

Comparative Analysis of Adjustment Level among Boys and Girls at School Level

Dr. Sunil Kumar, Assistant professor DIET, Dilshad Garden ,Delhi
Dr. Neera Sadh, Faculty ,DIET,Dilshad Garden, Delhi

DECLARATION:: I AS AN AUTHOR OF THIS PAPER / ARTICLE, HEREBY DECLARE THAT THE PAPER SUBMITTED BY ME FOR PUBLICATION IN THIS JOURNAL IS COMPLETELY MY OWN PREPARED PAPER.. I HAVE CHECKED MY PAPER THROUGH MY GUIDE/SUPERVISOR/EXPERT AND IF ANY ISSUE REGARDING COPYRIGHT/PATENT/PLAGIARISM/ OTHER REAL AUTHOR ARISE, THE PUBLISHER WILL NOT BE LEGALLY RESPONSIBLE. . IF ANY OF SUCH MATTERS OCCUR PUBLISHER MAY REMOVE MY CONTENT FROM THE JOURNAL.

Abstract

“Comparative Analysis of Adjustment Level among Boys and Girls at School Level”

Adjustment refers to a harmonious relationship between the person and the environment that afford him comfortable life devoid of strain, stress, conflict and frustration .The present study is an attempt to find the level of adjustment and to explore difference in adjustment in relation to gender and management of school. Survey method, was used for present study. A sample of 200 students consisting of 100 boys and 100 girls from class X were selected from private and Government schools of District North East of Delhi. The study revealed that maximum students possess an average or below average level of adjustment in all dimensions of adjustment. No significant differences found between Boys and Girls with regard to Educational, Social and Overall adjustment whereas in relation to emotional adjustment girls showed more emotional adjustment than boys. With reference to type of schools (Government and Private Schools) no significant difference found between students studying in Government and Private Schools regarding Emotional, Educational and Overall Adjustment, but in relation to Social adjustment Government and Private schools students differ significantly, Government school students are more socially adjusted as compare to Private school students.

“Comparative Analysis of Adjustment Level among Boys and Girls at School Level”

Introduction

Man is a unique product of evolution. In contrast to other forms of animal life one of the unique attributes of man is his self-awareness and capacity to understand himself. “Life presents a continuous chain of struggle for existence and survival,” says Darwin. The observation is very correct as we find in our day to day life .Every one of us strives hard for the satisfaction of our needs. While struggling to achieve something if one finds that the results are not satisfactory, one either changes one’s goal or the procedure by restoring to such means, one protects one’s self from the possible injury to one’s ego, failure or frustration. It is a sort of shifting to a more defensive position in order to face the challenge of circumstances after failing in earlier attempts. This special feature of the living beings is termed as adjustment. Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts right from the birth 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.

Review of Related Literature

M.V.R. Raju and T. KhajaRahamtulla (2007) 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. Parental education and occupation of the school children also significantly influenced adjustment.**Surekha (2008)** revealed that the boys and girls from private schools are well adjusted than the boys and girls of Government schools. **Ebenezer, J.A and Stanly, L. (2009)** found that the level of adjustment of class XI students was low, the students do not differed significantly in their adjustment. Study further revealed that the adjustment of class XI student was influenced by sex and type of school. The level of adjustment of male student was higher than that of female students, it was also found that there is a positive relationship between type of school chosen by the students and level of adjustment. **Basu (2012)** found

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. *Sadh, N. (2012)* revealed that no significant difference exist between boys and girls regarding emotional, social, educational and total adjustment. She further elaborated that most of the students fall in average or below average category of adjustment. *Chauhan, V. (2013)* found significant difference in total adjustment between male and female, Female students have good and excellent adjustment level when compared to the male students. *Mansinghai and Patel (2013)* found that male adolescent differ significantly on health, social and emotional adjustment as compare to female adolescent. **Paramanik, J, Saha, B and Mondal, B.C. (2014)** showed that girls are better adjusted as compared to their boys. *Vishal and Kaji (2014)* showed that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. *Akhtar, Z. and Alam, M. (2016)* boys and girls students differed significantly in overall adjustment process. *Pooja, B. (2016)* found that the female secondary school students are emotionally more adjusted as compared to male secondary school students. **Sarkar, S. and Banik, S. (2017)** revealed that there was a significant difference among emotional adjustment, social adjustment, educational adjustment in adolescent period.

