Research Paper

Adjustment among secondary school Students in relation to their gender and residence area

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ABSTRACT

The present study aimed to know the adjustment among secondary school students. It also aimed to check adjustment with reference to gender and residence area. Adjustment Inventory for School Students (AISS) by Dr. A.K.P. Sinha and Dr. R. P. Singh (2019) was used. The sample constituted total 120 secondary school students out of which 60 were from boy students (30 urban area and 30 rural area) and 60 from girl students (30 urban area and 30 rural area). The data was collected from Rajkot District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, (1) There is no significant difference between the mean score of adjustment among the boy and girl students, (2) There is no significant difference between the mean score of adjustment among the secondary school students of urban area and rural area, and (3) There is significant difference in the interactive effect of the mean scores of adjustment among the gender and residence area. The secondary school of urban area of boy students group have good adjustment compare to secondary school of urban area of girl students group.

Keywords: *Adjustment, boy and girl students, urban and rural area.*

The concept of adjustment was originally borrowed from biology. It was modeled after the biological term adaptation, which refers to efforts by a species to adjust to changes in its environment, just as a field mouse has to adapt to an unusually brutal, winter, a person has to adjust to changes in circumstances such as a new job, a financial setback or the loss of a loved one's thus, adjustment refers to the psychological processes through which people manage or cope with the demands and challenges of every life.

Criteria of Good Adjustment
Certain criteria have been involved to assess the adequacy of adjustments of an individual in his environment. (I) Psychological Comfort: One of the most compelling signs of objective failure is that a person is psychologically uncomfortable in some way. Discomfort may include states of depression, acute anxiety, obsessive thought of guilt or fear of illness etc. experiencing discomfort often implies some inadequacy of psychological adjustment. (II) Work Efficiency: Another sign of adjective difficulties is impaired ability to make full use of

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social capacities. (III) Physical symptoms: Sometimes, the only evidence of inadequate adjustment appears in the form of damage to body issues. (IV) Social acceptance: Some kinds of Adjustment are socially acceptable, that is they are what other person want.

1. **Importance of Adjustment:** Good Adjustment is necessary in every field of life. Due to proper adjustment a person can achieve certain amount of satisfaction. Importance of adjustment in human life is associated with the following matters.
2. **Improvement in Health:** Adjustment directly influences individuals physical and social health. If a person is not well adjusted, he experiences stress, and cannot perform his activities well. It brings obstacles in his routine life such that his thinking ability does not work well. Adjustment is necessary to maintain balance of health so that an individual remains healthy.
3. **Improvement in the level of adjustment:** Those who have satisfied their needs properly and have derived satisfaction of a reasonable level are physically and mentally healthy. They can very well adjust to many situations. They can maintain social relations. They can devote adequate time and ability to develop the same.
4. **Improvement of quality of life:** Well-adjusted individual can cope-up with the demands placed by environment and people. Such well-adjusted people utilize their time, ability and skill for themselves and society. A well adjusted individual can satisfy his and his family's needs and adds quality to life through safety, love, acceptance, self-respect, and self competency.
5. **Reduces Social Conflict:** A well adjusted person and group of people can fulfill his needs in just and fair manner. They do not have to face social conflict.
6. **Reduces the level of Crime:** Due to any reason, if a person cannot succeed in fulfilling his needs, he adopts unfair means. A person who is well adjusted, develops close social relations. He can satisfy just and fair needs. He lives happy life and free crime life.

Pooja Bhagat (2016) had finding that overall adjustments of girls were greater than boys. Girls were found emotionally and educationally more adjusted than their counterparts. Boys were found socially more adjusted.

Birina Boro (2017) findings of the study indicate that there exist significant differences between the secondary school students on the basis of gender regarding emotional, social and educational adjustment problems in Udalguri District. There seems to be an urgent need to improve the situation arising out of maladjustment. And this is the responsibility of all the people of the society to work together to throw away the problems of adjustment by facilitating better adjustment skills among the secondary school students.

Objectives
1. To Study the effect of boy and girl students have more adjustment.
2. To Study the effect of secondary school students of urban area and rural area have more adjustment.
3. To study the interactive effect of gender and residence area with respect to their adjustment.

METHODOLOGY
Hypothesis
1. There will be no significant difference between the mean score of adjustment among the boy and girl students.

2. There will be no significant difference between the mean score of adjustment among the secondary school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of adjustments among the gender and residence area.

Sample
The sample constituted total 120 secondary school students out of which 60 were from boy students (30 urban area and 30 rural area) and 60 from girl students (30 urban area and 30 rural area) of Rajkot District.

Research Design
A total sample of 120 secondary school students equally distributed between boy and girl students of urban and rural area from Rajkot District selected for the research study.

