



# **GENDER DIFFERENCE IN HOME AND EDUCATIONAL ADJUSTMENT AMONG COLLEGE STUDENTS**

By

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## **Abstract:**

**Objectives:** The present study is going to explore the college student's gender equality or gender differences in Home Adjustment and Educational Adjustment. **Sample:** Total 50 students from different colleges were participate as sample. **Sampling Technique:** The incidental sampling technique used to collect the require data through online. **Methodology:** A Survey research method was considered to apply according to the nature of the study. **Tool:** The Adjustment Inventory for College Students (AICS) developed by Dr. A.K.P. Sinha & Dr. R.P. Singh was used to measure the variables. **Result:** The result found that there was non-significant difference between male and female students in both Home and Educational Adjustment.

**Keywords:** Home Adjustment, Educational Adjustment.

## **Introduction:**

We know that the college students usually belong to later adolescence stage, various physical and mental changes occur in this time. Therefore, they have to face various problems to adjust. During this time, many changes took place both male students as well as female students physalis and mentally also. They come to college beyond the boundaries of school. And they face new education system, new environment, new responsibilities, new mates in case of home and as well as education sector. So, all have to adapt at this stage. Whereas male and female are different in their physical and mantal changes, it is need to know their home and educational adjustment are same or not for their proper guidance or counselling to adjust.

According to the Dictionary of Education “adjustment as the process of finding and adopting modes of behavior suitable to the environment or to change in the environment.”

That is to say, adjustment is to adapt to the changing environment and try to satisfy one's needs.

**Home adjustment** refers to how a person adapts to their home environment, relation to their siblings and parents, financial status, security, trust of family, and satisfaction and affection within the family and health-related aspects.

**Educational adjustment** refers to how the student adapts to the medium of instruction, the method of teaching, the environment, the teacher, the examination system, the management, etc.

### Review:

Sharma and Saini (2013) Jammu in India studied to identify the adjustment problems (health, emotional and social) among college-going students. The findings revealed that girls were average in the dimension of health and social adjustment and unsatisfied with the emotional areas. Boys were average in the dimension of social adjustment and unsatisfied in health and emotional areas. The Researcher also found a significant difference between health adjustment and emotional adjustment of urban and rural college students but they did not significantly differ in social adjustment. There was no significant difference between the health, social and emotional adjustment of girls and boys.

Lal (2014) revealed that, impact of family relationship of B.Ed. student on their adjustment. The researcher has shown parental acceptance, parental concentration, parental avoidance, which are having an effect on the adjustment of B.Ed. student. He showed that high and low avoidance and accepted of students affects in their adjustment.

Singh (2014) carried out a study of adjustment problems of pupil teachers or B.Ed. students. He states that adjustment process is a lifelong process and it is an important factor of every human being. He showed that B.Ed. students both male and female were not significantly different on adjustment level in relation to their sex.

Thakar and Modi (2014), Gujrat in India examined to find out the level of adjustment of school students and whether there was any relation existed between adjustment and academic achievement of high school students. The result showed that the level of adjustment of the school students was average. There was a significant relation found between adjustment and academic achievement of high school students. Boys and girls were difference on family adjustment, social adjustment, personal adjustment, and overall adjustment.

Vishal and Kaji (2014) studied to find the difference due to the total adjustment, home adjustment, social adjustment, and emotional adjustment of school students between boys and girls of Ahmedabad city. The findings revealed that there was significant difference in total adjustment, home adjustment, social adjustment, and emotional adjustment of boys and girls students. And there was no significant difference in school adjustment of boys and girls students in Ahmedabad.

Muthukumar and Kumar (2015) has found no significant difference between male and female students, rural and urban students, Govt. and private school students on home adjustment Tamil Nadu in India. There was no significant difference existed between joint family and nuclear family students on their home adjustment.

Rehman and Singh (2015) U.P. in India has studied to analyze the effect of family type on adjustment level in social, emotional areas of adolescent in Ghaziabad school students. The findings revealed that the adolescents of the joint family were more adjusted than the nuclear family. And girls were better adjusted than boys.

