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EMOTIONAL, SOCIAL AND EDUCATIONAL ADJUSTMENT OF SECONDARY AND HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER

Lalruatfeli Ralte¹, Dr. Sian Lalchhandami², H. Lalventluanga³

¹ Research Scholar, ²Assistant Professor, ³ Research Scholar

Department of Education,

Institute of Advanced Studies in Education, Aizawl, Mizoram

Abstract: This research studied the Emotional, Social and Educational Adjustment of Secondary and Higher Secondary School Students in Relation to their Gender. It is a descriptive type of research. The samples are all the Secondary and Higher Secondary School Students of Durtlang Leitan, Aizawl district. It comprises of 152 students. The investigator used a readymade tool 'Adjustment Inventory for School Students (AISS)' developed by A.K.P. Sinha and R.P.Singh. Mean, standard deviation, standard error of difference and t-test were used for data analysis. The result revealed that there is no significant difference in emotional, educational and overall adjustment in relation to gender and there is significant difference in social adjustment in relation to gender.

Keywords: Emotional Adjustment, Social Adjustment, Educational Adjustment, secondary, higher secondary, students, gender.

1. Introduction: Adjustment refers to the process of responding to environmental demands, and students who positively adjust to new circumstances are able to cope effectively with the demands of life (Neihart, 2007). James Drever defines adjustment as the 'modification to compensate for or meet a special condition.'

Social adjustment refers to the ability to form satisfying relationships with other people, and emotional adjustment involves the personal acceptance of circumstances, which may include adapting one's attitudes and emotions accordingly (APA Dictionary of Psychology, n.d.). Thus, a socially and emotionally well-adjusted accelerated student is a student who demonstrates appropriate social and psychological responses to being a young student at university. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment

while those students who get good marks in the examination feel better adjusted in their educational setup. So, healthy environment in the school helps the persons in making adjustment.

2. Review of Related Literatures

Mathur and Golwarkar (2013) studied the impact of Education, State and Gender on Adjustment among the adolescent tribal students of Rajasthan & Gujarat. Samples of 600 Tribal students of Rajasthan & Gujarat States were taken for this work. The tribal students were divided into higher educated group (class- IX to XII) and lower educated group (class- VI to VIII). The Adjustment of school- going students was analysed by the administration of the Adjustment Inventory for School Students(AISS) by Sinha & Singh. In both states the tribally dominated schools are selected. The results were analyzed by Mean, S.D, t-test & ANNOVA. From the above findings it was concluded that the impact of education on adjustment (educational, social& emotional) is not significant in both states(Rajasthan & Gujarat),which means that there is no significant difference between higher & lower educated group, but in the comparison of Education & Gender, State & Gender there was a significant difference on adjustment (educational, social & emotional), meaning that the higher educated students are well - adjusted as compared to the lower educated students.

Ramesh (2016) studied the birth order and Adjustment among college students. Sample of the study has been chosen from medical and engineering college students of Jalna and Aurangabad District in Maharashtra. 30 first born students (15 Boys and 15 Girls students), 30 second born (15 Boys and 15 Girls students) and third born students (15 Boys and 15 Girls students) were selected for the study. The scale was used for data collection Bell's Adjustment Inventory by Lilit Sharma. 3×2 factorial design was used and data were Analysis by mean, SD and ANOVA. It has been found that there is no significance difference between first born, second born and third born students on Home, Social, Emotional and Health Adjustment.

3. Objectives of the study

- 1) To find out emotional adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 2) To find out social adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 3) To find out education adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 4) To find out the overall adjustment of Secondary and Higher Secondary School Students in relation to gender.

4. Hypotheses of the study

- 1) There is no significant difference in emotional adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 2) There is no significant difference in social adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 3) There is no significant difference in educational adjustment of Secondary and Higher Secondary School Students in relation to gender.
- 4) There is no significant difference in overall adjustment of Secondary and Higher Secondary School Students in relation to gender.