Showing the table of Sample Distribution

Residence Area (B)	Gender (A)		Total
	Boy (A$_1$)	Girl (A$_2$)	
Urban Area (B$_1$)	30	30	60
Rural Area (B$_2$)	30	30	60
Total	60	60	120

Variable
Independent Variable
Gender: Boys and Girls students
Residence Area: Urban Area and Rural Area.

Dependent Variable: Adjustment Scale.

Tools
Adjustment Inventory for School Students (AISS) by Dr. A.K.P. Sinha and Dr. R. P. Singh (2019). The Adjustment Inventory with 60 items. The three dimensions i.e. (1) Emotional (2) Social and (3) Educational. Reliability was determined by (i) Split-half method is 0.94, (ii) Test retest method is 0.93, and (iii) K-R formula-20 is 0.93. Validity coefficients were determined for each item by biserial correlation method and the correlation matrix is 0.19 & 0.24. The scoring system is "Marked - Always" – always- 2, sometimes-1 & never-0, as well as "Marked - Never" – always- 0, sometimes-1 & never-2. The lower score, batter is adjustment.

Procedure
The permission was granted from various secondary school students for data collection in Rajkot District after the establishment of rapport, personal information and the 'Adjustment Inventory for School Students (AISS)' was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table : 1 The Table showing sum of variance, mean, 'F' value and level of significance of gender and residence area :

Sum of Variance	Df	Mean	F-value	Sign. Level
SS_A	1	38.53	0.24	N.S.
SS_B	1	464.13	2.88	N.S.
SS_{A*B}	1	997.63	6.18	0.05*
SS_{Error}	116	161.39	__	__
SS_{Total}	119	20221.17	__	__

*0.05=3.92, N.S.= Not Significant

A = Gender   B = Residence Area
A_1 = Boys students   B$_1$ = Urban Area
A_2 = Girls students   B$_1$ = Rural Area

Table: 2 The Table showing the Mean Score of adjustment among boy and girl

	A (Gender)		'F' value	Sign.
	A$_1$ (Boy)	A$_2$ (Girl)		
M	76.65	75.52	0.24	N.S.
N	60	60		

Here we can see in table no.2, that the mean score of boy students group is 76.65 and the mean score of girl students group is 75.52. The 'F' value is 0.24 which is not significant. It means both group of boy and girl secondary school students is having no difference in their adjustment. It means to say that Hypothesis no.1 "There is no significant difference between the mean score of adjustment among the boy and girl students" is accepted.

*Bar Graph of mean score of adjustment of school students in relation to gender*
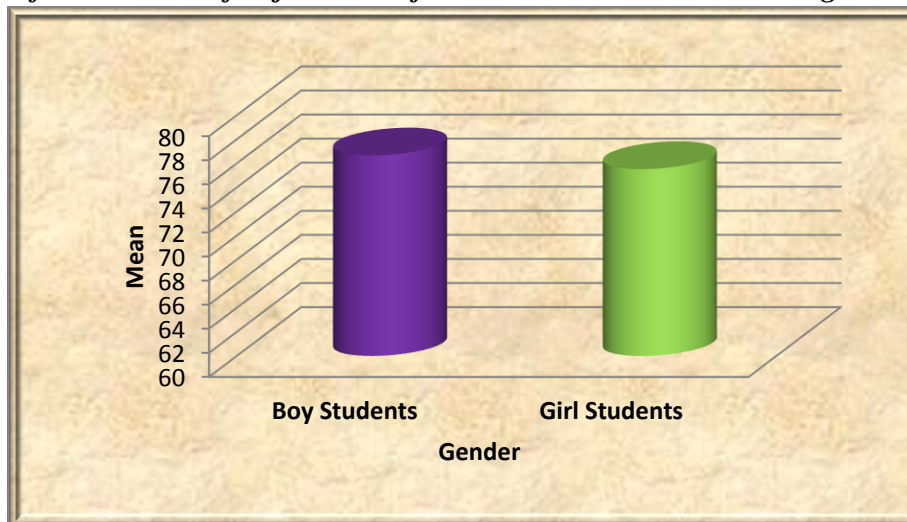
Table : 3 The Table showing the Mean Score of adjustment among secondary school students of urban area and rural area:

	B (Residence Area)		'F' value	Sign.
	B$_1$ (Urban Area)	B$_2$ (Rural Area)		
M	78.05	74.12	2.88	N.S.
N	60	60		

Here we can see in table no.2, that the mean score of secondary school students of urban area group is 78.05 and the mean score of students of rural area group is 74.12. The 'F' value is 2.88 which is not significant. It means both group of secondary school students of urban area and rural area are having no difference in their adjustment. It means to say that Hypothesis no.2 "There is no significant difference between the mean score of adjustment among the secondary school students of urban area and rural area" is accepted.