Sekar and Lawrence (2016), Tamil Nadu in India studied to investigate whether there is any significant relationship exist between adjustment and academic achievement of higher secondary school students. The results showed that a significant relation was present between academic achievement and adjustment due to sex (male and female), area (rural and urban).

Bhartiya (2017) in Assam conducted a study to find out the correlation between adjustment in home, social, emotional, health, and the environmental awareness of the peoples. The finding showed that there was no correlation in the adjustment of home, emotional, and health with environmental awareness. But there was the existence of a low correlation between social adjustment and environmental awareness.

Ghatak (2018) in West Bengal conducted a study on “A study on home adjustment of adolescents.” The results found that there was a significance difference present between male and female adolescents on their home adjustment. And also a significance difference was found between urban and rural adolescents on their home adjustment.

Boruah (2018) Assam, studied on “A study on the adjustment and academic achievement of college students.” Investigators found that there was no significance difference between males and females due to adjustment. And a high negative significance correlation existed between overall adjustment and academic achievement of college students.

Singh and Mathew (2019) have conducted a study in Allahabad on “adjustment and home environment of students: A correlation study.” The investigators found that the perception of control, protectiveness, nurturance, rejection, permissiveness components of the family environment does not contribute to social and emotional adjustment in Govt. and private secondary school students of Allahabad. Findings also revealed that the punishment component of the family environment negatively contributes to the social and emotional adjustment

of private school students. The Social isolation component negatively contributes to the emotional adjustment of Govt. secondary school students of Allahabad.

Prakash, Hoda and Santarani (2020) examined the adjustment problems of pupil teachers. They showed that mean value of Haryana pupil teachers or students was more than Punjab pupil teachers and the mean value of Punjab and Haryana male pupil teachers was more than female teachers. From these studies we can learn about personal, professional, and social adjustment of pupil teacher.

### **Statement of the problem:**

The problem of the present study is stated with entitled as ***“Gender Difference in Home and Educational Adjustment Among College Students”***.

### **Need of the Study:**

The person's success is begun from home and educational intuitions. From the little age most of the students spends their most of time at home and educational sectors. The college students also followed the same. So, it is reasonable to assume that the male and female students are may be different or not with each other in home and education adjustment. If it is known that there is a different or not, then the teachers, policy maker, counsellors, guiders, parents can be aware of that and take right decision accordance to their nature to develop their home and educational adjustment. which will indirectly help them in the educational achievement and their success. So, from this angle, this study is required for parents, teachers, guiders & counsellors, and the other stakeholders.

### **Objectives:**

- i. To find out the nature of home and educational adjustment of college students.
- ii. To compare male and female college students due to home and educational adjustment.

### **Research Question:**

**R.Q1:** To find out the nature of home adjustment of college students.

**R.Q2:** To find out the nature of educational adjustment of college students.

### **Hypothesis:**

**H<sub>01</sub>:** There is no significance difference between male and female college students due to home adjustment.

**H<sub>02</sub>:** There is no significance difference between male and female college students due to educational adjustment.

**Delimitation:**

The delimitation of the present study are follows:

- I. The researcher delimited the study area at North & South 24 Parganas.
- II. The study is delimited by only two variables i.e. home adjustment & educational adjustment.

**Methodology:**

A Survey research method was defined to applied in accordance to the aim and objectives of this study.

**Variables:**

The variables of the present study are the home adjustment and the educational adjustment.

