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## EFFECT OF GENDER VARIABLE ON ADJUSTMENT ABILITY OF SECONDARY SCHOOL STUDENTS

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### ABSTRACT:

*The investigator here aims to make a comparative study on the adjustment ability of secondary school students. The study was conducted using survey method. A total of 110 students, of which 56 were boys and 54 girls constituted the sample for the study. A normative survey method was adopted to conduct the study. A stratified random sampling technique with 110 samples were drawn from government and private schools representing boys and girls. A standardized adjustment inventory by AKP Sinha and Prof. RP Singh research tool with 60 items and 'yes' and 'no' response categories. The same tool was administered for collection of data. 't' test technique was employed for analysis of data and interpretation of results. The analysis revealed that level of adjustment of secondary school students is average. It was also found that there is a significant difference in the emotional adjustment ability between boys and girls students and there is a significant difference in the social adjustment ability between boys and girls students*



**KEYWORDS :** Adjustment, Family Adjustment, Social Adjustment, Secondary school.

### 1. INTRODUCTION:

Adjustment in a fast changing is an important socio-psychological aspect to be constant studied. The problem of adjustment especially during the most crucial phase adolescence and old age demands some more attention hence the process of adjustment is becoming more and more complex and stress full. Adjustment is the combined influence of several forces in the environment that operate to produce well adjusted or poorly adjusted personality adjustment generally means effective adaptation to the environment both external and internal including conformity to group norms more ideals and values the satisfaction of the needs of individuals and his adaptation to the environment are of the core elements in the process of adjustment.

Adjustment is accomplished when the person yields and accepts condition which is beyond his power to change and sometimes is achieved when the environment yields to the person's constructive activities in most cases adjustment is so compromise. Compromise between these two extremes and maladjustment is a failure to achieve a compromise. The concept of adaptation is the key of Darwin's theory of evolution was borrowed and renamed as the adjustment by psychologists. Though the concept of

adjustment was in usage for a long time to explain processes referring to the human behavior, the scientific study of adjustment started only in the twentieth century.

The word adjustment came into popular in psychological during the 1930's and was given strong endorsement by staffer's (1936) classical book the psychology of adjustment. He stressed upon the biological adaptations of the organism to environment as adjustment. Now a day's in a fast changing society has many adjustment problems especially job holders having stress and many adjustment problems of home, health, social, marital, psychological and financial areas. Having gone through several dimensions of human behavior in the preceding units we shall focus the attention upon the most vital aspect the well knowledge and skills that we have required would be useless if we do not remain happy and well adjusted.

**L.S Shaffer:** "Adjustment is the process by which living organisms maintains a balance between its needs and the circumstances that influence the satisfaction of these needs"

**Gates, Jerrold:** "Adjustment is a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment"

In this way the adjustment as psychological term adaptation is used in the biological world. In all senses, adjustment implies a satisfactory adaptation to the demands of day-to-day life.

- Adjustment is a process that takes us to led a happy and well contented life
- Adjustment helps us to balance between our need and the capacity to meet theses needs
- Adjustment persuades us to change our way of life according to the demands of the situation
- Adjustment gives us strength and ability to bring desirable changes in the conditions of our environment

Therefore in defining adjustment in its comprehensive way, we can conclude that adjustment is a condition or state in which one feels that one's needs have been fulfilled and one's behaviour conforms to the requirements of a given culture.

## 2. AREAS OR ASPECTS OF ADJUSTMENT

The main areas or aspects of the adjustment are the following;

- 1) **Health Adjustment:** one is said to be so adjusted with regard to one's health and physical development. If a child's physical development and abilities are in conformity with those of his age mates and he doesn't feel any difficulty in his progress due to some defects or in capabilities in his physical organs he enjoys full opportunity of being adjusted
- 2) **Emotional adjustment:** emotions play a leading role in one's adjustment to self and his environment. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. It requires one's balanced emotional developments and proper training in the outlet of emotions.
- 3) **Social adjustment:** How far one is adjusted can be ascertained by social development and adaptability to the social environment social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings society and country.
- 4) **Home adjustment:** home is the source of greatest satisfaction and security to its so member's. the relationships among the family members and their ways of behavior play leading role in the adjustment of a child. All problematic and delinquent behaviour is the result of that adjustment and maladjustment to a great extent is the product of faculty bearing an uncongenial atmosphere at home.
- 5) **School or occupational adjustment:** where as in the adjustment of adults, of their occupation plays a great role, the school environment cast its influence over the adjustment of the children and the so adolescent. How far a child is satisfied with his school building its discipline, time table, co-curricular activities, methods of teaching class and school mates, teachers and head of the institution, is completely in the pattern of this adjustment. Similarly, the occupational world of adults dominates their mode of adjustment. Degree of the satisfactory with the choice of occupation, working condition, relationship with colleagues and boss, financial and chances for the promotion decide one's adjustment to the occupation and contributes significantly as towards one's overall adjustment

