

Gender: its effect on Adjustment Level of High School Students

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Abstract: The present investigation in to find out the Adjustment of High school students in Relation to their gender boys and girls. The sample consisted of 120 high school students out of which 60 where boys and 60 where girls. For this purpose of investigation “Adjustment Inventory” by Dr. R.S. Patel was used. The obtained data were analyzed through “t” test to know the mean difference between high school students in relation to their gender. The result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls high school student. But there is significant difference in Social adjustment of boys & girls high school students at 0.05 levels. It means boys Social adjustment are better than girls.

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1. Introduction

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denotes the results of equilibrium, which may be affect by either of these processes (Monroe, 1990). It is used to emphasize the individual’s struggle to along or survive in his or her social and physical environment. Good (1959) sated that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment. Kulshrestha (1979) explained that the adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationships with the environment. In adjustment, the two crucial factors are the individual and the environment. In the study of the individual, the considerations are the heredity and biological factors, the psychological factors, and the quality of socialization given to him or her. Whereas, the environment includes all the social factors. Every individual from the time he or she steps out of the family and goes to school makes to a long series of adjustments between the whole unique personality and the environment. Margetts (2002) explained adjustment as the interaction of the child's personal characteristics and their experiences that ultimately determines how a child adjusts to school. The ardent desire of each boy and girl to become an individual person having a healthy physique, a growing intellectual ability, a greater degree of emotional poise, and increased participation in social groups, such characteristics enhance one’s personality. Even parents, teachers and other significant members of the

society to which person belongs will encourage this desire.

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. To help the pupil in making adjustment with the changing environment is one of the important aims of education.

Adjustment can be interpreted as both process and the outcome of the process in the form of some achievements. When a poor child study in the corner of a play ground because in home he has not proper place to study he is said to be in the process of adjustment. As a result of that adjustment he achieves good grads in examination. Thus adjustment meant as an achievement means how the effectiveness with which an individual can function in changed circumstances. Coleman and Rasoff (1963) suggests, in general adjustment refers to an individual’s attempt to maintain a harmonious relationship with his environment. Adjustment to school is influenced by a variety of personal and family characteristics as well as social trends. Adjustment as an achievement means how effectively an individual could perform his duties in different circumstances. Business, military education and other social activities need efficient and well adjusted men for the progress and wellbeing of the nation. If we interpret adjustment as achievement then we will have to set the criteria to judge the quality of adjustment.

The process of adjustment is continuous. It starts at one’s birth and goes on without stop till one’s death. A person as well as his environment are constantly changing as also are his needs in accordance with the demands of the changing external environment. Consequently, the process or terms of an

individual's adjustment can be expected to change from situation to situation. Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child, at the time of his birth is absolutely dependent on others for the satisfaction of his needs, but gradually with age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives. When the child is born, the world for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment but as he matures he comes to learn to articulate the details of his environment through the process of sensation, perception, and conception.

Adjustment is the relationship which comes to be established between the individual and the environment. Every individual plays certain position in his social relations. He is trained to play his role in such a way that his maximum needs will be fulfilled. In another study Sharma and Saini (2013) studied the health, social and emotional adjustment problems of college going students. The study revealed average health and social adjustment and unsatisfactory emotional adjustment of girls, boys were average in social adjustment but unsatisfied in health and emotional adjustment. So, he should play his role properly and get maximum satisfaction. If he does not play his role according to standards and training Home Environment received his needs may not be fulfilled and he may get frustrated.

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a - bus Or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Lavakare (2009) examined that personal and social adjustment with reference to age, gender and class in a sample of 263 adolescents selected randomly from 26 English medium schools of Mumbai. The results revealed that personal adjustment status was a good indicator of physical ailments and behavior problems. Adjustment can be viewed from two angles. Firstly, adjustment may be viewed as an achievement or how well a person handles his conflicts and overcomes the resulting tension. Secondly, adjustment may be looked upon as a process as to how a person adjusts or compromises to his conflicts. Tammanaeifar and Nezhad (2014) conducted in a causal comparative study of social, affective, educational adjustment and academic achievement among students suffering from learning disabilities and normal students found

significant between-group difference. The study makes a claim for absolute necessity for educational and counseling intervention for the enhancement of adjustment skills. Thus adjustment maintains peace and harmony in home, school, and society and in the country. So Adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment. The present study is an effort in that direction it aims at studying some schools students' related variables as they can serve predictor variables of school adjustment.

In psychology, adjustment refers to the behavioral process of balancing conflicting needs, or needs against obstacles in the environment. Adjustment refers to a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behavior conforms to the requirements of his society and culture. In fact, what we understand by adaptation in the biological word is known as adjustment in the language of psychology.

Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual. Hussain and Kumar (2008) conducted a study on randomly selected 100 students of class IX to examine the level of academic stress and overall adjustment of Public and Government High school students using Sinha and Sinha scale of academic stress, Sinha and Singh Adjustment inventory for school students. Results indicated that the magnitude of academic stress was higher for significantly higher among the public school students whereas Government school students were better in terms of the level of adjustment.

Hence, in the light of above facts, it can be said that there will a need to conduct a research on Gender effect the adjustment level of school student. It is the firm belief of the researcher that the proposed research will be able to fulfill this gap in the research arena.