**Population:**

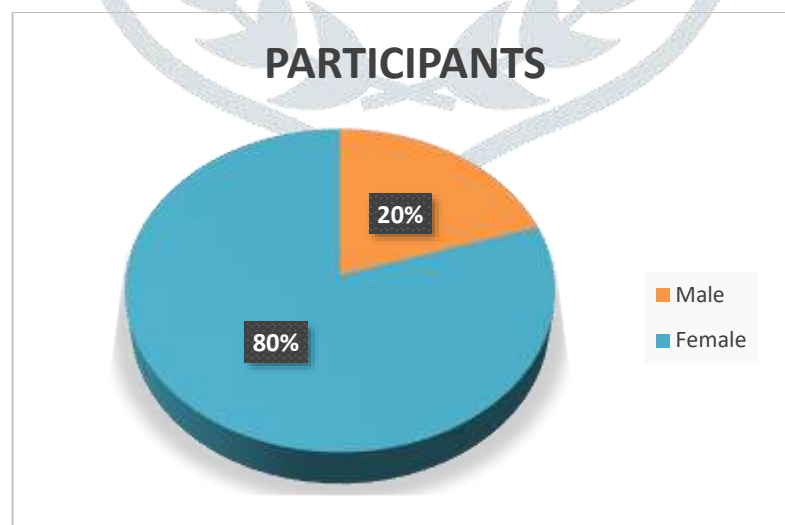
The population of the present study was defined as, the students of government or government-aided college at North 24 Parganas and South 24 Parganas district of West Bengal.

**Sample:**

Total 50 sample students attend this study from the government or government-aided college at North 24 Parganas and South 24 Parganas district as sample. Among them 10 were male and 40 were female.

**Figure 1**

*Distributions of the Respondents Based on Sex*

**Sampling Technique:**

The incidental sampling technique used to collect the require data with help of the online Google From.

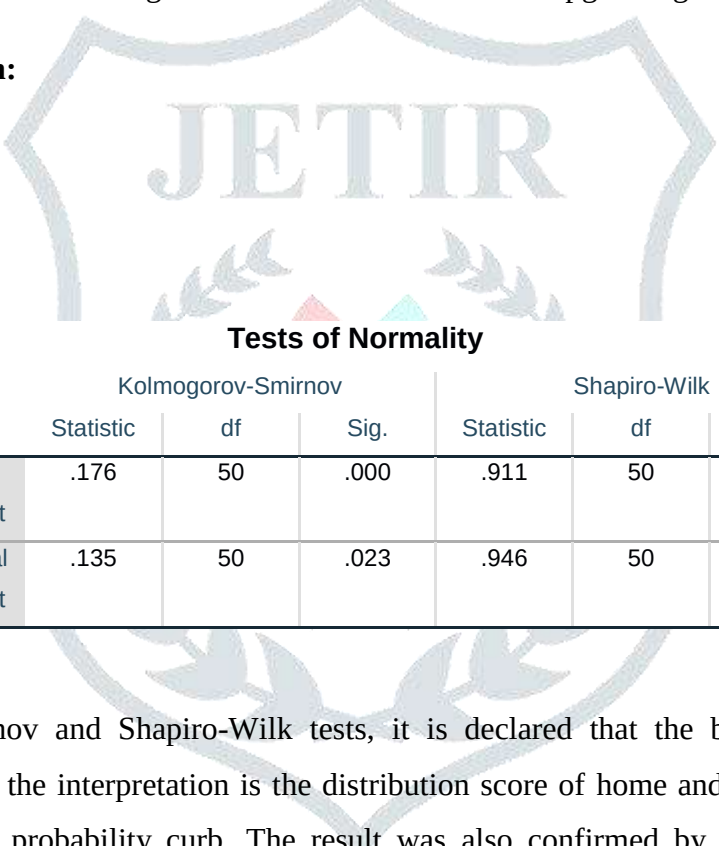


**Tools:**

The researcher found a relevant tool from the previous literatures that is Adjustment Inventory for College Students (AICS) by A.K.P. Sinha and R.P. Singh. And decided to applied this tool to measure both home and educational adjustment variables. Items of the main inventory was 102 with 5 dimensions (home, health, emotional, educational, and social). The researcher took only two dimensions (home-16 items and education-21 items) to achieve the aim of this study.

