

A study of adjustment in high school students with respect to gender

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Abstract: Adjustment is needed for the successful survival and for maintaining harmonious adjustment with the society. Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment (Coleman, James C.). The present research was undertaken to study and compare the adjustment with respect to home, health, social, emotional and school of high school boys and girls of Aurangabad city. Descriptive survey method was applied and random sampling technique was selected for conducting the research study. The statistical technique used were mean, S.D and t-test. The findings revealed that the home, health, social, emotional and school adjustment found in the high school students was average and there was no significant difference found in the adjustment of high school boys and girls of Aurangabad city.

Key Words: Adjustment, Gender, social, emotional and school.

1. INTRODUCTION:

Life is a continuous process of adjustment (Tallent, 1978). Psychology is the science of behaviour can be better understood if we know the process of Adjustment. In fact people by making adjustment to the different spheres of life, try to cope or solve the problems of everyday life (Goodstein and Lanyon, 1975; Singh, 1986). Some people are well adjusted and some are less 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. (Manual of HSAI by A.K Singh and A. Sen Gupta, 2005)

The struggle between the needs of the individual and external forces is a continuous struggle since time immortal. According to the Darwin (1958) theory of evolution, those species which adapted successfully to the demands of living, survived and multiplied while others, who did not, died out. Therefore adaptation or change in oneself according to the external environment is a basic need for survival. However the concept of adjustment is not as simple as adaptation. Psychologist and scholars differ considerably in interpreting its meaning and nature. Adjustment as the modification to compensate for or meet special condition. (James Drever). "Adjustment" can be defined as a process of altering one's behaviour to reach a harmonious relationship with their environment. This is typically a response brought about by some type of change that has taken place. The stress of this change causes one to try to reach a new type of balance or homeostasis between the individual (both inwardly and outwardly), and with their environment.

"Adjustment is the process by which living organism maintain a balance between his needs and the circumstances that influence the satisfactions of these needs. (Shaffer, L.S.)

"Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the change in the environment. (Carter V Good)

2. NEED OF THE RESEARCH:

Adjustment is needed for the successful survival and for maintaining harmonious adjustment with the society. Adjustment is the outcome of the individual's attempts to deal with the stress and meet his needs: also his efforts to maintain harmonious relationships with the environment (Coleman, James C.).

Adjustment is required for:

1. To reduce stress.
2. To deal successfully with the environment.
3. To transform the child into a balanced individual.
4. To create health awareness in the student.
5. For smooth functioning in the society.
6. To enable the child to develop in a mature adult.
7. To inculcate social values in the students.

Adolescents account for about 1/5th of India's population (Anon, 2004). Recent researches suggest that more young people are beginning to report of mental health problems, as they perceive more stress. It is estimated that six to nine million children and adolescents in the United States have mental or behavioural problems. Indian Council of Medical Research reported that about 12.8 per cent of children (1-16 years) suffer from mental health problems. According to findings (Vawda, 2002) 69.56 per cent of adolescents had suicidal behaviour due to parent-child problems, about 17.39 per cent due to partner relational problems, 8.69 per cent due to adjustment disorders and 4.35 per cent of children due to depression. Adolescents in disadvantaged communities are at elevated risk for exposure to multiple stressors, indicating high rates of crime and victimization, family poverty, family conflict, increased prevalence of deviant peers and school with inadequate resources (Gonzales et al., 2001 & Seidman et al., 1994).

Adolescents are expected to strive to attain mature relations with age mates, learn to perform appropriate gender roles, ascertain autonomy, prepare for economic independence, make decisions on intimate relationships, and aspire to be responsible in community and to develop a set of values or morals. These could be Herculean tasks but most adolescents experience smooth transitioning provided; they get the emotional support as well as the needed encouragement from the family as well as determine largely what one will be as a person and as an adult. (Preeti Louis, Arnold Emerson 2012).

