

## EMOTIONAL AND EDUCATIONAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

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### ABSTRACT

Education is the ability to meet one's life. How the child adjusts with unstable situations determines the success of life. The child's adjustment is determined by a number of factors like Emotional, Social and Educational adjustment. The present study aims to study the adjustment ability among secondary school students in relation to their gender. The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district. The study was conducted by using descriptive survey method. Tool used in present study is developed by A.K.P. Sinha and R.P. Singh "Adjustment Inventory for School Students (AISS)." Mean, SD and 't'-test were used as the statistical techniques for the study. The findings of the present study revealed that no significant difference exists in the adjustment of boys and girls of secondary school students. However, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts.

**KEYWORDS** : Secondary School Students, Adjustment, Social Adjustment, Emotional Adjustment, Home Adjustment....

### INTRODUCTION

Adjustment is a popular expression used by people in day-to-day life. For example, while traveling in a - bus or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house.

Psychologically, adjustment helps the organism to cope with the demands and pressures of the outside world as well as the needs, desires and conflicts experiences from within. The individuals who are able to adjust themselves to the varying situations in their environment can live in perfect harmony and lead a happy and well-adjusted life. Adjustment plays a crucial role in the development of an individual. The present century is an era of revolutionary changes and to cope up and adjust with such dynamic

environment, one has to make changes in self or his environment. If the individual does not keep pace with the changing time and make change in his self then surrender to the environmental pressure.

### CONCEPT OF ADJUSTMENT

The term adjustment is often used as a synonym for accommodation and adaptation (**Monroe 2007**). It is used to emphasize the individual's struggle to survive in his or her social and physical environment. Adjustment, derived from the Latin word ad-just are, is the process by which one balances needs and the obstacles in his or her environment. Adjustment refers to "psychological process of adapting to, coping with, and managing the problems, challenges and demands of everyday life" (**Halonen& Shantrock, 1997**) stated that adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in socially acceptable ways.

### EMOTIONAL ADJUSTMENT

It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

### EDUCATIONAL ADJUSTMENT

It refers to having the ability and know-how to meet the increasing demands of school and being open to change.

### REVIEW OF RELATED LITERATURE

**Raju & Rahamtulla (2007)** intended to examine the adjustment capacity of school students and 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, and the type of management of the school.

**Lama (2010)** reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students.

**Maureen et.al. (2011)** made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment.

**Roy & Mitra (2012)** examined the pattern of adjustment among early and late

adolescent school students. The study revealed that early and late adolescents groups differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

**Basu (2012)** aimed to investigate the adjustment abilities of secondary school students and 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 schools.

**Nidhi & Kermene (2015)** studied the adjustment problems of college students in relation to gender, socio-economic status and academic achievement. The findings of the study revealed that there was no significant difference found in adjustment problems of students with high academic achievement and those with low academic achievement. There exists a negative relationship between adjustment problems and achievement.

**Bhagat (2017)** showed that male students of secondary schools are found educationally greater adjusted than female students of secondary school. Govt. school students are found educationally less adjusted than private school students and no significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school.

**Akande & Ikediashi (2018)** indicated that secondary school students had a low level of emotional adjustment and also revealed that there was no significant difference in the level of student's emotional adjustment on the basis of gender or school type.

**Bunker (2021)** conducted a study to investigate whether there is any significant relationship between adjustment of secondary school students from urban and rural areas. The results revealed that there is no significant difference in emotional, Social and Educational adjustment of urban and rural secondary school student. Further, the study revealed that gender has no influence on the adjustment of students.

**Tahir, Rasool & Jan (2022)** conducted a descriptive study on home environment and social adjustment of Secondary School students of Kashmir. When students were assessed based on their geographic location (urban vs. rural), it was evident that rural secondary school students had better home contexts and social adaptations than their urban counterparts.

**Patial & Patial (2023)** after administering a social adjustment inventory to assess different levels of social adjustment among secondary school students found that there is no significant difference in adjustment among different students.

**OBJECTIVES OF THE STUDY**

1. To study the significant difference on Educational Adjustment of Secondary School Students with respect to their Gender.
2. To study the significant difference on Emotional Adjustment of Secondary School Students with respect to their Gender.

**HYPOTHESES OF THE STUDY**

1. There will be no significant difference on Educational Adjustment of Secondary School Students with respect to their Gender.
2. There will be no significant difference on Emotional Adjustment of Secondary School Students with respect to their Gender.

**RESEARCH METHOD**

The present study is descriptive in nature. So, to the adjustment of secondary school students, descriptive method of research is used.

**SAMPLE**

The sample consists of 100 students with 50 boys and 50 girls which were drawn by simple random technique from different schools (IX, X, +1 and +2) standard of Bhoranj Block of Hamirpur district

**RESEARCH TOOL USED**

To collect the requisite data for the present study, the researcher used the Adjustment Inventory for School Students (AISS) developed by A.K.P. Sinha and R.P. Singh.

**STATISTICAL TECHNIQUES EMPLOYED**

In the present study the data was analyzed by employing statistical technique of Mean, SD and the 't'-Test.

**ANALYSIS AND INTERPRETATION OF DATA****Comparison of Educational Adjustment among Secondary Schools Students on Their Gender.**

To compare the significance of difference between mean scores of Educational Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-1

**Table-1**

Adjustment	Number		Boys		Girls		df	't'- Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Educational	50	50	11.57	4.99	10.36	3.85	98	0.20	NS

**NS = Not Significant**

Table-1 indicates that calculated 't'- values were found to be 0.20 with respect to Educational Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their educational adjustment.

Further, present study indicated that mean scores of male students shows their better educational adjustment as compared to their counterparts. Thus, the null hypothesis that "There will be no significant difference on educational adjustment of secondary school students with respect to their gender" is accepted.

#### **Comparison on Emotional Adjustment among Secondary Schools Students on Their Gender.**

To compare the significance of difference between mean scores of Emotional Adjustment of Male and Female Students of Secondary Schools, Their means, standard Deviations and 't'-value was calculated. Detailed analysis is given in Table-2

**Table-2**

Adjustment	Number		Boys		Girls		df	't'- Value	Significance
	Boys	Girls	Mean	SD	Mean	SD			
Educational	50	50	11.16	5.32	10.94	5.20	98	0.85	NS

**NS = Not Significant**

Table-2 indicates that calculated 't'- values were found to be 0.85 with respect to Emotional Adjustment, which is not significant. It means that students (Male and Female) of secondary school do not differ significantly with regard to their emotional adjustment.

Further, present study indicated that mean scores of male students shows their better adjustment as compared to their counterparts. Thus, the null hypothesis that "There will be no significant difference on emotional adjustment of secondary school students with respect to their gender" is accepted.

### MAJOR FINDING OF THE STUDY

1. No significant difference was found between male and female students of secondary school students with regard to their educational adjustment.
2. No significant difference was found between male and female students of secondary school students with regard to their emotional adjustment.

### CONCLUSIONS

From the findings of the study, it is concluded that the gender has no influence on the Educational and Emotional Adjustment of students in secondary schools.

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