Rational of the Study

Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and environment, but in the present time the so called environment is changing at a very rapid rate in the form of modernisation, shifting of values, changing culture systems, changing family structure and size, cut throat competition in the fields of studies and carrier and all other correlated factors, adjustment problems are increasing day by day, and are faced by each and every person whether parents, teachers or it may be students. This problem of adjustment is being faced by the students of secondary classes which is a period of adolescence and needs consideration. If students could not adjust in school and home she/he can suffer from anxieties, worries, disturbed interpersonal relationships, mental illness, alcoholism, juvenile delinquency, drug addiction etc. According to psychologists the problem of adjustment is of immense importance for all of us and they feel that students must be helped in developing good emotional, social,

educational and other types of adjustment besides the intellectual development. If there is any problem with any aspect of adjustment of the student s/he cannot be benefitted from any school programme in spite of teachers and students best efforts. So, early detection of maladjustment will help the students in achieving maximum personality development. Our students are future of our nation. They should be well adjusted either in school, home or society. Good adjustment is necessary for all round development and maximum growth. Therefore keeping in view the adjustment problems and concern about the adjustment of all members of society especially of students. Also from the review it is clear that there is no set pattern regarding adjustment of boys and girls. Therefore researcher have taken the present study to find the Level of adjustment and to find difference in adjustment in relation to gender and type of schools of students studying in class X.

Objectives of the Study

Following objectives were achieved in this study

1. To assess the level of Adjustment among all sample and subsamples.
2. To study the difference in various areas of adjustment (Emotional, Social, Educational) among Boys and Girls.
3. To study the difference in various areas of adjustment (Emotional, Social, Educational) among students studying in Government and Private Schools.

Hypotheses of the Study

Following hypotheses were tested in this study

Ho₁: There will be no significant difference in Emotional adjustment, Social adjustment, Educational adjustment and Total adjustment among boys and girls.

Ho₂: There will be no significant difference in Emotional adjustment, Social adjustment, Educational adjustment and Total adjustment among Students studying in Government and Private Schools.

Research Method

Descriptive survey method of research was used by the investigator in the present study. Descriptive method concerned with the condition or relationship that exists, opinions that holds processes that are going on, effects that are evident to trends that are developing. In the present study data regarding the Adjustment among class X students was gathered in order

to make comparison between boys and girls, students studying in Government and Private schools.

Hence survey method under the descriptive method of research was used in the present study.

Sample

For the present study District North East of Delhi was selected there are approximately 130 government schools and around 100 Private school. To achieve the objectives of present study 200 students (100 boys, 100 girls) studying in Government and Private Schools in class X were selected by investigator using random sampling technique. Detail of sample is as follows:

Structure of the sample has been provided in Table-1

Table – 1

Sr. No.	Sex	Type of School	No. of students	Total
1	Boys	Government schools	50	100
		Private schools	50	
2	Girls	Government schools	50	100
		Private schools	50	
Total				200

Tool Used

For collecting the required data, investigator used Adjustment inventory for School students (AISS) constructed and standardized by A.K.P. Sinha and R.P. Singh .The inventory measures the adjustment of secondary school students in three areas of adjustment Emotional, Social and Educational. 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. The sum of the scores obtained in the above areas will lead to the scores for total Adjustment. The inventory has reliability coefficient .95(split half method) and .93 (test –retest method).

Scoring

Inventory was scored using manual. For answer indicative of lack of adjustment a score of one (1) was given and for any answer indicative of adjustment Zero (0) was given.

Statistical Techniques Used

In the present study the data was analyzed by using mean, SD, Percentage and 't' test.

Analysis and Interpretation

1. Level of Adjustment Among School Students

Summary of the statistical calculations to find out the level of adjustment in different areas of adjustment among all the sample and subsamples has been presented in table2

Table: 2

Number of Students and their Percentages falling under different Levels of Adjustment in Different Areas of Adjustment Inventory among Various Sample and Subsamples

	Sample & Subsamples	Level of Adjustment Area	Excellent		Good		Average		Un-Satisfactor y		V. Unsatisf actory	
			No.	%	No.	%	No.	%	No.	%	No.	%
Adjustment	Total Boys(100)	Emotional Adjustment	0	0	7	7	26	26	46	46	21	21
		Social Adjustment	2	2	30	30	42	42	19	19	7	7
		Educational Adjustment	10	10	24	24	36	36	20	20	10	10
		Total Adjustment	0	0	8	8	53	53	32	32	7	7
	Total Girls(100)	Emotional Adjustment	0	0	29	29	32	32	32	32	7	7

