolescents

### **Significance of the Study**

High School Students belong to the adolescent stage of development. Adolescence is a period of concomitant growth. It is the formal operational stage of development (Piaget, 1952). They think in abstract terms, follow the logical propositions and form hypothesis. They can isolate the elements of a problem and systematically explore all possible solutions to problems. It is essentially a period of rapid development and transition and is full of complexities. Academic failure may lead to frustration and poor adjustment in them. They are emotionally disturbed and develop an unhealthy attitude towards life. The sense of failure complex which in turn may lead to a retreat into non communicative fantasy or overt misbehavior. So the important non-cognitive factors which are more complementary to achievement have been taken like adjustment behaviour. 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 adjustment caring 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 adjustment. The assessment of the adjustment behavior of the individuals can help the competent authorities to develop the adjustment of the students. Hence the investigator choose this present study 'A Study on Adjustment Behavior of High School Students'.

### Objectives of the Study

- To find out the level of adjustment behaviour of high school students.
- To find out the level of adjustment behaviour of high school students with respect to gender.

### Null Hypothesis

- There is no significant difference between male and female high school students in their adjustment behaviour.
- There is no significant difference between rural and urban high school students in their adjustment behavior.

### Delimitations

- The investigation is limited to high school students of Virudhunagar district only.
- The present study has been confined with a sample of 300 high school students from 10 schools only.

### Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

### Population for the Study

The population for the present study is the high school students in Virudhunagar district.

### Sample for the Study

The sample size is 300 high school students from 10 schools in Virudhunagar district.

### Tool

- Adjustment behaviour scale prepared and validated by investigator & guide (2022).
- Achievement in Mathematics refers to the scores achieved by the higher secondary school students in Mathematics in the quarterly examination

### Statistical Techniques

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

### Analysis of data

#### Objective 1

To find out the level of Adjustment behaviour of high school students.

**Table 1 Level of Adjustment behaviour of High School Students**

Low		Moderate		High	
Count	%	Count	%	Count	%
148	49.3	92	30.7	60	20.0

It is inferred from the above table that 49.3% of the high school students have low, 30.7% of them have moderate and 20.0% of them have high level of adjustment behaviour.

## Objective 2

To find out the level of Adjustment behaviour of high school students with reference to gender.

**Table 2 Level of Adjustment behaviour of High School Students with Reference to Gender**

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	77	56.2	39	28.5	21	15.3
Female	71	43.6	53	32.5	39	28.9

It is inferred from the above table that, 56.2% of the male high school students have low, 28.5% of them have moderate and 15.3% of them have high level of Adjustment behaviour. 43.6 % of the female high school students have low, 32.5% of them have moderate and 28.9% of them have high level of Adjustment behaviour.

## Null Hypothesis 1

There is no significant difference between male and female high school students in their adjustment behaviour.

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

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

(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 (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between male and female high school students in their adjustment behaviour.

## Null Hypothesis 2

There is no significant difference between rural and urban high school students in their adjustment behaviour.

**Table 4 Difference between Rural and Urban High School Students in their Adjustment behaviour**

Locality of School	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	175	141.183	12.3559	3.695	S
Urban	125	136.272	10.1944		

(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 (3.695) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban high school students in their adjustment behaviour.

## Major Findings

### Descriptive Analysis

- 49.3% of high school students have low, 30.7% of them have moderate and 20.0% of them have high level of adjustment behaviour.
- 56.2% of the male high school students have low, 28.5% of them have moderate and 15.3% of them have high level of Adjustment behavior.
- 43.6 % of the female high school students have low, 32.5% of them have moderate and 28.9% of them have high level of Adjustment behaviour.

### Inferential Analysis

- There is a significant difference between male and female high school students in their adjustment behavior.
- There is a significant difference between rural and urban high school students in their adjustment behaviour.