### 3. CHARACTERISTICS OF A WELL ADJUSTED PERSON

A well adjusted person is supposed to possess the following characteristics. Awareness of one's own strengths and the limitations. A well adjusted person knows his strengths and weaknesses. He tries to make capital out of his assets in some areas by accepting limitations in the other.

**a) Respecting one's self and others**

Dislikes of one's self is a typical symptom of maladjustment. An adjusted individual has respects for one's self as well as for others

**b) An adequate level of aspiration**

His level of aspiration is neither too low nor too high in comparison to his strengths and abilities. He doesn't try to so reach for stars and also not repent by selecting an easier course for his advancement

**c) Satisfaction of the basic needs**

His basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He doesn't suffer from emotional craving and social isolation. He feels reasonably secure and maintains his self-esteem.

**d) Doesn't possess critical or fault finding attitude**

He knows how to appreciate the goodness in the objects, persons or activities. He doesn't try to search for the weakness and faults. His observation is a scientific one rather than critical or punitive. He likes the people admires their qualities and wins their effect on.

**e) Flexibility of his behavior**

He is not rigid in his attitude or way of living. He can accommodate or so adopt himself in the changed circumstances by making necessary changes in his behavior

**f) Capable of struggling with odd circumstances**

He is not easily over whelmed by the odd circumstance. He has sufficient will and courage to resist and fight against odds. He has inherent drives to master his environment rather than passively accept it.

**g) A realistic perception of the world**

He holds a realistic vision and doesn't fly necessarily it in the world of ideas and imagination. He always plans, thinks and acts on the real footing

**h) Feeling at home with his surroundings**

A well adjusted individual feels satisfied with his surroundings. He fits well at his home family, neighborhood and other social places. As a student he likes his school- school mates, teachers and feels satisfied with his daily routine. When he enters a profession, he has a love for it and he maintained his zeal and enthusiasm in his profession to despite heavy odds.

**i) An adequate philosophy of life**

A well adjusted person has his own philosophy of life which he tries to observe while keeping in view the demand of the change situation and circumstances. He weaves the philosophy around the demand of his society culture and his own self so that he may not come in clash with his environment on the one hand and his environment on the one hand and his self on the other

### 4. OBJECTIVES OF THE STUDY

1. To compare the emotional adjustment ability between boys and girls of secondary school students
2. To compare the social adjustment ability between boys and girls of secondary school students
3. To compare the educational adjustment ability between boys and girls of secondary school students
4. To compare the adjustment ability between Govt. and private boys students
5. To compare the adjustment ability between Govt. and private school girls of secondary school students
6. To suggest healthy measures to improve their adjustment ability

### 5. HYPOTHESES OF THE STUDY

1. There is a significant difference in the emotional adjustment ability between boys and girls students
2. There is a significant difference in the social adjustment ability between boys and girls students
3. There is a significant difference in the educational adjustment ability between boys and girls students

4. There is a significant difference between adjustment ability between private and government school boys
5. There is a significant difference in the adjustment ability between girls students

**6. METHODOLOGY/DESIGN OF THE STUDY:**

A normative survey method was adopted to conduct the study. A stratified random sampling technique with 120 samples was drawn from government and private schools representing boys and girls of Davangere District. A standardized adjustment inventory by AKP Sinha and Prof. RP Singh research tool with 60 items and 'yes' and 'no' response categories. The same tool was administered for collection of data. 't' test technique was employed for analysis of data and interpretation of results.