		Social Adjustment	3	3	43	43	28	28	19	19	7	7
		Educational Adjustment	8	8	13	13	35	35	39	39	5	5
		Total Adjustment	0	0	17	17	49	49	30	30	4	4
	All Govt. School Students (100)	Emotional Adjustment	0	0	15	15	39	39	36	36	10	10
		Social Adjustment	3	3	43	43	36	36	13	13	5	5
		Educational Adjustment	5	5	19	19	42	42	31	31	3	3
		Total Adjustment	0	0	5	5	68	68	25	25	2	2
	All Private School Students (100)	Emotional Adjustment	0	0	21	21	19	19	42	42	18	18
		Social Adjustment	2	2	30	30	34	34	25	25	9	9
		Educational Adjustment	13	13	18	18	29	29	28	28	12	12
		Total Adjustment	0	0	20	20	34	34	37	37	9	9
	Total Sample (200)	Emotional Adjustment	0	0	36	18	58	29	78	39	28	14
		Social Adjustment	5	2.5	73	36.5	70	35	38	19	14	7
		Educational Adjustment	18	9	37	18.5	71	35.5	59	29.5	15	7.5
		Total Adjustment	0	0	25	12.5	102	51	62	31	11	5.5

Level of Adjustment of all Boys

In emotional adjustment none of the boys lies in excellent category, 7% were good in their emotional adjustment, 26% were average whereas 46% and 21% boys were unsatisfactory and very unsatisfactory respectively.

Regarding social adjustment 2%, 30%, 42%, 19%, 7% boys falls under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

In educational adjustment 10%, 24%, 36%, 20% and 10% boys falls under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

In relation to total adjustment none of the boys falls in excellent category, 8% were good in their total adjustment, 53% were average whereas 32% and 7% boys were unsatisfactory and very unsatisfactory respectively.

Level of Adjustment of all Girls

Regarding emotional adjustment no student fall in excellent category whereas 29% , 32% ,32% and 7% of girls falls in good, average, unsatisfactory and very unsatisfactory categories respectively.

In social adjustment and educational adjustment 3%, 43%, 28%, 19%, 7% and 8%, 13%, 35%, 39% and 5% of the girls were under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

In relation to total adjustment none of the girls falls in excellent category, 17% were good in their total adjustment, 49% were average whereas 30% and 4% girls were unsatisfactory and very unsatisfactory respectively.

Level of Adjustment of all Students Studying in Government Schools

In emotional adjustment 10 % of students studying in Government schools falls in very unsatisfactory category ,36% and 39% of the students were in Unsatisfactory and average category respectively , 15% students studying in Government schools falls in good category whereas none of the them were in excellent category.

Regarding Social adjustment 5%, 13%, 36%, 43% and 3% of the students studying in government schools were under very unsatisfactory, unsatisfactory, average, good and excellent categories respectively.

Regarding educational adjustment of all the students studying in government schools none of them falls in excellent category, 5% were good in their educational

adjustment, 68 % were average whereas 25% and 2 % of government school students were unsatisfactory and very unsatisfactory respectively.

In relation to total adjustment 2 % of students studying in Government schools falls in very unsatisfactory category ,25% and 68% of the students were in Unsatisfactory and average category respectively , 5% students studying in Government schools falls in good category whereas none of the them were in excellent category.

Level of Adjustment of all Students Studying in Private Schools

In relation to emotional adjustment none of the student fall in excellent category whereas 21% ,19% ,42% 18 % of students studying in Private schools falls in good, average, unsatisfactory and very unsatisfactory categories respectively.

Regarding social and educational adjustment of students studying in private schools 2%, 30%, 34%, 25%, 9% and 13%, 18%, 29%, 28%, 12% of students were under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

In relation to total adjustment 9 % of students studying in Private schools falls in very unsatisfactory category , 37% ,34 % and 20% of the students were in Unsatisfactory and average and good categories respectively whereas none of them were in excellent category.

Level of Adjustment of Total Sample

In the area emotional adjustment no student lies in excellent category 18% students were good in their emotional adjustment, 29% students were average whereas 39% and 14% were unsatisfactory and very unsatisfactory respectively.

In social adjustment 2.5% , 36.5%, 35% , 19% and 7% students falls under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

Regarding educational adjustment 9%, 18.5%, 35.5%, 29.5% and 7.5% students falls under excellent, good, average, unsatisfactory and very unsatisfactory categories respectively.