**Data Collection:**

At first, the researcher prepared an online Google Form with the items of pre-selected tool. Then it is distributed to college students with help of the college teachers at North & South 24 pgs and gathered the necessary data.

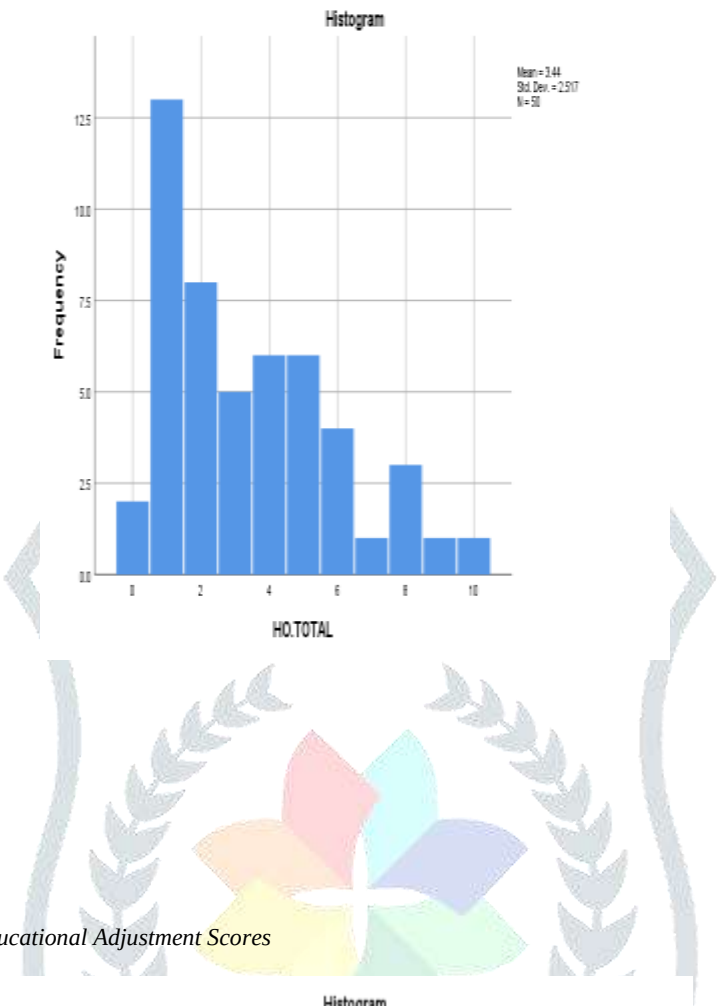
**Analysis and Interpretation:****Table 1***Normality Test of the Data*


**Tests of Normality**

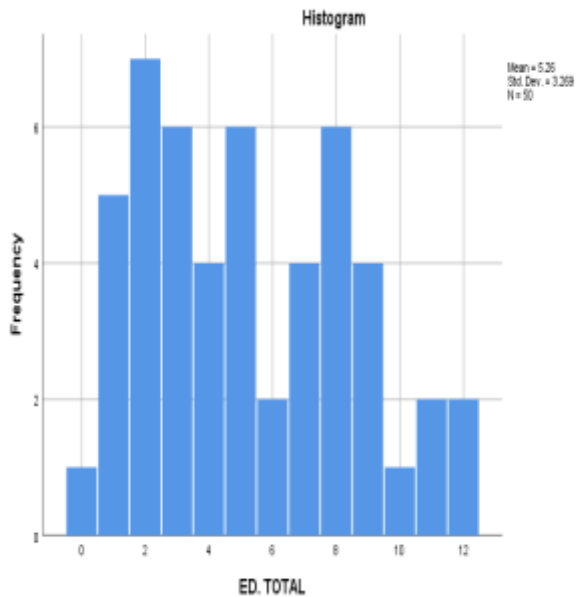
|                        | Kolmogorov-Smirnov |    |      | Shapiro-Wilk |    |      |
|------------------------|--------------------|----|------|--------------|----|------|
|                        | Statistic          | df | Sig. | Statistic    | df | Sig. |
| Home Adjustment        | .176               | 50 | .000 | .911         | 50 | .001 |
| Educational Adjustment | .135               | 50 | .023 | .946         | 50 | .022 |

