

## Gender and Adjustment: A Comparative study of Grade VIII Students

Prof. Dr. Usha Mishra<sup>[1]</sup>

Suman Pandey<sup>[2]</sup>

### Abstract:

*The objective of this study was to make comparison between girls and boys students on adjustment. The adjustment considered here were emotional, social and educational. A sample of 120 (60 boys and 60 girls) students studying in class VIII standard of parishadeeya vidhayalya were taken from Allahabad district. For this purpose of investigation "Adjustment inventory" by A.K.P Singh and Sinha was used. The obtained data were analyzed through 't' test to know the mean difference between VIII standard school students in relation to their gender. The study indicates that there was significant difference between girls and boys students on their adjustment type (emotional social and educational) and on overall adjustment.*

**Keywords:** adjustment, emotional adjustment, social adjustment, educational adjustment.

## I. INTRODUCTION

It is the first and foremost duty of education to provide the child with the knowledge of his personal, social and financial problems and train him how to solve them. Most of the activities of an individual are adjustment to his vocational, social and financial problems. To adjust with different situations is the very nature of man. As man wants to lead a problem free, satisfied and happy life, he tries to adjust with his environment all the time.

## II. ADJUSTMENT

Physiologists describe adjustment as an interaction between the environment and organic factors. But in physiology it is used in a broad sense. Due to stress and pressure of society upon an individual he shows his own reactions to the environment. Those reactions may be physical or mental but keeps balance between individual and his surroundings. This is what we call adjustment in psychology. The environment and social pressure may be external or may come from within a man. For example in the family a child is allowed to do some work and prohibited to do some other work. He has a stick to certain principles. As interaction takes place between his personal nature and demands of surrounding, from which his personality flourishes. On the other hand there are internal impulses such as hunger, thirst, sleep, breathing which control our personality to great extent. When the internal forces and external forces work in opposite direction, adjustment process becomes complicated. While satisfying our urge, the other unsatisfied impulses create reaction. In such a case mental and physical balance is missed and the individual suffers from frustration.

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among

various forces. Adjustment as defined as a process where in one builds variations in the behaviour to achieve harmony with one self, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment. Shafer (1961) emphasized that adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

In general, the adjustment process involved-

1. A need or motive in the form of a strong persistent stimulus
2. The thwarting or non fulfillment of this need
3. Varied activity or exploratory behaviour accompanied by problem solving
4. Some response that removes or at least reduces the initiating stimulus and completes the adjustment.

Human beings have the highest capacities to adapt themselves to the new situations. They not only adapt to physical demands but they also adjust to social pressure of the society. Psychologists have interpreted adjustment from two important points of view they are (1) adjustment as an achievement which emphasizes the quality of efficiency and (2) adjustment as a process which lays emphasis on the process by which an individual adjusts to his external environment

## III. OBJECTIVE OF THE STUDY

The main objectives of the study were as under:

- To compare emotional adjustment among VIII grade boys and girls.
- To compare social adjustment among VIII grade boys and girls.
- To compare educational adjustment among VIII grade boys and girls.

<sup>[1]</sup> Professor, Department of Education, University of Allahabad, Allahabad, Uttar Pradesh 211002.

<sup>[2]</sup> D.Phil. Scholar, Department of Education, University of Allahabad, Allahabad, Uttar Pradesh 211002. E-mail: suman.9452@gmail.com

- TO compare overall adjustment among VIII grade boys and girls.

**IV. HYPOTHESES**

- There is no significant gender difference in the emotional adjustment among VIII grade boys and girls.
- There is no significant gender difference in the social adjustment among VIII grade boys and girls.
- There is no significant gender difference in the educational adjustment among VIII grade boys and girls.
- There is no significant gender difference in the overall adjustment among VIII grade boys and girls.

**V. SAMPLE**

For the present study a sample of 120(60 boys and 60 girls) students of VIII class studying in parishadeeya vidhayalya of Allahabad district has been taken up by adopting cluster sampling technique.

**VI. TOOLS EMPLOYED**

Adjustment inventory developed and standardized by A. K.P. Sinha and R.P. Singh (1971). The inventory contains 60 items, 20 items s in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High score indicates unstable emotion. Students with low scores tend to be emotionally stable. Social adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour Educational Adjustment: Individual scoring high is poorly adjusted their curricular and co-curricular programmes.