In relation to total adjustment no student falls in excellent category, 12.5% students were good in their total adjustment, 51% students were average whereas 31% and 5.5% were unsatisfactory and very unsatisfactory respectively.

2. Adjustment among Boys and Girls in Various areas of Adjustment

Table –3 provides the summary of the statistical calculations for test of significance of 't' between boys and girls in respect of various area of Adjustment.

Table: 3
Significance of 't' between Boys and Girls in respect of
Various Areas of Adjustment

S.No.	Area of Adjustment	Group	N	Mean	S.D	df	't' Value	Significance
1.	Emotional Adjustment	Boys	100	8.57 ⁺	2.64	199	4.16	Significant at .01 level
		Girls	100	7.03	2.59			
2.	Social Adjustment	Boys	100	6.15 ⁺	2.72	199	.19	Not Significant
		Girls	100	6.08	2.59			
3.	Educational Adjustment	Boys	100	6.13	3.20	199	1.80	Not Significant
		Girls	100	6.89 ⁺	2.74			
4.	Total Adjustment	Boys	100	20.70 ⁺	6.44	199	.98	Not Significant
		Girls	100	19.86	5.73			

⁺ Higher Mean indicates lack of adjustment

The table reveals that there is a significant difference regarding the emotional adjustment of boys and girls. Also the higher mean scores associated with boys (8.57) means that they are less emotionally adjusted than girls whose mean score is 7.03. Regarding the Social Adjustment there is no significant difference among boys and girls. In relation to educational adjustment no significant difference exists among both groups. With reference to total adjustment there is no significant difference among boys and girls.

3. Adjustment among Students studying in Government School and Students Studying in Private School in Various areas of Adjustment

Summary of the statistical calculations for test of significance of 't' between Students studying in Government schools and students studying in Private schools regarding their Adjustment in various areas has been presented in table -4

Table: 4
Significance of 't' between Students studying in Government Schools and Students studying in Private Schools in Various areas of Adjustment

Sr.No	Area of Adjustment	Group	N	Mean	S.D	df	't' Value	Significance
1.	Emotional Adjustment	Govt. School Students	100	7.7	2.21	199	.51	Not Significant
		Private Schools Students	100	7.9 ⁺	3.16			
2.	Social Adjustment	Govt. School Students	100	5.61	2.46	199	2.73	Significant at 0.01 level
		Private Schools Students	100	6.62 ⁺	2.75			
3.	Educational Adjustment	Govt. School Students	100	6.44	2.68	199	.33	Not Significant
		Private Schools Students	100	6.58 ⁺	3.30			
4.	Total Adjustment	Govt. School Students	100	19.60	4.44	199	1.58	Not significant
		Private Schools Students	100	20.96 ⁺	7.35			

⁺ Higher Mean indicates lack of adjustment

It can be concluded from the above table that regarding emotional, educational, and total adjustment no significant difference exists among Government and Private School Students. In relation to Social adjustment there is significant difference among both groups, also the

lower meanscores (5.61) associated with Government School Students indicates that they are socially more adjusted than students studying in Private schools (6.62).

Findings and Conclusion

1. The percentage analysis reveals that maximum students possess an average or below average level of adjustment for all dimensions of adjustment.
2. A higher level of adjustment in every dimension of adjustment is shown only for a small number of students and this has to be seriously taken for the successful wellbeing of the individual. The study thus urges the need to develop and implement adjustment programs for the school children.
3. The study concluded that there is no significant differences between Boys and Girls with regard to Educational, Social and Overall adjustment whereas in relation to emotional adjustment girls showed more emotional adjustment than boys.
4. With reference to type of schools (Government and Private Schools) no significant difference found between students studying in Government and Private Schools regarding Emotional, Educational and Overall Adjustment, but in relation to Social adjustment Government and Private schools differ significantly, Government school students are more socially adjusted as compare to Private school students.

Suggestions for various Stakeholder

1. The classroom atmosphere should be democratic. The teacher should encourage and motivate the students and provide equal opportunity to participate in the academic and non-academic activities. It will increase the academic adjustment of the students.
2. Teachers should treat pupils with love, affection and understanding. He/ She should have the Knowledge of Child Psychology and should be sensitive to the feelings and problems of individual students.
3. To improve the adjustment of students Yoga and meditation can be a part of day to day school co- curricular activities and it should be included in the school curriculum.
- 4 To enhance the educational adjustment teacher should give the proper training in time management skills.
5. Guidance and counselling services should be arranged to assist students for healthy adjustment in schools and life.