5. **Methodology of the Study:** This research is a descriptive type of research. The sample comprises of all the Secondary and Higher Secondary School Students of Durtlang Leitan, Aizawl district. It comprises 152 students. The investigator used a readymade tool ‘Adjustment Inventory for School Students (AISS)’ developed by A.K.P. Sinha and R.P.Singh. Mean, standard deviation, standard error of difference and t-test were used for data analysis.

6. Analysis Of Adjustment Level Based on Gender

6.1. Emotional Adjustment of Male and Female Secondary and Higher Secondary School Students:

Table 1(a): Emotional Adjustment of male and female Secondary and Higher Secondary School Students

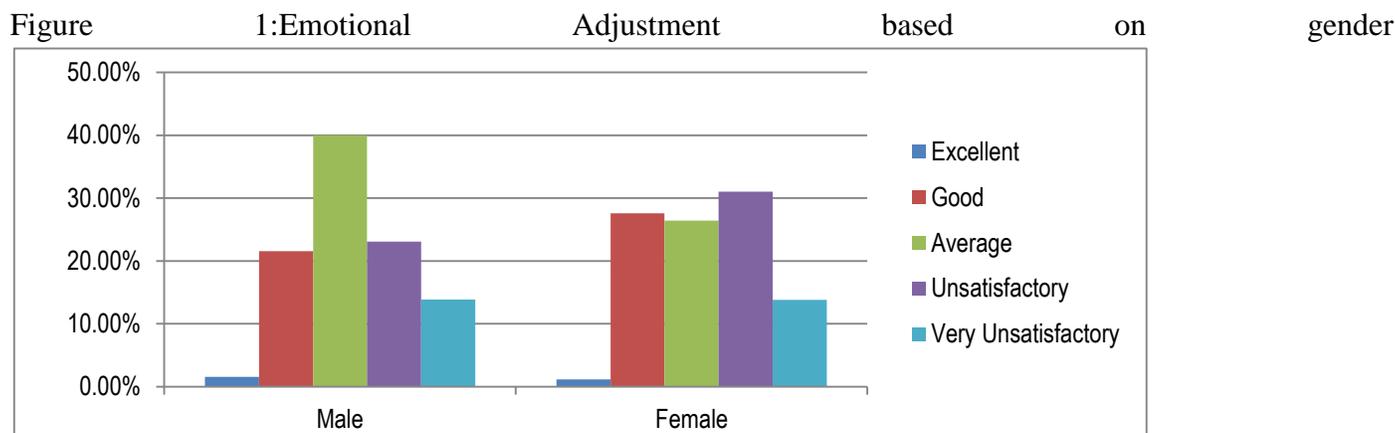
Level	No.of Students (Male)	Percentage (%)	No. of Students (Female)	Percentage (%)
Excellent	1	1.54	1	1.16
Good	14	21.54	24	27.59
Average	26	40	23	26.43
Unsatisfactory	15	23.07	27	31.03
Very Unsatisfactory	9	13.84	12	13.79
Total	65	100	87	100

From Table 1, we can know that there are 65 male students and 87 female students in the sample. Among the male students, the percentages secured by the students are 1.54%, 21.54%, 40%, 23.07% and 13.84% respectively. The excellent emotional adjustment level is the least in terms of percentage (1.54%), and the average emotional adjustment level is the highest in terms of percentage (40%). Among the female students, the percentages secured by the students are 1.16%, 27.59%, 26.43%, 31.03% and 13.79% respectively. The excellent emotional adjustment level is the least in terms of percentage (1.16%), and the unsatisfactory emotional adjustment level is the highest in terms of percentage (31.03%).

Table 1(b): Comparison of emotional adjustment based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	87	7.23	3.15	0.5	0.86	Not significant
Male	65	6.8	3.04			

Table 1(b) indicates the emotional adjustment of female and male students of Secondary and Higher Secondary School Students of Durtlang Leitan area. There are 87 female students and 65 male students. Their mean is 7.33 and 6.8 and their Standard Deviation was found to be 3.15 and 3.04 respectively. The critical t-value was found to be 0.86, which is smaller than the critical value of t at 0.05 level i.e. 1.98 and hence is not significant. Therefore, the hypothesis no.1 ‘There is no significant difference in emotional adjustment of Secondary and Higher Secondary School Students in relation to gender.’ is accepted.



