

Impact of Gender, Type of Management and Locality on Academic Adjustment among High School Students

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Abstract:

The study was planned to investigate the impact of gender, type of management and locality on academic adjustment among high school students. Sample of the present study consists of 400 high school students selected by using purposive random sampling technique. Rao's Academic Adjustment Inventory (1963) was administered to collect the data. Means, SD's and ANOVA used to find out whether gender, type of management and locality have any significant impact on academic adjustment. Results revealed that gender, type of management and locality have significant impact on academic adjustment.

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I. INTRODUCTION

The academic adjustment refers to the final output of the dynamic constructive relationship between the learner and his school/college environment, which enhances the scientific and personal development of the learner. The good indicators of the relationship are represented by educational hardworking, satisfaction, acceptance and agreement with the school/college standards and completion of tasks in time, manner and organization.

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.

Makwana (2013) conducted a study on adjustment of the secondary school students among urban and rural area in Ahmedabad district and result shows that there is no significant difference in adjustment of urban and rural student, boys and girls and urban and rural girls. but there is significant difference in adjustment of urban & rural boys at 0.05 level.

Makwana & Kaji (2014) conducted a study on adjustment of secondary school students in relation to their gender and result shows that there is no significant difference in home, school and emotional adjustment of boys and girls secondary school students. but there is significant difference in social adjustment of boys & girls secondary school students at 0.05 level, it means boys are social adjustment better than girls.

Paramanik, Saha and Mondal (2014) conducted a study on adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustment level of students residing at urban and rural area. Adjustment of secondary school students in relation to their gender and result shows that there is no significant difference in home, school and emotional adjustment of boys and girls secondary school

students but there is significant difference in social adjustment of boys and girls secondary school students.

Pooja Bhagat (2016) conducted with the purpose to compare adjustment of secondary school boys and girls. The results of the present study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

Chamyal and Manral (2017) reported that (i) urban students are better adjusted than rural students. (ii) private school student is better adjusted than government school students.

II. OBJECTIVE

1. To find out the impact of impact of gender, type of management and locality on academic adjustment among high school students.

III. HYPOTHESES

1. There would be significant impact of gender on academic adjustment among high school students.
2. There would be significant impact of type of management on academic adjustment among high school students.
3. There would be significant impact of locality on academic adjustment among high school students.

IV. SAMPLE

Students were studying Xth class in rural and urban areas from government and private schools constituted in Kadapa District of Andhra Pradesh state. Academic adjustment inventory was administered to the selected sample. The subjects were in the age group of 15-17 years and using

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purposive sampling technique. A sample consists of 400 students were selected in such a way that they fit into a 2x2x2 factorial design with a sample of 100 in each cell.

Table-1: Sample Distribution.

Locality	Gender				Total
	Boys		Girls		
	Type of management		Type of management		
	Government	Private	Government	Private	
Rural	50	50	50	50	200
Urban	50	50	50	50	200
Total	100	100	100	100	400

V. VARIABLES STUDIED

In the light of the hypotheses formulated, the following variables are studied.

VI. DEPENDENT VARIABLE

- 1. Academic Adjustment

VII. DEMOGRAPHIC VARIABLES

- 1. Gender (boys/girls)
- 2. Type of management (government / private)
- 3. Locality (rural/urban)

VIII. TOOL

1. Academic Adjustment Inventory: Rao’s Academic Adjustment Inventory (1963) was used to measure the academic adjustment of high school students. In this Inventory there are 100 items with five options. By employing test-retest method the reliability of the Inventory 0.59 and validity is 0.77.

IX. RESEARCH DESIGN

As there are three demographic variables gender, type of management and locality and each divided in to two categories a 2x2x2 factorial design is employed to study the impact of three independent variables on academic adjustment.

X. STATISTICAL ANALYSIS

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD’s, and Analysis of Variance (ANOVA).

XI. RESULTS AND DISCUSSION

Table-IV: Means and SDs for scores on academic adjustment among high school students.

Locality		Gender			
		Boys		Girls	
		Type of Management		Type of Management	
		Government	Private	Government	Private
Rural	Mean	230.32	233.28	236.30	247.10
	SD	36.52	35.11	32.95	34.31
Urban	Mean	226.00	244.52	241.80	250.32
	SD	29.26	37.33	30.93	30.26

Grand Means

Boys = (M:233.53) Government = (M:233.60) Rural = (M:236.75)
 Girls = (M:243.88) Private = (M:243.80) Urban = (M:240.66)

A close observation of table-IV shows that the girls studying in private schools in urban areas have obtained a high score of 250.32 indicate that they have good academic adjustment compared with other groups. Boys studying in government schools in rural areas have obtained a low score of 230.32 indicate that they have poor academic adjustment compared with other groups.

In terms of gender, girls (M=243.88) have good academic adjustment than the than boys (233.53). In terms of type of management, students studying in private schools (M=243.80) have good academic adjustment than the students studying in government schools (M=233.60). In terms of, urban area students (M=240.66) have good academic adjustment than rural area students (M=236.75).

As there are differences in the mean scores with regard to the academic adjustment among high school students, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-III.

Table-III: Summary of ANOVA for scores on academic adjustment among high school students.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	2227.840	1	2227.840	9.66**
Type of Management (B)	1123.000	1	1123.000	4.87*
Locality (C)	1241.000	1	1241.000	5.39*
(A x B)	1354.240	1	1354.240	5.87*
(A x C)	2180.960	1	2180.960	9.46**
(B x C)	2540.160	1	2540.160	11.02**
(A x B x C)	1216.640	1	1216.640	5.28*
Within	48229.600	392	230.356	--
Total	60113.440	399	--	--

** - Significant at 0.01 level. * - Significant at 0.05 level.

Hypothesis-1: There would be significant impact of gender on academic adjustment among high school students.

It is evident from table-III reveals that the obtained ‘F’ value of 9.66 is significant at 0.01 level indicates that gender has significant impact on academic adjustment among high school students. As the ‘F’ value is significant, the hypothesis-1, which stated that gender has significant impact on academic adjustment among high school students, is accepted as warranted by the results.

Hypothesis-2: There would be significant impact of type of management on academic adjustment among high school students.

Table-III reveals that the obtained ‘F’ value of 4.87 is significant at 0.05 level indicates that type of management has significant impact on academic adjustment among high school students. As the ‘F’ value is significant, the hypothesis-2, which stated that type of management has significant impact on academic adjustment among high school students, is accepted as warranted by the results.

Hypothesis-3: There would be significant impact of locality on academic adjustment among high school students.

As shown in table-III reveals that the obtained 'F' value of 5.39 is significant at 0.01 level indicates that locality has significant impact on academic adjustment among high school students. As the 'F' value is significant, the hypothesis-3, which stated that locality has significant impact on academic adjustment among high school students, is accepted as warranted by the results.

It is evident from the table-III that the 'F' values of 5.87 gender (A) and type of management (B); 9.46 gender (A) and locality (C) and 11.02 type of management (B) and locality (C) of first order interaction are significant. The 'F' value of 5.28 gender (A), type of management (B) and locality (C) of second order interaction is significant at 0.01 level implied that there is significant interaction among three variables, gender, type of management and locality is causing the effect on academic adjustment among high school students.

XII. SUMMARY AND CONCLUSIONS

1. There is significant impact of gender on academic adjustment among high school students. Girls have good academic adjustment than the than boys.
2. There is significant impact of type of management on academic adjustment among high school students. Students studying in private schools have good academic adjustment than the students studying in government schools
3. There is significant impact of locality on academic adjustment among high school students. Urban area students have good academic adjustment than rural area students.

XIII. REFERENCES

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