

Research Paper

Are Central Schools Really More Accommodating to Students than Provincial Schools and Does Gender Play a Role?

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ABSTRACT

The present study is descriptive in nature and is intended to investigate the effect of type of school and gender on school adjustment of children. The data for present study have been collected from various central and provincial board affiliated schools of Kashmir valley. A sample of 720 tenth grade students from both central (CBSE) and provincial (JKBOSE) participated in the study. Proportionate sample was drawn from both type of schools and both genders to maintain the ratio. Student's School adjustment Scale developed by Surskha Sarsani (2017) was used for data collection. t-test was administered to test the significance of mean difference between the groups. Results of the study reveal that the students enrolled in central schools are well adjusted in their school as compared to their counterparts enrolled in provincial schools. Results further reveal that there is no significant difference between males and females in their school adjustment.

Keywords: Gender, Adjustment, School Adjustment, CBSE Schools

Mathematics skills are essential for success in the 21st century as people are faced with complex and unfamiliar situations that require mathematical thinking (Huinker et al., 2020). All knowledge has its roots connected to mathematics in one way or the other. Life is becoming complex day by day due to drastic technological advancements. One cannot survive in isolation in the future robotic era. One has to be equipped with the functional knowledge of every field, especially in mathematics.

Mathematics is an important discipline that includes the study of numbers, quantities, structures, shapes and patterns. It plays a key role in various fields, including science, engineering, finance, and computer science. It is a diverse field based on several branches, including algebra, geometry, calculus, statistics, and discrete mathematics (Rosenstein, 2020). It helps in describing and analyzing the quantitative and qualitative aspects of phenomenon responsible for the functioning of the world. Mathematics involves logical reasoning, abstraction, and precise communication. Its teaching should focus on ensuring the deep understanding of mathematical concepts, problem-solving skills, and critical thinking abilities. The main function of mathematics education is to develop students' mathematical literacy, which involves the ability to reason mathematically, solve problems, and apply

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mathematical concepts to real-life situations. Researchers and educators strive to enhance the teaching and learning of mathematics by investigating its different aspects. School adjustment is one such aspect and present study is investigating the role of school type and gender on school adjustment of secondary school students.

School Adjustment

Adjustment is the gratification of desires and demands of an individual in a harmonious relationship with his environment (Srivastava, 1996). School adjustment (SA) is, “the degree of school acculturation required or adaptations necessitated for maximizing the educational fit between the student's qualities and the multidimensional character and requirements of learning environments” (Spencer, 1999). It is the adjustment of the students with overall school environment; their relationship with the peer groups, teachers, non-teaching staff and their feeling about school infrastructure.

Gender, School-Type and School Adjustment

Adjustment of children at school is crucial for their learning. Better learning experiences are governed by various factors out of which school adjustment is a prominent one. School adjustment can get influenced by various factors including gender and school-type. Males are well adjusted in schools as compared to female students and private school students are more adjusted as compared to the government school students (Alam, 2018; Gupta & Mehtani, 2017). Well-adjusted students get motivated to excel in almost all school activities which enhance their academic achievement as well, whereas maladjustment has adverse effects on their overall personality (Lakhani et al., 2017). A healthy student-teacher relationship is an essential element for the transitional phase of schooling and reduces the risk of school failure by providing a better adjustment at school (Sarkar and Banik, 2017). However, some studies do not support any significant difference between males and females on school adjustment.

Objectives of the Study

- To compare students school adjustment with respect to their gender.
- To compare students school adjustment on the basis of school type (JKBOSE and CBSE).

METHODOLOGY

A Sample of 720 students for this descriptive study was drawn from three districts namely, Anantnag, Srinagar and Kupwara representing south, central and northern regions of Kashmir valley. Multistage simple random sampling technique was employed. Schools affiliated to both provincial board (JKBOSE) and central board (CBSE), were selected in proportion to the number of schools in these three districts to maintain the ratio. 390 students from JKBOSE schools and 330 students from CBSE schools participated in the study. 80-item standardized Students School Adjustment Scale (SSAS-SS) designed by Sarsani (2017) was administered for data collection. The scale measures school adjustment of students under following dimensions: repulsion with school work, inadequacy at school, satisfaction with school, exhaustion at school work, interpersonal relations in school, teaching learning problems, teachers concern, psychological health problem at school, academic failures and home support. The data was analyzed by mean, standard deviation and t-test using SPSS software.

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Analysis and Interpretation

Table: 1 Comparison of Mean Scores of Male and Female Students on School Adjustment (SA).

Category	N	Mean	S.D	Mean Diff.	t
Male	397	176.04	21.91	1.25	.783
Female	323	174.79	20.55		

In above table 1 we can see that mean score of males is 176.04 and that of females is 174.79 on school adjustment with S.D 21.91 and 20.55 respectively. Mean difference of 1.25 is not significant at .05 level of significance.

Table: 2 Comparison of Mean Scores of JKBOSE and CBSE Students on School Adjustment

Category	N	Mean	S.D	Mean Diff.	t
JKBOSE	390	172.23	19.73	7.09	4.46.*
CBSE	330	179.32	22.45		

*sig. at 0.05level of significance.

From table 2 it can be observed that JKBOSE and CBSE students mean scores on school adjustment are 172.23 and 179.32, and S.D is 19.73 and 22.45 respectively. The mean difference of 7.09 is significant at .05 level of significance having t-value 4.46.

Table: 3 Comparison of Sub-groups on School Adjustment (SA)

Category	N	Mean	S.D	Std. Error	Mean Difference	t
JKBOSE Male	213	173.50	20.81	1.42	2.79	1.39
JKBOSE Female	177	170.70	18.29	1.37		
CBSE Male	184	178.98	22.82	1.68	.76	.30
CBSE Female	146	179.75	22.05	1.82		
JKBOSE Male	213	173.50	20.81	1.42	5.48	2.50*
CBSE Male	184	178.98	22.82	1.68		
JKBOSE female	177	170.70	18.29	1.37	9.04	4.02*
CBSE Female	146	179.75	22.05	1.82		

*sig. at 0.05level of significance.

Table 3 shows that the JKBOSE males and CBSE males having mean scores not deviating significantly from JKBOSE females and CBSE females with t-values of 1.39 and .30 respectively. Whereas JKBOSE males have a mean score of 173.50 and CBSE males have a mean score of 178.98 on school adjustment with a significant mean difference of 5.48. Further JKBOSE females show lower mean score of 170.70 in comparison to CBSE females mean score of 179.75 on school adjustment with a significant mean difference of 9.04.

CONCLUSION

From the above results it is observed that there is no significance difference between male and female students on school adjustment, which mean they are equally adjusted in their schools. On the other hand, results of the study reveal that the CBSE students are well-adjusted as compared to JKBOSE students. Further, there is no significance difference found

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in the adjustment of JKBOSE males and JKBOSE females, and between CBSE male and CBSE females. But a significant difference is seen between CBSE males and JKBOSE males, and between CBSE females and JKBOSE females. CBSE males and CBSE females are found to have better adjustment at school as compared to JKBOSE males and JKBOSE females respectively.

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Conflict of Interest

The author(s) declared no conflict of interest.

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