

Educational Adjustment among Primary School Children

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ABSTRACT

The present study aimed to know the educational adjustment among primary school children. It also aimed to check Educational Adjustment with reference to gender and Standard. The Educational Adjustment Inventory (EAI) by Seema Rani & Dr. Sasant Bahadur Singh (Revised) (2014) was used. The sample constituted total 120 primary school children out of which 60 were from boys (30, 5th Standard and 30, 7th Standard) and 60 from girls (30 5th Standard and 30 7th Standard). The data was collected from Ahmedabad City. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. The boys primary school children group is having more educational adjustment than girls primary school children group, 2. There is no significant difference in the mean score of Educational Adjustment among the primary school children of 5th standard and 7th standard and 3. There is no significant difference in the interactive effect of the mean scores of Educational Adjustment with regards to the gender and standard.

Keywords: Educational Adjustment, Boys and Girls, Primary school children of 5th Standard and 7th Standard

Education of this kind turns children into machines. Such a perspective defeats the very purpose of education - the wholesome development of personality including ethical development which is fundamental for making responsible decision making in case of moral conflicts. The mark of an educated person, wrote Plato in The Republic, is the willingness to use one's knowledge and skills to solve the problems of society. Education must imbue children with a proactive social conscience. Society is the empowering context for individuals. No one can become fully human or attain dignity and fulfillment outside the web of relationships and responsibilities presupposed in society. True education equips individuals to live creatively, responsibly, and peaceably in a society and become agents of change for a better society.

Children and youth need to be educated to practice the commonly held values of harmony and peace with self and others. Children are envoys of the future. As per the population projection, India will have one of the youngest populations in the world by 2020. This vast human resource will shape the nation and the world. From ecological perspective, child is educated by the entire environment in which it grows and that environment is determined

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equally by the parents, teachers and society around. The kind of individual we produce in turn determines the kind of society we live in. If we produce individuals who are self-centered, aggressive, competitive and greedy, we cannot have a society that is non-violent, peaceful, cooperative and harmonious. Education is the main agency for individual transformation and social change. It is not possible to bring fundamental transformation in society unless the individual is transformed. The kind of education we provide to them will have bearing on the values foundation of the society.

Educational Adjustment: The dictionary meaning of the word “adjustment” is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other. For example: wearing of cloth according to the season. As we can’t change the season so we have to modify our cloths. In the words of Coleman, James C., “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. And according to the Carter V Good , “adjustment is the process of finding and adopting modes of behavior suitable to the environment or the change in the environment. “Adjustment” can be defined as a process of altering one's behavior 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.

Chopra R, and Kalita R. (2006) founded that the emotional, social and educational adjustments of elementary school children of single parents have several problems rather than intact families and affect their development.

Winga Maureen Adhiambo, Agak John Odwar and Ayere A. Mildred (2011) have concluded that for this population despite the fact that girls performance is usually poorer than boys there were no differences in school adjustment. Differences in school adjustment were manifest between the high achievers and low achievers. Hence it was very important to look at level of achievement when considering school adjustment.

Objective

The objectives are:

- To Study educational adjustment of the boys and girls primary school children.
- To Study educational adjustment with regards to primary school children of 5th standard and 7th standard.
- To study the interactive effect of educational adjustment with regards to gender and standard.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of educational adjustment among the boys and girls primary school children.
- There will be no significant difference in the mean score of educational adjustment among the primary school children of 5th standard and 7th standard.
- There will be no significant difference in the interactive effect of the mean scores of educational adjustment with regards to the gender and standard.

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Sample

The sample constituted total 120 primary school children out of which 60 were from boys (30, 5th Standard and 30, 7th Standard) and 60 from girls (30, 5th Standard and 30, 7th Standard). The data was collected from Ahmedabad City.

Research Design

A total sample of 120 primary school children equally distributed between gender and standard from Ahmedabad City selected for the research study.

Showing the table of Sample Distribution

Standard	Gender		Total
	Boys	Girls	
5 th Standard	30	30	60
7 th Standard	30	30	60
Total	60	60	120

Variable

Independent Variable

Gender: Boys and Girls Primary School Children.

Standard: Primary School Children of 5th Standard and 7th Standard.

Dependent Variable: Educational Adjustment Score.

Tools

The Educational Adjustment Inventory (EAI) by Seema Rani & Dr. Sasant Bahadur Singh (Revised) (2014). A total of 45 items which were to be rated on a three point scale—Yes, No, Indecisive was prepared. The test-retest reliability of 0.93 and the split-half reliability of 0.96, The face validity of the inventory appeared to be fairly high.

Procedure

The permission was granted from various primary schools for data collection in Ahmedabad city after the establishment of rapport, personal information and the 'Educational Adjustment Inventory (EAI)' 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 Standard.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	297.67	4.73	0.05*
SS _B	1	35.21	0.56	N.S.
SS _{A*B}	1	46.88	0.74	N.S.
SS _{Error}	116	62.95	—	—
SS _{Total}	119	7681.99	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender,

B = Standard

A₁ = Boys

B₁ = 5th Standard

A₂ = Girls

B₂ = 7th Standard

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Table: 2 The Table showing the Mean Score of Educational Adjustment of boys and girls.

	A (Gender)		'F' value	Sign.
	A ₁ (Boys)	A ₂ (Girls)		
M	40.33	37.18	4.73	0.05
N	60	60		

The above table no.2 shows the mean score of Educational Adjustment among boys and girls. The mean score of boys primary school children group is 40.33 and girls primary school children group is 37.18. The 'F' value is 4.73 is significant at 0.05 level. This means that the two-group interaction effect under study differ significantly in relation to educational adjustment and standard. It should be remembered here that, according to scoring pattern, higher score indicates higher educational adjustment. Thus, from the result it could be said that, the boys primary school children group is having more educational adjustment than girls primary school children group. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of Educational Adjustment among the boys and girls primary school children" is rejected.

Table: 3 The Table showing the Mean Score of Educational Adjustment of Standard.

	B (Standard)		'F' value	Sign.
	B ₁ (5 th Standard)	B ₂ (7 th Standard)		
M	38.22	39.30	0.56	N.S.
N	60	60		

The above table no.2 shows the mean score of educational adjustment of standard. The mean score of primary school children of 5th Standard group is 38.22 and primary school children of 7th Standard group is 39.30. The 'F' value is 0.56, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of Educational Adjustment among the primary school children of 5th standard and 7th standard" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of Educational Adjustment of gender and standard.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B ₁	39.17	37.27	0.74	N.S.
		B ₂	41.50	37.10		
N			60	60		

The above table shows the interactive effect of the Educational Adjustment of the gender and standard. The result was found to be not significant from table no.4 shows that 'F' value 0.74 is not significant at 0.05 level. The mean score is 39.17 for the boys of primary school children of 5th Standard, the mean score is 41.50 for the boys of primary school children of 7th Standard, the mean score is 37.27 for the girls of primary school children of 5th Standard, the mean score is 37.10 for the girls of primary school children of 7th Standard. Therefore the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of Educational Adjustment with regards to the gender and standard" is accepted.

CONCLUSION

1. The boys primary school children group is having more educational adjustment than girls primary school children group.
2. There is no significant difference in the mean score of Educational Adjustment among the primary school children of 5th standard and 7th standard.
3. There is no significant difference in the interactive effect of the mean scores of Educational Adjustment with regards to the gender and standard.

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Conflict of Interest

The author declared no conflict of interest.

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