From the Kolmogorov-Smirnov and Shapiro-Wilk tests, it is declared that the both value of the tests are significant at 0.01 level. So, the interpretation is the distribution score of home and educational adjustment are not followed to the normal probability curb. The result was also confirmed by the value of skewness and kurtosis. The graphical distribution (histogram) of home and educational adjustment has been presented by **Figure 2 & Figure 3**. Therefore, the researcher followed the non-parametric method to analyse the data.

**Figure 2**  
*Histogram of Normality Test of the Home Adjustment Scores*



**Figure 3**  
*Histogram of Normality Test of the Educational Adjustment Scores*



**Table 2***Descriptive Statistics of Home & Educational Adjustment*

| Descriptive Statistics |                 |                        |
|------------------------|-----------------|------------------------|
|                        | Home Adjustment | Educational Adjustment |
| N                      | 50              | 50                     |
| Mean                   | 3.44            | 5.26                   |
| Median                 | 3.00            | 5.00                   |
| Skewness               | .774            | .365                   |
| Kurtosis               | -.174           | -.904                  |

From the descriptive **Table 2**, it is found that the mean and median of home adjustment is 3.44 and 3.00, and the educational adjustment is 5.26 and 5.00. The median value is less than the mean value in both cases.

### **Objectives wise Data Analysis and Interpretation**

#### ***Objective 1:***

To find out the nature of home and educational adjustment of college students.

