

Home Adjustment among High School Students in Relation to Their Gender and Residence Area

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ABSTRACT

The present study aimed to know the home adjustment among high school students. It also aimed to check home adjustment with reference to gender and residence area. High School Adjustment Inventory (HSAI) constructed by A. K. Singh and A. Sen Gupta (2011) was used. The sample constituted total 120 high school students out of which 60 were from boys 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 Patan District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that (1) There is significant difference in the mean score of home adjustment among the boys and girls high school students. The girls high school students group is having better home adjustment than boys high school students group, (2) There is no significant difference in the mean score of home adjustment among the high school students of urban area and rural area and (3) There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

Keywords: Home Adjustment, Boys Students and Girls Students, Urban Area and Rural Area

What is the main objective of human life? All thinkers have tried to answer the question. Literary persons, saints and visionaries of human life have the same answer - the main objective of human life is to gain happiness. Each individual desires happiness in his personal life. To gain happiness in personal life one has to adjust with the environment and also one has to adjust in society, family, job, society. One who adjusts himself can attain happiness. One has to be constantly aware to get himself adjusted.

Modern age is the age of change. It requires dynamisms. Society is changing very fast with relation to social norms, values and rules. Changing situation is a challenge to every individual for his ego and existence. This type of situation creates many problems of adjustment for individual Eastward Atwater, an author of the psychology of Adjustment has said that today's problems of adjustment are different from the same in the past. In the countries like America radical change has occurred in the area of adjustment and social values, that has caused 'loneliness' in everybody's life. He has to face extremities and changing situation of society singlehanded. It is challenging for his ego. Adjustment is

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difficult in these days only special type of personality persons can get adjusted. Such type of personality is called psychological handiness by Eastward Adwater.

Adjustment means adjustment between satisfaction of needs and one's own environment and effectiveness of individual's Endeavour (James Carlman). Adjustment is such a process through which individual establishes balance between factors affecting his needs and satisfaction of needs (Boring-Langfield).

Scope of Adjustment

- **Individual** - Many problems and difficulties arise at different stages in our life. Before adjusting to it one has to think of himself as an individual.
- **Needs** - Everybody has some needs for development and intelligence motivated by these needs help to perform various activities.
- **Frustration** - There is vast gap between individual's needs and satisfaction. Man is too much ambitious. His needs are unlimited. His ability to satisfy them is limited.

Adjustment in School-College:

The child passes his early child at home. As he grows, he goes to school. School is a totally a new experience for the child. He has to adjust to various situations when he leaves his home and enters school. In school he has to adjust to wider community than family or home. A school going child has to adjust himself to his classmates, teachers, and study. Here he experiences a vast world. He learns to increase his adjustment competency. He has to adjust with rules, regulations and norms of school. He has to change his behaviour. He can not behave in school as he behaves at home. Child regulates his behaviour which helps him to adjust well and to develop his personality. With his arrival in college child's age growth, development of physical and mental faculties start, wider area opens up for him for adjustment. Besides study he has to adjust himself with attraction towards opposite sex, to achieve something, and many other responsibilities. Unhappy and poor economic family condition also is responsible for adjustment. Individual feels difficulty in adjusting in such conditions.

Muthukumar, C., Lal Kumar, A.C. (2015) have investigated the home adjustment of high school students. Home adjustment scale standardized by Ratna Swarupa has been used to measure the home adjustment of high school students. The normative survey method has been followed to find out the home adjustment of high school students. The purposive sampling technique has been followed for the present study. The data collected was subjected to descriptive and differential analysis. The find out whether there was any significant difference between male and female students in their home adjustment.

Objective

The objectives are:

- To Study of the home adjustment among the boys and girls high school students.
- To Study of the home adjustment with regards to high school students of urban area and rural area.
- To Study of the interactive effect of home adjustment with regards to gender and residence area.