### Interpretation

- The 't' test result shows that there is significant difference between male and female high school students in their adjustment behaviour. Female students (140.712) are better than male (137.263) in their adjustment behaviour. This is may be due to fact that female students may participate rich co-curricular programme and also they have more opportunity to mingle among their classmates.
- The 't' test result reveals that there is significant difference between rural and urban high school students in their adjustment behaviour. Rural students (141.183) are better than urban students (136.272) in their adjustment behaviour. This is may be due to family environment of rural area which plays an important role to make the rural student more able to adjust with diverse circumstances of life. Due to availability of electronic media and resources of communication urban students are more comfortable to deal with the uncertainty of their daily life than rural students. Frequently participation of various social and formal activities builds them extrovert.

### Recommendations of the Study

- In view of the major findings of the present study and in view of enriching the qualitative improvement of Education in adjustment behaviour in particular at the high school Educational scenario of the state, the investigator put forth the following recommendations for implementing into practice during curriculum transaction at high school level.
- The state educational authorities, policy makers, educational planners curriculum experts have to bestow their attention while revamping and restructuring the high school curriculum, about the significant role of parents to play in the education of their children. For ensuring in discharging of educational responsibility of parents instead of teachers alone, proper orientation courses to be designed and necessary handbooks for orientation programmes of parents are to be prepared and to be implemented. For this, the concerned authorities have to take appropriate decisions for formulating necessary orders for implementation.

### Suggestions of the study

The following are the suggestions for further research studies.

- A comprehensive research study can be conducted by selecting more psychological variables namely multiple intelligence, emotional intelligence, creativity, interest, aptitude and attitude of Primary, Secondary and Higher Secondary students as correlates of Biological Achievements.
- Comprehensive research study can be conducted by selecting more socio familial variables namely cultural level of the family, education of parents, income and occupation of parents, home learning facilities, family acceptance education and family neighborhood of Primary, Secondary and high school students as correlates of adjustment and adjustment caring.

### Conclusion

In this study, it was discovered that there is a considerable disparity in adjustment behaviour between male and female higher secondary students. Female high school students perform better than males in terms of adjustment behaviour of high school students in Relation to Adjustment Caring. If there are any concrete benefits from parent-child participation, they are likely to include higher educational expectations, lower truancy, reduced absenteeism, and a greater emphasis on homework and all of which should ideally lead to enhanced academic accomplishment.

### References

1. Archer, Jennifer, Cantwell, Robelt and Bourke, Sid (1999) An Examination of Achievement, Motivation, Self- Regulation, Confident and Methods of, Entry. Higher Education Research and Development, 18, 1, 31- 54.
2. Best, J.W; & Kahn, J.V. (1993). Research in Education (Seventh Ed.) New Jersey: Prentice Hall, P.1016-119.
3. Dr. Anice James, 2005- *Teaching of mathematics*, Neelkamal Publications, Hydrabad, p.1).
4. Ganesha Batta H.S., 1990- Secondary Education: A systems Perspective, Ashish Publishing Pvt., Ltd., New Delhi, p. 5.
5. John W. Best & James V. Kahn(1999) *Research in Education*, Prentice Hall of India Pvt., Ltd., New Delhi, p.107.
6. Joshi, K. (2003), Teaching Aptitude of Higher Secondary School Teachers of Gujarat State in Context of Some Psycho-Socio Variables. Doctoral Thesis, Gujarat University, Gujarat.
7. Kahlon, S.P and Saini, S.K. (1989). Impact of teacher education on teaching aptitude of Punjab Agricultural University education graduates. Fifth Survey of Educational Research: Volume II, page no.1449-1555.
8. Kothari.C.R (2007), "Research Methodology", New age international (p) limited publishers, New Delhi.P.167-178.
9. Lee, Dong Hun (2021) conducted a study on Parental Bonding and Adolescent Bullying Perpetration: Examining Sequential Indirect Effects of Anxiety and Anger-In, School Psychology International, v42 n3 p259-284 Jun 2021.
10. Shankar, C(2021) '*Adjustment Behaviour and Its Dimensions of Adolescent Students with Visual Impairment in Relation to Their Personality Traits*' in Tamilnadu, Journal on Educational Psychology, v13 n3 p9-18 Nov 2019-Jan 2020.