Objective of the study:

The main objectives of the study were as under: The purpose of the present study is the difference related to the home, school, social and Emotional adjustment of high school students in relation to their gender.

Hypothesis:

1. There is no significant difference between home adjustments of high school students in relation to their gender.

2. There is no significant difference between school adjustments of high school students in relation to their gender.

3. There is no significant difference between social adjustments of high school students in relation to their gender.

4. There is no significant difference between emotional adjustments of high school students in relation to their gender.

2. Material and Methods

Sample: The present study was carried out on high school students of Kalahandi District, Odisha. Elements of the study are 120 high school students out of which 60 were boys and 60 were girls high school students.

Research Design: For the research work, research design was to meet the objectives, ex-post facto design will be used or the data will be analyzed and proper statistical techniques will be used.

Tool: "Adjustment Inventory" by Dr. R.S. Patel (1998) was used. The adjustment inventory consists 60 items with yes/ impartial /no response pattern. 15 were home, 15 were School, 15 Social & 15 were Emotional Adjustment Items. The reliability factor is Split Half 0.88 and test-retest 0.69 & Validity is 0.70.

Procedure: The boys and Girls who were studying in High school of different areas in Bhawanipatna Town, Kalahandi District, Odisha, were randomly selected & Dr. R. S. Patel "Adjustment Inventory" was given & data was collected. The obtained data form 120 boys and girls were analyzed with the help of mean, SD and "t" test.

3. Results

The main objective of present study was to do study of Adjustment of The high school students among boys and girls. The statistical analysis of the research study, the data will be statistically analyzed by following standard statistical methods. Independent t-test will be applied to test the hypothesis. Results discussions of present study are as under:

Table No: 1, Showing the Mean, SD and "t" value of home adjustment of high school students among boys and girls.

Variables	N	M	SD	Mean Diff.	SE _D	't'	Level of Sig.
Boys	60	11.03	2.47	0.08	0.43	0.195	Not Significant
Girls	60	10.95	2.20				

df=118

Table No: 2, Showing the Mean, SD and "t" value of school adjustment of high school students among boys and girls.

Variables	N	M	SD	Mean Diff.	SE _D	't'	Level of Sig.
Boys	60	10.03	2.56	0.15	0.48	0.311	Not Significant
Girls	60	10.18	2.73				

df=118

Table No: 3, Showing the Mean, SD and "t" value of social adjustment of high school students among boys and girls.

Variables	N	M	SD	Mean Diff.	SE _D	't'	Level of Sig.
Boys	60	11.75	2.10	0.82	0.39	2.11	Significant at 0.05 level
Girls	60	10.93	2.14				

Table No: 4, Showing the Mean, SD and "t" value of Emotional adjustment of high school students among boys and girls.

Variables	N	M	SD	Mean Diff.	SE _D	't'	Level of Sig.
Boys	60	9.60	2.58	0.61	0.43	1.42	Not Significant
Girls	60	8.98	2.16				

df=118

4. Discussions

The above result table No. 1 we can see that t-test was used to know the level of home adjustment high school students among boys and girls. Where

boys mean was 11.03 & SD was 2.47 and girls mean was 10.95 & SD was 2.20 and difference between their „t“ values was 0.195 it was not significant at 0.05 level. The result shows that there is no significant

mean difference home Adjustment of High school Student in boys and girls. Thus, null hypothesis- I which states “there is no significant difference in the home adjustment level of high school students with respects to their home adjustment” is accepted.

The above result table No.2 we can see that t-test was used to know the level of school adjustment high school students among boys and girls. Where boys mean was 10.03 & SD was 2.56 and girls mean was 10.18 & SD was 2.73 and difference between their “t” values was 0.311 it was not significance at 0.05 levels. The result shows that there is no significant mean difference school adjustment of high school student in boys and girls. Thus the null hypothesis-II which states “there is no significant difference in the school adjustment level of high school students with respects to their school adjustment” is accepted.

The above result table No.3 we can see that “t” test was used to know the level of social adjustment high school students among boys and girls. Where boys mean was 11.75 & SD was 2.10 and girls mean was 10.93 & SD was 2.14 and difference between their „t” values was 2.11 it was significant at 0.05 level. Thus the null hypothesis-III which states “there is no significant difference in the social adjustment level of high school student with respects to their social adjustment”. Here null hypothesis was rejected and result shows that the social adjustment is high of boys than the girls.

The above result table No.4 we can see that t-test was used to know the level of Emotional Adjustment high school students among boys and girls. Where boys mean was 9.60 & SD was 2.58 and girls mean was 8.98 & SD was 2.16 and difference between their “t” values was 1.42 it was not significant at 0.05 level. The result shows that there is no significant mean difference school adjustment of high school student in boys and girls. Thus the null hypothesis-IV which states “there is no significant difference in the emotional adjustment level of high school students with respects to their emotional adjustment” is accepted.

The observation in the present study showed that there is no significant mean difference in home adjustment of high school students in relation to their gender. There is no significant mean difference in school adjustment of high school students in relation to their gender. There is a significant mean difference in social adjustment of high school students in relation to their gender. Boys students adjustment is more than girls. There is no significant mean difference in emotional adjustment of high school students in relation to their gender.

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