**7. ANALYSIS AND INTERPRETATION OF DATA**

The quantitative and qualitative data analysis both objectives and hypotheses wise undertaken and the details are as presented below;

- 1) **Null Hypothesis(H0):** There is no significant difference in the emotional adjustmentability between boys and girls students

**Table-1**  
**Mean, S.D. and t-value of Emotional adjustment ability scores between boys and girls students**

Variable	Variables	No. of students	Mean	SD	't' value
Gender	Girls	54	25.5	7.1	3.87*
	Boys	56	20.2	6.3	

\* Significant at 0.05 and 0.01 level of SignificanceDF=118

Table value of t-value is 2.25 at 0.01 level and 1.96 at 0.01 level of Significance

**Interpretation:** the above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted.

**Graph-1: Comparison of Emotional adjustment ability between boys and girls students**



- 2) **Null Hypothesis(H0):** There is no significant difference in the social adjustment ability between boys and girls students

Table-2

Mean, S.D. and t-value of social adjustment ability scores between boys and girls students

Gender	Variables	No. of students	Mean	SD	't' value
Gender	Girls	54	26.4	10.2	2.958*
	Boys	56	20.2	7.3	

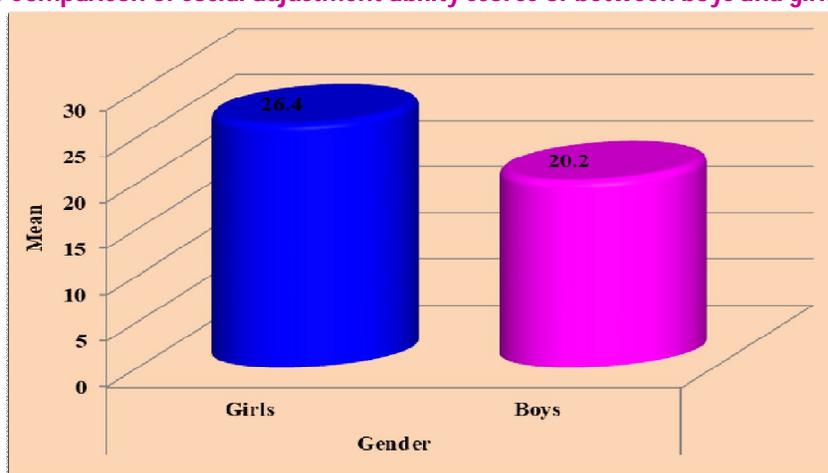
\* Significant at 0.05 and 0.01 level of Significance

DF=118

Table value of t-value is 2.25 at 0.01 level and 1.96 at 0.01 level of Significance

**Interpretation:** The above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted it means there is significant difference in the social adjustment ability between boys and girls students. The result also showed that Girls are having more Social adjustment than that of boys.

Graph-2: Comparison of social adjustment ability scores of between boys and girls students



3) **Research Hypothesis(Ha):** There is a significant difference in the educational adjustment ability between boys and girls students is converted as

**Null Hypothesis(H0):** There is no significant difference in the educational adjustment ability between boys and girls students

Table-3

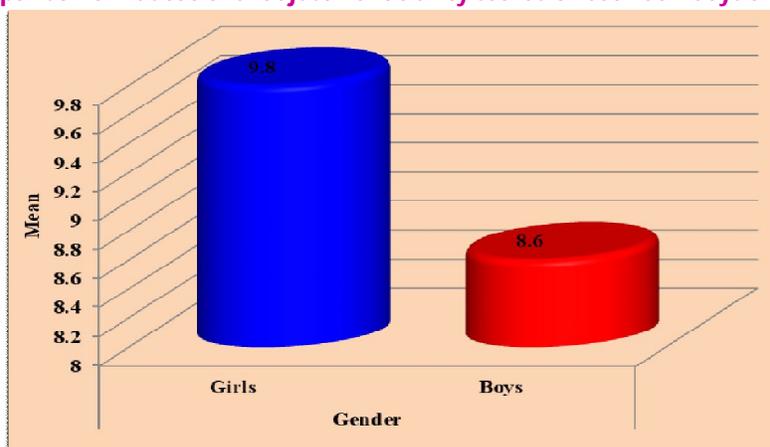
Mean, S.D. and t-value of Educational adjustment ability scores of between boys and girls students

Variable	Sub-variables	No. of students	Mean	SD	't' value
Gender	Girls	54	9.8	5.54	4.85*
	Boys	56	8.6	3.24	

\* Significant at 0.05 and 0.01 level of Significance DF=118

Table value of t-value is 2.25 at 0.01 level and 1.96 at 0.01 level of Significance

The above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted it means there is significant difference in the Educational adjustment ability between boys and girls students. The result also showed that Girls are having more Educational adjustment than that of boys.

