

Adjustment in Secondary School Students in Relation to their Gender

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Abstract: Adjustment is a lifelong and continues process. The prime aim of the study was to identify and compare various area of adjustment between std. 9th girls and boys students. Total 40 boys and 40 girls pursuing 9th standard were randomly selected from concern secondary school of Kadi town. The five area of adjustment were measured with the help of High School Adjustment Inventory (HSAI) developed by A. K. Singh and A. Sengupta. Mean scores were computed and 't' test was applied to find out the differences between the groups. The interpretation of the results indicated there was no significant mean difference between relations to their gender regarding the five areas of adjustment.

Key Words: Adjustment

INTRODUCTION

Life is a continuous process of adjustment. Psychology is defined as the science of human behavior and behavior can be better understood if we know the different spheres of life, try to cope or solve the problems of everyday life. Some persons are well adjusted. Of the various types of adjustments, psychologists have considered five major types of adjustment such as home, health, social, emotional and school to be the most important ones.

Adjustment may be defined as a process of altering behavior to reach a harmonious relationship with the environment. When people say they are in an "adjustment period" they typically mean they are going through a process of change and are searching for some level of balance or acceptance with the environment, others, or themselves. Broadly speaking adjustment refers to the extent to which individual functions efficiently in a world of other people. The term adjustment can also be understood as the efforts of individual to keep rapport with environment and surroundings. Environment also refers to internal and external environments. Hence adjustment may be defined as harmonious relationship with internal environment and external environment.

Eysenck & others defined adjustment as "A state in which the needs of the individual on the one hand and the claims of the environment on the other hand are fully satisfied or the process by which this harmonious relationship can be attained."

Adjustment is not static but dynamic in its nature. According to Chauhan, Tiwari and Khatter. "Adjustment is an index of integration between needs and satisfaction remains related to achievement, social acceptance, age, sex, economic security and moral standards."

Studies related to adjustment:

Ohri & Kumar investigated sex role orientation and adjustment patterns among tribal and nontribal women of Himachal Pradesh with the help of Bell's Adjustment Inventory. The findings revealed that Non-tribals were found to be significantly better on social and emotional adjustment.

Truple investigated women students on the basis of lower middle, higher middle income groups. In emotional adjustment both the lower and the higher income groups were more maladjusted. In social adjustment the higher middle group was

the most aggressive and the least submissive group in social contracts. In home the lower middle income group was the most maladjusted group physically. The higher income group was superior to the other group without a single case of maladjustment. Bell's adjustment inventory adapted to Indian conditions was used to collect the data.

Objectives of the Study

The present investigation was carried out to accomplish following objectives

- To identify various areas of adjustment in boys of high school.
- To identify various areas of adjustment in girls of high school.
- To compare the level of adjustment of various areas between boys and girls of high school.

Hypothesis

1. There is no significant difference between boys and girls studying in high school in relation to home adjustment.
2. There is no significant difference between boys and girls studying in high school in relation to Health adjustment.
3. There is no significant difference between boys and girls studying in high school in relation to Social adjustment.
4. There is no significant difference between boys and girls studying in high school in relation to Emotional adjustment.
5. There is no significant difference between boys and girls studying in high school in relation to School adjustment.

Method

Sample

The present study was carried out on secondary school students of Kadi in Mehshana district of Gujarat state. 40 girls students pursuing their 9th standard as well as 40 boys students of high school were randomly selected from Adarsh High School, Kadi.

Tools

The five area of adjustment were measured with the help of High School Adjustment Inventory (HSAI) developed by A. K. Singh and A. Sengupta specially for school pupils of age range 11 to 15 years. The test-retest reliability of the HSAI is 0.76 and split half reliability is 0.82; while the validity of the HSAI was reported very high.

Procedure

The permission for data collection was taken from the concerned authorities of the Adarsh high school in Kadi. The entire participants were approached at their School. They were told that the purpose of the data collection is only for a research and their responses would be used for research purposes only. The collected data was analyzed by Mean, SD and 't' test.