**VII. STATISTICAL TECHNIQUES USED**

In the present study, the statistical techniques used were as under:-

- Mean
- Standard deviation
- Significance of difference between means (t-test)

**VIII. INTERPRETATIONAND RESULTS**

**Table 1:** Significance of difference between Means of Adjustment of VIII Grade Boys and Girls

Category	Group	N	M	S.D	$\sigma D$	t-VALUE
Emotional adjustment	Girls	60	5.26	5.08	1.0	1.94*
	Boys	60	7.28	6.32		
Social adjustment	Girls	60	8.0	5.91	.93	2.36*
	Boys	60	10.2	4.64		
Educational adjustment	Girls	60	7.46	5.92	1.0	2.67**
	Boys	60	10.13	5.11		
Overall adjustment	Girls	60	20.73	13.67	3.16	2.17*
	Boys	60	27.61	20.37		

\*Significant at 0.05 level

\*\*significant at 0.01level

Table 1 and figure 1 indicates that, the mean score of emotional adjustment of boys is 7.28 with S.D 6.32. The mean score of girls is 5.26 with S.D. 5.08. The t-value comes out to be 1.94 which is significant at 0.05level. So, it can be concluded that there is significant difference in the emotional adjustment of boys and girls. The mean score of boys is 7.28 which is more than mean score of girls 5.26 high score means not stable emotional adjustment. It is therefore concluded that girls are emotionally more adjusted than boys.

Thus, the hypothesis stating that “there is no significant difference in the emotional adjustment among VIII standard boys and girls”, is rejected.

Table 1 indicates that, the mean score of social adjustment of boys is 10.2 with S.D 4.64. The mean score of girls is 8.0 with S.D 5.91. The t-value comes out to be 2.36 which is significant at 0.05 level. So, it can be concluded that there is significant difference in the social adjustment of boys and girls. The mean score of boys is 10.2 which is more than mean score of girls8.0. High score indicate good social adjustment. It is therefore concluded that boys are socially more adjusted than girls.

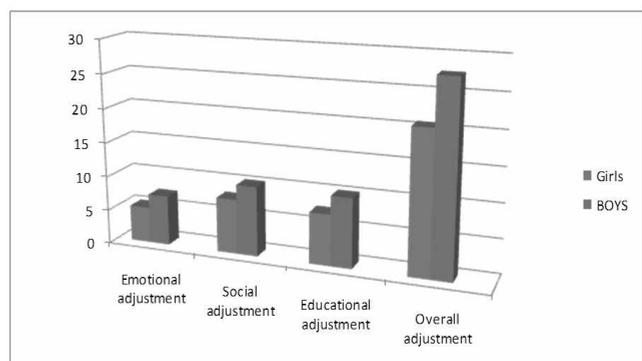
Thus, the hypothesis stating that “there is no significant difference in the social adjustment among VIII grade school boys and girls”, is rejected

Table 1 indicates that, the mean score of Educational adjustment of boys is10.13with S.D.5.11. The mean score of girls is7.46 with S.D.5.92 The t-value comes out to be 2.67 which is significant at 0.01 level. So, it can be concluded that there is significant difference in the adjustment of boys and girls. The mean score of boys is 10.13 which is more than mean score of girls 7.46. High scores mean low adjustment. It is therefore concluded that girls are more adjusted than boys.

Thus, the hypothesis stating that “there is no significant difference in the Educational adjustment among VIII grade school boys and girls”, is rejected.

Table 1 indicates that, the mean score of Overall adjustment of boys is 27.61 with S.D. 20.37 which are more than mean score of girls 20.73 with S.D.13.67. The t-value comes out to be 2.17 which is significant at 0.05 level. So, it can be concluded that there is significant difference in the adjustment of boys and girls. The mean score of boys is27.61 which is more than mean score of girls 20.73. High scores mean low adjustment. It is therefore concluded that girls are more adjusted than boys.

Thus, the hypothesis stating that “there is no significant difference in the Educational adjustment among VIII grade school boys and girls”, is rejected.



**Figure 1:** Graph showing means on adjustment for girls and boys students.

### IX. CONCLUSION FROM THE STUDY

There is a significant gender difference in the adjustment of VIII grade school students. Girls are found emotionally more adjusted than boys.

There is a significant gender difference in the adjustment of VIII grade school students. Boys are found socially more adjusted than girls.

There is a significant gender difference in the adjustment of VIII grade school students. Girls are found educationally more adjusted than boys.

There is a significant gender difference in the adjustment of VIII grade school students. Girls are found more adjusted than boys.

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