**Graph -3: Comparison of Educational adjustment ability scores of between boys and girls students**

4) **Research Hypothesis(H<sub>a</sub>):** There is a significant difference between adjustment ability between private and government school boys is converted as

**Null Hypothesis(H<sub>0</sub>):** There is no significant difference in the adjustmentability between Govt. and Private school boys students

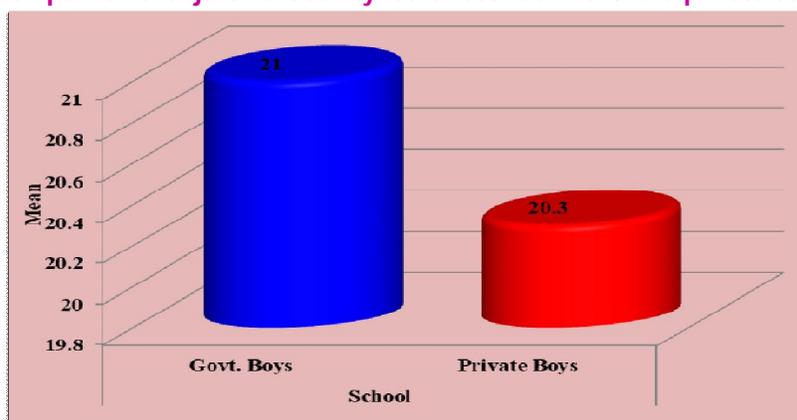
**Table-4**  
**Mean, S.D. and t-value of adjustment ability between private and Government school boys**

Variable	Sub-variables	No. of students	Mean	SD	't' value
School	Govt. Boys	28	21.0	7.2	0.183
	Private Boys	28	20.3	6.4	

\* Significant at 0.05 and 0.01 level of Significance

DF=118

The above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted it means there is significant difference in the adjustment ability between Govt. Boys and Private Boys students. The result also showed that Govt. Boys are having more adjustment than that of Private Boys.

**Graph -4: Comparison of adjustment ability scores between Govt. and private boys students**

5) **Research Hypothesis(H<sub>a</sub>):** There is a significant difference between adjustment ability between Private and Government school girls is converted as

**Null Hypothesis(H<sub>0</sub>):** b) There is no significant difference in the adjustment ability between Govt. and Private school girls students

**Table-5**  
**Mean, S.D. and t-value adjustment ability scores between Govt. and Private girls students**

Variable	Sub-variables	No. of students	Mean	SD	't' value
School	Govt. Girls	27	24.6	7.48	6.65*
	Private Girls	27	19.3	9.57	

\* Significant at 0.05 and 0.01 level of SignificanceDF=118

The above table shows that the obtained 't' value is greater than the table 't' value at 0.05 level and hence the null hypothesis is rejected and alternative or research hypothesis is accepted it means there is significant difference in the adjustment ability between Govt. . Girls and Private . Girls students. The result also showed that Govt.Girls are having more adjustment than that of Private Girls.

**Graph -5: Comparison of adjustment ability scores between Govt. and private girls students**



## 6. FINDINGS:

- 1) There is a significant difference in the emotional adjustment ability between boys and girls students
- 2) There is a significant difference in the social adjustment ability between boys and girls students
- 3) There is a significant difference in the educational adjustment ability between boys and girls students
- 4) There is a significant difference between adjustment ability between private and government school boys students
- 5) There is a significant difference in the adjustment ability between girls students

## 7. CONCLUSION:

The adjustment inventory for secondary school students will help the students to develop the emotional, social, and educational adjustments. Nowa days studentsare not able to control their feelings. They will react very much to any of the feelings very easily. They lose their control upon their activities very easily by which they get a bad remark which spoils their career. So these three areas are very important and need for a student to develop his personality and should learn to change himself according to the situation in the society which helps to grow up into a good citizen

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