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Comparative study of adjustment among secondary school boys and girls

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Abstract

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. For living a happy and prosperous life adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment. The present study was conducted with the purpose to compare adjustment of secondary school boys and girls. The study was conducted on a sample of 200 students of 9th class studying in Government and Private Schools of Samba district of Jammu Division. Adjustment Inventory constructed and standardized by K. P. Sinha and R. P. Singh (1971) was used to collect data. The collected data was analyzed with the help of 't' test. The results of the present study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

Keywords: Adjustment, emotional adjustment, social adjustment, educational adjustment.

Introduction

Human beings are the supreme creation of the God endowed with the capacity of thinking, reasoning and judging. By these virtues a person can make adequate adjustments with himself and his surroundings. When he born, he is just like an animal. Animal like instincts dominates his behaviour. This is the education which brings changes in his behaviour and helps him in changing his environment and consequently a person can make adequate adjustments by changing his environment. Education gives direction to one's life.

Education can cause -

- Learning to know i.e. can ignite the path of people in the pursuit of knowledge.
- Learning to do i.e. can build the capacity to convert the knowledge in positive affirmative actions.
- Learning to be i.e. education can promote encounter with the real self and real human nature and
- Learning to live together i.e. education has potential to promote harmonious living with the other fellow beings.

The fourth pillar of education learning to live together, education plays its significant role by enabling individuals in making adjustments so that one can live happy life with himself and others.

Adjustment

Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. It is a compromise between the needs of the individual and the demands of the society in which he lives.

Adjustment is also termed as adaptation, wherein the individuals who are able to adjust themselves to the change circumstances in their environment can live in perfect harmony and lead a happy and well-adjusted life.

Adjustment has been interpreted in two ways i.e. Adjustment as an achievement and Adjustment as a process. The process of adjustment involves two important factors. The individuals, his characteristics including needs and desires as well as competencies and skills, to fulfill those needs.

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The important areas of adjustment are as

- Social Adjustment
- Emotional Adjustment
- School Adjustment.

Social Adjustment: Adjustment with other in the society is called social intelligence. Social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbors', playmates, class-fellow, teachers and the members of the society. Social adjustment is the adjustment in the social situation. It is adjustment in all types of status and roles in all the social institution.

Emotional Adjustment: Emotion adjustment is also called personal adjustment. Emotion is the current of energy that are within us. Emotion may be defined as the stirred up an organism involving internal and external changes in the body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the Satisfaction and welfare of the individual. Parent and teachers are more responsible for the emotional adjustment of the child.

Educational Adjustment: Education is a process of development of habits, skills and attitudes which makes individual good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup.

Review of Related Literature

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enable us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field. Raju and Rahamtulla (2007) [24] conducted a study on Adjustment Problems among School Students and found 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. Hussain, Kumar and Husain (2008) [12] studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students whereas Government school students were significantly better in terms of their level of adjustment. Adhiambo, Odwar and Mildred (2011) [1] conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and their results showed that there were no significant differences between girls and boys in school adjustment. Devi (2011) [6] conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment. Velmurugan and Balakrishn (2011) [27] investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high. Louis & Emerson (2012) [15] conducted a study on Adolescent Adjustment in High School

Students: A Brief Report on Mid-Adolescence Transitioning and their findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences. Basu (2012) [4] studied Adjustment of Secondary School Students and the findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Yellaiah (2012) [28] investigated a study of Adjustment on Academic Achievement of High School Students and concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement. Chauhan (2013) [5] conducted a study on adjustment of higher secondary school students of durg district and results indicated that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students. Gupta (2013) [11] conducted a study on Problems of Adjustment of Senior Secondary School Students and their results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students. Mansingbhai & Patel (2013) [29] conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and their results revealed that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. Devika (2013) conducted a Comparative Study of the Adjustment of Secondary School Students and analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment. Makwana (2013) [31] conducted a study on Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level. Kumar (2013) [14] studied Adjustment of Secondary School Students of Working Mothers belonging to Joint and Nuclear Families and conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers belonging nuclear families is higher than those from joint families. Agnihotri (2013) [2] studied Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students and concluded that the average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. Paramanik, Saha & Mondal (2014) [21] conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area. Makwana & Kaji (2014) [16] conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and

Emotional adjustment of boys and girls secondary school student. But there is significant difference in Social adjustment of boys & girls secondary school students at 0.05 level. It means boys are Social adjustment better than girls. Bala (2014) [3] studied Values and Adjustment Problems of High Achievers and Low Achievers. And found high achievers and low achievers are similar as for as social and home adjustment is concerned. High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. Low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers were found adjusted on health and emotional area than low achievers. Gill (2014) [10] investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Rajkonwar, Dutta, & Soni (2015) [23] studied Adjustment and Academic Achievement of Visually Handicapped School Children in Assam and the study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment. Singh (2015) [26] conducted a study on Adjustment among Senior Secondary School Students in relation to Emotional Intelligence and Mental Health and results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health. Rani (2015) [25] investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls. Sharma, Sandhu & Zarabi (2015) [32] conducted a study on Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively. Nema & Bansal (2015) investigates Correlates of Home Health Social Emotional Adjustment among Adolescence Girls and results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students. Panth, Chaurasia & Gupta (2015) [20] investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant

difference between art & science student in EMS but not significant in AICS.