**R.Q1:** To find out the nature of home adjustment of college students.

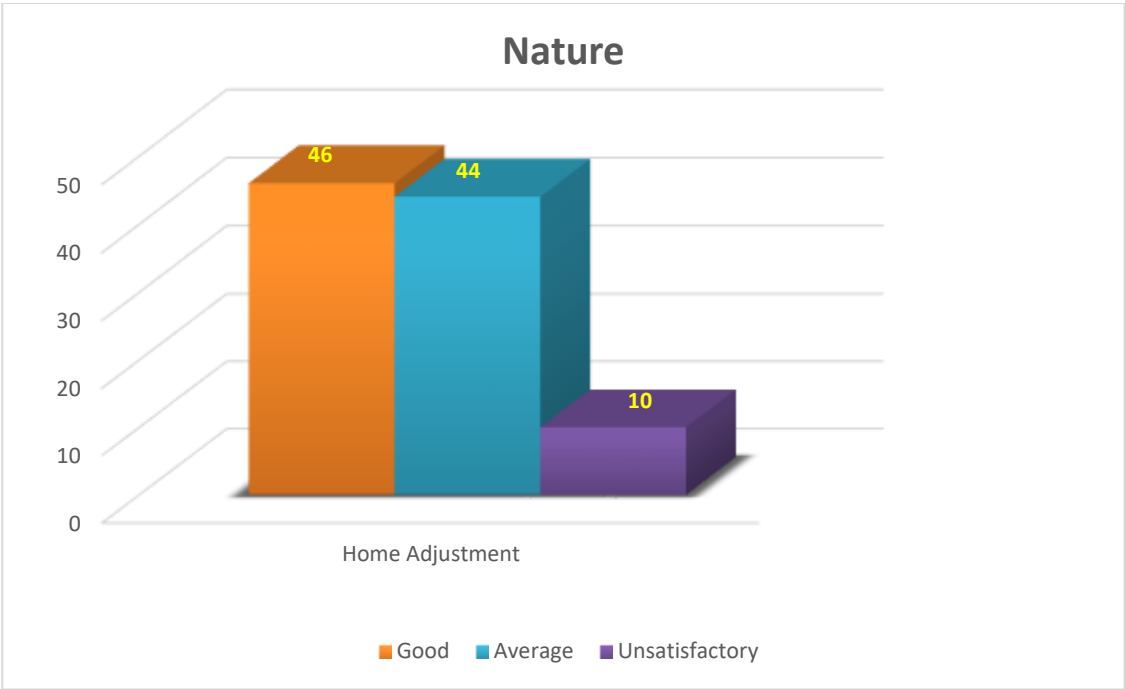
**Table 3***Nature of Home Adjustment*

|                        | Percentile Norm                    | Score Range | N  | (%) | Level          |
|------------------------|------------------------------------|-------------|----|-----|----------------|
| <b>Home Adjustment</b> | <P <sub>25</sub>                   | 2 & below   | 23 | 46  | Good           |
|                        | P <sub>25</sub> to P <sub>75</sub> | 3 to 7      | 22 | 44  | Average        |
|                        | P <sub>75</sub> <                  | Above 7     | 5  | 10  | Unsatisfactory |

From the **Table 3** it is seen that most of the students (46%) belong to the good level in their home adjustment compare to average level. Whereas only very few (10%) are in the unsatisfactory level. So, it can be said that North and South 24 Parganas college students are good in their home adjustment. **Figure 4** represents the nature of the home adjustment.



**Figure 4**  
*Graphically Representation of the Nature of Home Adjustment*



**R.Q2:** To find out the nature of educational adjustment of college students.

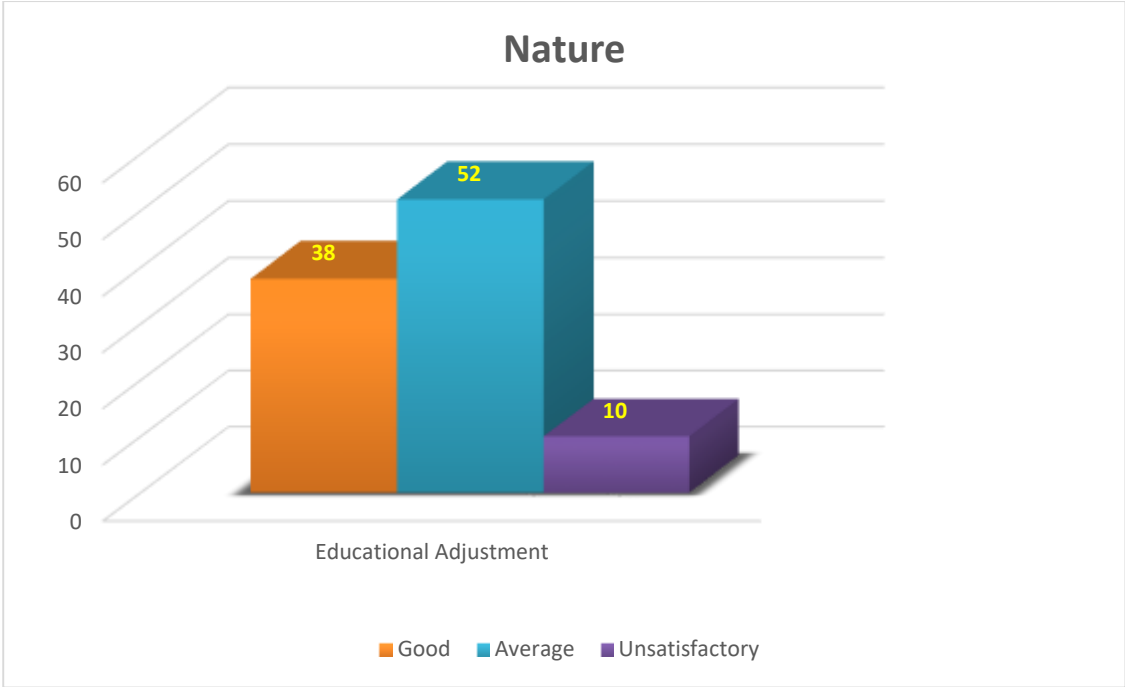
**Table 4**  
*Nature of Educational Adjustment*

|                        | Percentile Norm                    | Score Range | N  | (%) | Level          |
|------------------------|------------------------------------|-------------|----|-----|----------------|
| Educational Adjustment | <P <sub>25</sub>                   | 3 & below   | 19 | 38  | Good           |
|                        | P <sub>25</sub> to P <sub>75</sub> | 4 to 9      | 26 | 52  | Average        |
|                        | P <sub>75</sub> <                  | Above 9     | 5  | 10  | Unsatisfactory |