Results and discussion

As I pointed out previously that the prime aim of the study is to identify and compare the level of High school Adjustment Inventory (HSAI) in students pursuing 9th Standard students. Here further we would like to mention that the score

obtained on HSAI has been developed by A. K. Singh and A. Sengupta have its special meaning in contrast to generally interpretation of low and high score of a inventory. Higher score on this inventory indicates a better adjustment and low score on the test reveals poor adjustment, on the part of the subjects. I can state that the result in general reveals that the 't' value of the total five table is not found to be significant level.

As reported in table 1 Girls exhibits lower mean score ($M=15.58$) then the boys ($M=16.18$) and 't' value of 0.89 clearly indicate that the differences between the two groups in Home Adjustment level is find to be statistically no significant. The mean score of two groups of students says that the boys have slightly higher mean score than Girls; it means that boys and girls have same adjusted with especially home adjustment.

Table 1: Shows Mean, SD and 't' value on Home Adjustment between Students of 9th standard

Variables	N	Mean	SD	't'	Significant
Girls	40	15.58	2.95	0.89	NS
Boys	40	16.18	3.11		

*Significant level of 't' value: 0.05 level 1.99 (df=78), 0.01 level 2.64 (df=78)

Table 2 reveals results obtained by the group of students as boys and girls on Health adjustment. As reported table 2 Girls shows lower mean score ($M=6.30$) then the Boys ($M= 7.55$) but 't' value of 1.70 indicate that the differences between the two groups in Health Adjustment level is find to be statistically No significant.

Table 2: Shows Mean, SD and 't' value on Health Adjustment between Students of 9th standard.

Variables	N	Mean	SD	't'	Significant
Girls	40	6.30	3.44	1.70	NS
Boys	40	7.55	3.12		

*Significant level of 't' value: 0.05 level 1.99 (df=78), 0.01 level 2.64 (df=78)

According to the table 3 Boys students shows lower mean score ($M=19.25$) then the student of Girls ($M= 20.35$) on Social Adjustment but 't' value of 1.47 indicate that the differences between the two groups in Social Adjustment level is find to be statistically No significant.

Table 3: Shows Mean, SD and 't' value on Social Adjustment between Students of 9th standard.

Variables	N	Mean	SD	't'	Significant
Girls	40	20.35	3.59	1.47	NS
Boys	40	19.25	3.07		

*Significant level of 't' value: 0.05 level 1.99 (df=78), 0.01 level 2.64 (df=78)

Table 4 presented results of Emotional Adjustment between Girls and Boys students among 9th standard. As reported table 4 Boys students shows lower mean score (M=8.60) then the student of Girls (M= 10.53) and 't' value of 1.81 indicate that the differences between the two groups in Emotional Adjustment level is find to be statistically No significant.

Table 4: Shows Mean, SD and 't' value on Emotional Adjustment between Students of 9th standard.

Variables	N	Mean	SD	't'	Significant
Girls	40	10.53	4.84	1.81	NS
Boys	40	8.60	4.66		

*Significant level of 't' value: 0.05 level 1.99 (df=78), 0.01 level 2.64 (df=78)

Table 5 reveals results of School Adjustment between Girls and Boys students among 9th standard. There were Girls students shows lower mean score (M=16.23) then the student of Boys (M= 16.25) but have not much difference and 't' value of 0.05 indicate that the differences between the two groups in School Adjustment level is find to be statistically No significant.

Table 5: Shows Mean, SD and 't' value on School Adjustment between Students of 9th standard.

Variables	N	Mean	SD	't'	Significant
Girls	40	16.23	2.03	0.05	NS
Boys	40	16.25	2.40		

*Significant level of 't' value: 0.05 level 1.99 (df=78), 0.01 level 2.64 (df=78)

Conclusion:

From the data available in tables 1 to 5 I easily come to conclusion that students who are from 9th standard have great adjusted in their environment. It may be in account of the adjustment observes in boys and girls. There are boys and girls may have same try to prove their ability and groom their potentiality in environment for the different type of adjustment like home, health, social, school and emotional. In this investigation gander is not effects to all type adjustment in students among 9th standard; it means boys and girls are same to adjustment for their environment.

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