Objectives

- To compare overall adjustment among secondary school boys and girls.
- To compare emotional adjustment among secondary school boys and girls.
- To compare social adjustment among secondary school boys and girls.
- To compare educational adjustment among secondary school boys and girls.
- To suggest some educational implications based on the results of the study.

Hypotheses

- There is no significant gender difference in the overall adjustment among secondary school boys and girls.
- There is no significant gender difference in the emotional adjustment among secondary school boys and girls.
- There is no significant gender difference in the social adjustment among secondary school boys and girls.
- There is no significant gender difference in the educational adjustment among secondary school boys and girls.

Sample

For the present study a sample of 200 (100 girls and 100 boys) students of 9th class studying in government and private schools of district Samba of Jammu Division has been taken up by adopting simple random sampling technique.

Tools Employed

Adjustment Inventory developed and standardized by K. P. Sinha and R. P. Singh (1971) [33]. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

Statistical Techniques Used

In the present study, the statistical techniques used were as under:-

- (i) Mean
- (ii) Standard deviation
- (iii) Significance of difference between means (t-test)

Interpretation and Results

Table 1: Significance of Difference between Means of Adjustment of Secondary School Boys and Girls

Category	Group	N	M	S.D	SE _M	SE _{DM}	't-value'
Emotional Adjustment	Girls	100	7.67	3.63	0.363	0.42	1.97*
	boys	100	8.5	2.4	0.24		
Social Adjustment	Girls	100	6.8	2.5	0.25	0.35	5.14**
	boys	100	8.6	2.5	0.25		
Educational Adjustment	Girls	100	5.84	2.71	0.271	0.346	7.10**
	boys	100	8.3	2.3	0.23		
Overall Adjustment	Girls	100	20.3	7.15	0.715	0.88	5.79**
	boys	100	25.4	5.23	0.523		

*Significant at 0.05 level

** Significant at 0.01 level

Table 1 indicates that, the mean score of emotional adjustment of boys is 8.5 with S.D. 2.4. The mean score of girls is 7.67 with 3.63. The t- value comes out to be 1.97 which is significant at 0.01 level. So, it can be concluded that there is significant difference in the emotional adjustment of boys and girls. The mean score of boys is 8.5 which is more than mean score of girls 7.67. High score means not stable emotional adjustment. It is therefore concluded that girls are emotionally more adjusted than boys.

Thus, the Hypothesis stating that “There is no significant difference in the emotional adjustment among secondary school boys and girls”, is rejected.

Table 1 indicates that, the mean score of social adjustment of boys is 8.6 with S.D. 2.5. The mean score of girls is 6.8 with 2.5. The t- value comes out to be 5.14 which is significant at 0.01 level. So, it can be concluded that there is significant difference in the social adjustment of boys and girls. The mean score of boys is 8.6 which are more than mean score of girls 6.8. High score indicate good social adjustment. It is therefore concluded that boys are socially more adjusted than girls.

Thus, the Hypothesis stating that “There is no significant difference in the social adjustment among secondary school boys and girls”, is rejected.

Table 1 indicates that, the mean score of educational adjustment of boys is 8.3 with S.D. 2.3. The mean score of girls is 5.84 with 2.71. The t- value comes out to be 7.10 which is significant at 0.01 level. So, it can be concluded that there is significant difference in the educational adjustment of boys and girls. The mean score of boys is 8.3 which is more than mean score of girls 5.84. Low score indicate good educational adjustment. It is therefore concluded that girls are educationally more adjusted than boys.

Thus, the Hypothesis stating that “There is no significant difference in the educational adjustment among secondary school boys and girls”, is rejected.

Table 1 indicates that, the mean score of overall adjustment of boys is 20.3 with S.D. 5.23. The mean score of girls is 25.4 with 7.15. The t- value comes out to be 5.79 which is significant at 0.01 level. So, it can be concluded that there is significant difference in the adjustment of boys and girls. The mean score of boys is 20.3 which is more than mean score of girls 25.4. High scores mean low adjustment. It is therefore concluded that girls are overall more adjusted than boys.

Thus, the Hypothesis stating that “There is no significant difference in the overall adjustment among secondary school boys and girls”, is rejected.

Conclusions from the Study

- There is a significant gender difference in the adjustment of secondary school students. Girls are found more adjusted than boys.
- There is a significant gender difference in the adjustment of secondary school students. Girls are found emotionally more adjusted than boys.
- There is a significant gender difference in the adjustment of secondary school students. Boys are found socially more adjusted than girls.
- There is a significant gender difference in the adjustment of secondary school students. Girls are found educationally more adjusted than boys.

Educational Implications

The results of the present study shows significant gender differences in the adjustment of the secondary school

students. The present study has its implication for teachers, educational administrators, curriculum framers and parents.

- The first responsibility of the parents and teachers should be to know the areas where the students lack adjustment and try to give better conditions for proper adjustment in every sphere.
- As gender differences exists in all the three areas of adjustment i.e., emotional, social and educational, the school should provide facilities for students for their better adjustment in all the three areas.
- Proper guidance and counseling services pertaining to all the three areas of adjustment should be provided to students.
- School environment must be cordial and congenial.
- There should be proper provision of co-curricular activities in the school.
- Parents should have knowledge of school environment and facilities before getting their wards admitted to schools.
- Administrators should appoint well-qualified staff.
- Teachers should provide congenial environment and equal opportunities to all students for exploration.

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