3. OBJECTIVES OF RESEARCH:

- To study the overall adjustment in high school students.
- To study the adjustment in high school students with respect to home, health, social, emotional and school.
- To compare the overall adjustment of male and female high school students.
- To compare the adjustment of male and female students with respect to home, health, social, emotional and school.

4. HYPOTHESES:

- The overall adjustment in high school students is high.
- The adjustment in high school students with respect to home, health, social, emotional and school is high.
- There is no significant difference between the overall adjustment of male and female high school students.
- There is no significant difference between the adjustment of male and female high school students with respect to home, health, social, emotional and school.

5. METHODOLOGY:

Descriptive survey was used for conducting the research study.

SAMPLE AND SAMPLING TECHNIQUE

A sample of 100 students (50 males and 50 females) studying at IX Std. (High schools of English medium) of Aurangabad city were selected through random sampling technique.

TOOLS USED

High School Adjustment Inventory (HSAI) designed and standardized by A.K Singh and A. Sen Gupta, (2005) was used for the data collection. The Inventory measured adjustment in five areas namely: Home, Health, Social, Emotional and School.

STATISTICAL TECHNIQUES:

The statistical techniques used were mean, standard deviation and t-test.

6. ANALYSIS:

Table no.1: Table showing the mean scores of Adjustment Dimensionally in the students and its interpretation:

Sr.no	Aspects	Obtained scores	Range of scores	Interpretation
1.	Home	20.05	17-22	Average
2.	Health	19.58	17-22	Average
3.	Social	15.48	9-16	Below Average
4.	Emotional	17.51	17-22	Average
5.	School	17.52	17-22	Average
6.	Total	90.92	90-119	Average

Table no.2: Table showing the Comparison of male and female students on Adjustment Dimensionally and its interpretation:

Sr.no	Aspect	Gender	Mean	S.D	t-value	Significance value	Interpretation
1.	Overall Adjustment	Male	91.54	17.98	0.305	1.96	Not significant
		Female	90.30	22.43			
2.	Home Adjustment	Male	20.12	3.78	0.170	1.96	Not significant
		Female	19.98	4.42			
3.	Health Adjustment	Male	19.76	4.16	0.39	1.96	Not significant
		Female	19.40	4.88			
4.	Social Adjustment	Male	15.66	3.10	0.547	1.96	Not significant
		Female	15.30	3.46			
5.	Emotional Adjustment	Male	17.70	4.14	0.426	1.96	Not significant
		Female	17.32	4.75			
6.	School Adjustment	Male	17.80	4.91	0.544	1.96	Not significant
		Female	17.22	5.71			

From the above tabular values and their interpretation we can observe and understand that the Home adjustment in the secondary students is average, Health adjustment in the secondary students is average, Social adjustment in the secondary students is average, Emotional adjustment in the secondary students is average, School adjustment in the secondary students is average and the total adjustment in the secondary students is average. There was no significant difference between the overall adjustment of male and female high school students. There was no significant difference found in the home, health, emotional, social and school adjustment between the male and female high school students of Aurangabad city. Therefore the hypothesis 1 and 2 are rejected and hypothesis 3 and 4 is accepted.

7. SUGGESTIONS:

The role of classroom teacher in student adjustment:

The class room teacher plays the most strategic role to bring improvement in the class room environment and help the students in adjustment. He can perform the following role:

- Provide a classroom environment where the children feel free to express themselves
- Develop in youngsters a sense self-respect and self-esteem by complements for work well done.
- Accept the individual differences of students.
- Develops comprehensive cumulative records by collecting information through classroom sitting.
- Practices good mental health
- Teacher himself should adopt democratic and respective behaviour.

8. CONCLUSION:

Schooling stage is a very important stage in the development of adjustment in the students. Proper classroom handling technique by the teacher can successfully inculcate social and school adjustment in the children. A large or joint family can also equip the child with emotional control and social and home adjustment.

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