6. The good relationship between the teacher and the student will enhance the adjustment of the students.
7. Various programmes like National Cadet Corps, National Service Scheme and some other cultural activities will help the students to develop and improve Social Qualities and cooperation that will help their adjustment.
8. Field trips and educational tours can be arranged by the teachers once in month or whenever time permits. This experience will correlate with the lessons. Hence the students can get a direct and purposeful experience and it will increase the adjustment level of the students.
9. Parents and teachers should provide intellectual, social and emotional support to children at the time of stress and tension.
10. Students should be given an opportunity to express their ideas and discuss their Problems with school authorities. It develops self-confidence and mental satisfaction among the students.
11. Pupils should be enabled to recognize their strength and limitations to avoid unnecessary aspirations.
12. Play, hobbies, excursions, discussions etc. provide excellent opportunities to explore and express their feelings. These should be organized for developing good mental health of students and their healthy adjustment.
13. Parents and teachers should meet frequently to diagnose emotionally maladjusted cases and take remedial measures.
14. Teachers are in the continual interaction with their students. Their behaviour effects them directly. So, teachers should show behaviour of emotional maturity to prove a model for their pupils.
15. Teacher should appreciate accomplishments of the pupils. Undue criticism and ridicule should be avoided as these may lead to a sense of inferiority and anxiety.

References:

Books

- Best, J.W.and J. V. Kahn, (2005) Research in Education, Prentice Hall of India Private Limited, New Delhi.
- Mangal, S.K. (2014).Essentials of Educational Psychology. Delhi: PHI Learning Private Limited

National Council of Educational Research and Training, (2005) National Curriculum Framework for School Education, NCERT, New Delhi.

Sinha, A.K.P. and Singh, R.P. (1971). Adjustment inventory For School Students. Agra: National Psychological Corporation.

Journal Article

Chauhan,V (2013). A study on adjustment of higher secondary school students of Durg District. IOSR Journal of Research & Method in Education, Volume 1, Issue 1, PP 50-52.

Ebenezer, J.A and Stanly, L. (2009).Adjustment and Achievement in Physics of XI Standard students: Edutraks, Vol.8No.5 pp.42-43

Kaur and Kaur. (2016). Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-Educational Schools. International Journal of Allied Practice, Research and Review, Vol. III, Issue II, pp. 01-06.

Raju ,M.V.R. and Rahamtulla , T. K. (2007). Adjustment Problems among School Student: Journal of the Indian Academy of Applied Psychology, Vol. 33, No.1, 73-79.

Sadh,N.(2012).Sex Differences in Adjustment among Secondary School Students: Journal of Community Guidance &Research, Vol.29No.1pp3-10

Surekha.(2008).Relationship between Student' Adjustment and Academic Achievement: Edutraks, Vol.7 No. 7 pp.26-31

Yengimolki, S., Kalantarkousheh, S. M. and Malekitabar, A. (2015). Self-Concept, Social Adjustment and Academic Achievement of Persian Students. International Review of Social Sciences and Humanities, 8(2), 50-60.

Internet

www.ijims.com/process/downloadPDF.php?id=661

www.ejournal.aessangli.in/ASEEJournals/HSS37.pdf

www.ijip.in/Archive/v4i1/18.01.105.20160401.pdf

www.indianresearchjournals.com/pdf/IJSSIR/2012/May/12_IJS_MAY2012.pdf

www.recentscientific.com/sites/default/files/5821.pdf

www.ijstr.org/.../School-Adjustment-And-Academic-Achievement-Among-Tribal-Ad

rajimr.com/wp-content/uploads/2014/09/6_18-21-Dr.-Kamendu-Thakar.pdf

www.ejournal.aessangli.in/ASEEJournals/HSS37.pdf

<https://files.eric.ed.gov/fulltext/EJ1098608.pdf>

http://granthaalayah.com/Articles/Vol5Iss6/75_IJRG17_A06_449.pdf

http://shodhganga.inflibnet.ac.in/bitstream/10603/41419/9/09_chapter%202.pdf

<http://pubs.sciepub.com/education/2/12/2/>

http://www.academia.edu/3601312/A_Study_on_Emotional_Adjustment_of_Adolescent_School_Students

<http://oaji.net/articles/2014/1170-1418199534.pdf>

<http://www.sciepub.com/reference/84044>