METHODOLOGY

Hypothesis

- There will be no significant difference in the mean score of home adjustment among the boys and girls high school students.
- There will be no significant difference in the mean score of home adjustment among the high school students of urban area and rural area.
- There will be no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

Sample

The sample of the present study constituted total 120 high school students out of which 60 were from boys' students (30 Urban Area and 30 Rural Area) and 60 from girl students (30 Urban Area and 30 Rural Area).

Research Design

A total sample of 120 high school students equally distributed between gender and residence area from Patan District selected for the research study.

Showing the table of Sample Distribution

Residence Area	Gender		Total
	Boys students	Girls students	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

Variable

Independent Variable

Gender: Boys and Girls students.

Residence Area: Urban Area and Rural Area.

Dependent Variable: Home Adjustment Score.

Tools

High School Adjustment Inventory (HSAI) constructed by A.K.Singh and A. Sen Gupta (2011). The scale consisted of 150 items with 5 dimensions. The responses of 'yes' or 'no' are given in the answer sheet. There is no time limit for the test. But generally, the students take 40 to 45 minutes time in completing the test. It has test-retest reliability 0.76 and split half reliability 0.82 and the concurrent validity correlation coefficient is -0.42.

Procedure

The permission was granted from various high school students for data collection in Patan District after the establishment of rapport, personal information and the 'High School Adjustment Inventory (HSAI)' 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	357.07	10.00	0.01**
SS _B	1	8.01	0.22	N.S.
SS _{A*B}	1	138.68	3.88	N.S
SS _{Error}	116	4143.57	—	—
SS _{Total}	119	4645.33	—	—

*0.05=3.93, **0.01=6.85, N.S.= Not Significant

A = Gender, B = Residence area
 A₁ = Boys students B₁ = Urban Area
 A₂ = Girls students B₂ = Rural Area

Table: 2 The Table showing the Mean Score of home adjustment of boys and girls students.

	A (Gender)		‘F’ value	Sign.
	A ₁ (Boys students)	A ₂ (Girls students)		
M	16.35	19.80	10.00	0.01
N	60	60		

The above table no.2 shows the mean score of home adjustment of boys and girls high school students. The mean score of boy high school students group is 16.35 and girl high school students group is 19.80. The ‘F’ value is 10.00 is significant at 0.01 level. This means that the two-group interaction effect under study differ significantly in relation to home adjustment and gender. It should be remembered here that, according to scoring pattern, higher score indicates batter home adjustment. Thus, from the result it could be said that, the girls high school students group is having batter home adjustment than boys high school students group. Therefore, the hypothesis no.1 that, “There is no significant difference in the mean score of home adjustment among the boys and girls high school students” is rejected.

Table: 3 The Table showing the Mean Score of home adjustment of residence area.

	B (Residence Area)		‘F’ value	Sign.
	B ₁ (Urban Area)	B ₂ (Rural Area)		
M	18.33	17.82	0.22	N.S.
N	60	60		

The above table no.3 shows the mean score of home adjustment among high school students of urban area and rural area. The mean score of high school students of urban area group is 18.33 and high school students of rural area group is 17.82. The ‘F’ value is 0.22, 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 home adjustment among the high school students of urban area and rural area” is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of home adjustment of gender and types of family.

			A		‘F’ value	Sign.
			A ₁	A ₂		
M	B	B ₁	15.53	21.13	3.88	N.S.
		B ₂	17.19	18.47		
N			60	60		

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The above table no.4 shows the interactive effect of home adjustment among the gender and residence area. The mean score of boy high school students of urban area group is 15.53, boy high school students of rural area group is 17.19, girl high school students of urban area group is 21.13 and girl high school students of rural area group is 18.47. The 'F' value is 3.88 which was found to be not-significant level at 0.05. Therefore, the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area" is accepted.

CONCLUSION

- There is significant difference in the mean score of home adjustment among the boys and girls high school students. The girls high school students group is having better home adjustment than boys high school students group.
- There is no significant difference in the mean score of home adjustment among the high school students of urban area and rural area.
- There is no significant difference in the interactive effect of the mean scores of home adjustment with regards to the gender and residence area.

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Conflict of Interest

The author(s) declared no conflict of interest.

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