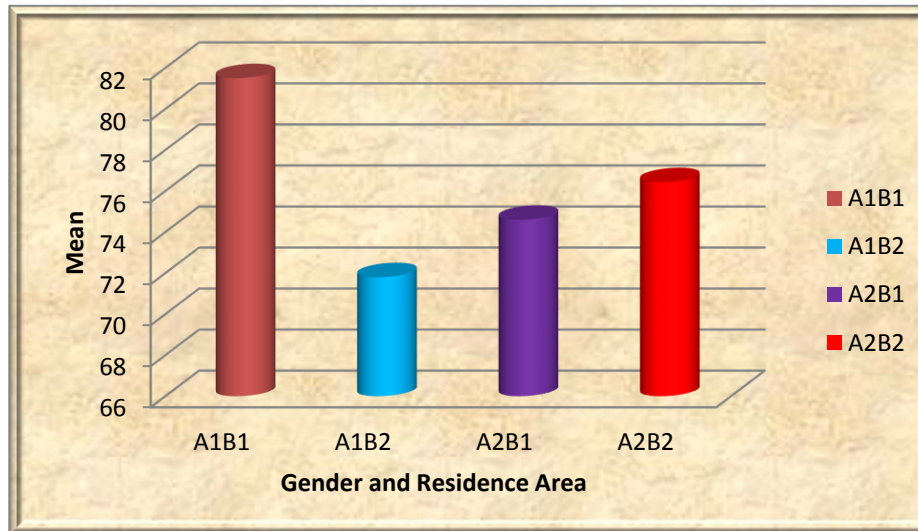**Bar Graph of mean score of adjustment of school students in relation to residence area**
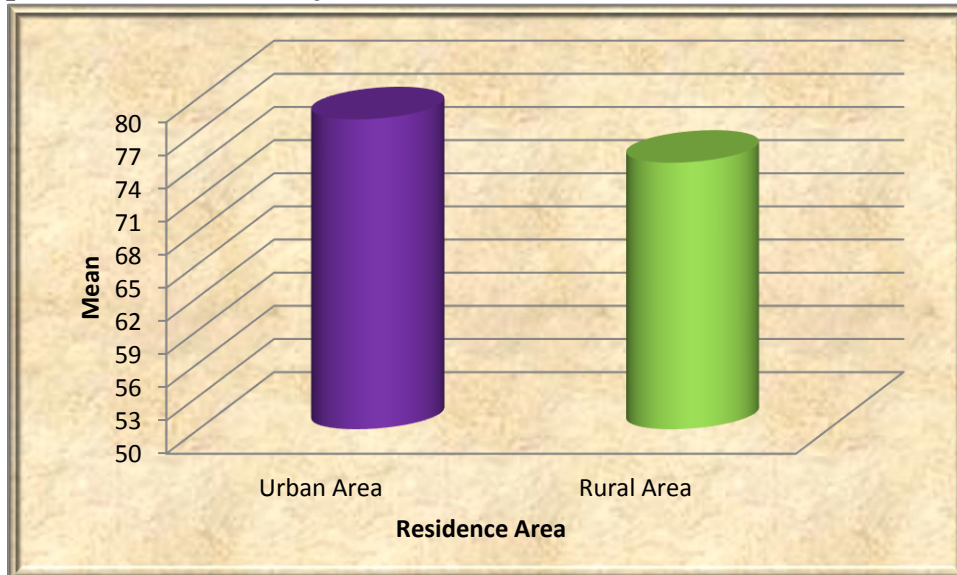
Table: 4 The Table showing the interactive effect of the Mean Score of adjustment among gender and residence area

			A		'F' value	Sign.
			A₁	A₂		
M		B₁	81.50	74.60		
	B	B₂	71.80	76.43	6.18	0.05*
N			60	60		

Here we can see in table no.3, that the mean score of secondary school of urban area of boy students group is 81.50, secondary school of urban area of girl students group is 71.80, secondary school of rural area of boy students group is 74.60 and secondary school of rural area of girl students group is 76.43. The 'F' value is 6.18 which is significant at 0.05 level. It means both group of boy and girl students of urban and rural areas have significant difference in regards to their adjustment. It should be remembered here that, according to scoring pattern, lover score indicate batter adjustment. Thus from the result shows, the secondary school of urban area of boy students group have good adjustment compare to secondary school of urban area of girl students group. Hypothesis no.3 "There is no significant difference in the interactive effect of the mean scores of adjustment among the gender and residence area" is rejected.

Bar Graph of mean score of adjustment of school students in relation to gender and residence area

CONCLUSION

1. There is no significant difference between the mean score of adjustment among the boy and girl students.
2. There is no significant difference between the mean score of adjustment among the secondary school students of urban area and rural area.
3. There is significant difference in the interactive effect of the mean scores of adjustments among the gender and residence area. The secondary school of urban area of boy students group have good adjustment compare to secondary school of urban area of girl students group.

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