From the **Table 4**, it is seen that most of the students (52%) belong to the average level in their educational adjustment, whereas 38% are good and only 10% are unsatisfactory level, also seen in **Figure 5**. So, it can be said that North and South 24 Parganas college student`s educational adjustments level is average type.

Figure 5

Graphically Representation of the Nature of Educational Adjustment



Objective 2:

Third objective was to compare male and female college students due to home and educational adjustment.

**H<sub>01</sub>:** There is no significance difference between male and female college students due to home adjustment.

**H<sub>02</sub>:** There is no significance difference between male and female college students due to educational adjustment.

Table 5

Showing the Statistical Values of Home and Educational Adjustment with regard to Gender

| Mann-Whitney U Test    |        |    |           |         |             |                 |
|------------------------|--------|----|-----------|---------|-------------|-----------------|
| VARIABLES              | Sex    | N  | Mean Rank | U       | Asymp. Sig. | Result          |
| Home Adjustment        | Male   | 10 | 22.75     | 172.500 | .499        | Non-Significant |
|                        | Female | 40 | 26.19     |         |             |                 |
| Educational Adjustment | Male   | 10 | 23.60     | 181.000 | .643        | Non-Significant |
|                        | Female | 40 | 25.98     |         |             |                 |

From the above **Table No.5**, the result of the Mann-Whitney U test indicates non-significant differences between male and female students in their home, and educational adjustment with  $U=172.500$  and  $U=181.000$  respectively ( $p>0.05$ ). So, the both null hypothesis (**H<sub>01</sub>** & **H<sub>02</sub>**) are accepted here and concluded that male and female college students have no differences in their home and educational adjustment, they are almost same. If we see in the mean rank column, there are the mean rank value not same in both cases, but statistically not significant though their mean ranks are different.

### Result:

- Most of the students belong to the good level of home adjustment
- Most of the students belong to the average level of educational adjustment
- There is no significant difference between male and female college students in their home adjustment.
- There is no significant difference between male and female college students in their educational adjustment.

### Discussion:

The major finding of the present study is the male and female college students has a no difference, they are almost equal in their home and educational adjustment. The similar finding was found by Boruah (2018) from previous literatures. But a different result was found by Ghatak (2018) that is, there was a significant difference between male and female adolescent students in the home adjustment area. Rehman & Singh (2015) also showed girls students were better adjusted than boys in their adolescent stage.

The other findings are, the most of the students are belongs in the good level in their home adjustment, but in case of educational adjustment most of the students belong to the average level. The similar finding also found by Thakur and Modi (2014) in school level.

**Conclusion:**

- It can be concluded from the result that most of the college students at North and South 24 Parganas belong to the good level i.e. more than average level in their home adjustment.
- As well as it can be said in conclusion that North and South 24 Parganas college student's educational adjustment level is average type.
- From the Mann-Whitney U test, it can be concluded that the male and female college students are do not differ in their home, and educational adjustment, they almost same.

**Limitation:**

At the end of each research, there are same limitation have been found, they are as follows:

- Incidental sampling technique used.
- The sample size was small.

**Further Research Scope:**

At the end every research opened a way for other new research. In the present study also follow the same.

The new opportunities are:

- ✓ The present study has been done with only 50 samples. In this case, new research can be conducted by increasing the sample size.
- ✓ It can be scope in research by dividing urban & rural college students.
- ✓ The present study has been done in North & South 24 pgs (West Bengal). Further research can be conducted in a brought location.
- ✓ Future studies can be done with more variables.

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