6.2. Social Adjustment of the female and male students

Table 2 (a): Social Adjustment of male and female students

Level	No. of Students (Male)	Percentage (%)	No. of Students (Female)	Percentage (%)
Excellent	0	0	0	0
Good	5	7.69	11	12.64
Average	33	50.77	20	22.99
Unsatisfactory	18	27.69	29	33.33
Very Unsatisfactory	9	13.85	27	31.03
Total	65	100	87	100

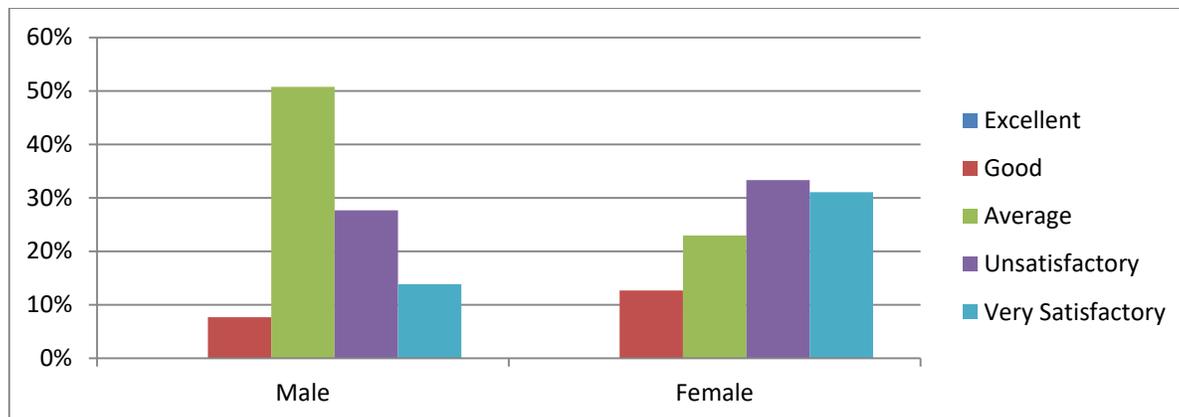
Table 2 (a) shows that among the male students, the excellent social adjustment level is the least in terms of percentage (0%), and the average social adjustment level is the highest in terms of percentage (50.77%). Among the female students, the excellent social adjustment level is the least in terms of percentage (0%), and the unsatisfactory adjustment level is the highest in terms of percentage (33.33%). In social adjustment, no one scored the excellent level.

Table 2(b): Comparison of social adjustment based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	87	8.94	3.15	0.48	3.73	Significant
Male	65	7.15	2.77			

Table 2(b) indicates the level of social adjustment of female and male students of both the secondary and higher secondary students of Durtlang Leitan area. There are 87 female students and 65 male students. Their mean is 8.94 and 7.15 and their Standard Deviation was found to be 3.15 and 2.77 respectively. The critical t-value was found to be 3.73, which is bigger than the critical value of t at 0.05 level i.e. 1.98 and hence is significant. Therefore, the hypothesis no.2 ‘There is no significant difference in the social adjustment level among female and male students of Durtlang Leitan area’ is rejected.

Figure 2: Social Adjustment based on gender



6.3 Educational Adjustment of male and female students

Table 3(a) Educational Adjustment of male and female students

Level	No. of Students (Male)	Percentage (%)	No. of Students (Female)	Percentage (%)
Excellent	1	1.54	0	0
Good	13	20	18	20.69
Average	15	23.07	23	26.44
Unsatisfactory	14	21.54	28	32.18
Very Unsatisfactory	22	33.85	18	20.69
Total	65	100	87	100

Table 3(a) shows that among the male respondents, the excellent educational adjustment level is the least in terms of percentage (1.54%), and the very unsatisfactory adjustment level is the highest in terms of percentage (33.85%). The percentages secured by the students are 0%, 20.69%, 26.44%, 32.18% and 20.69% respectively.

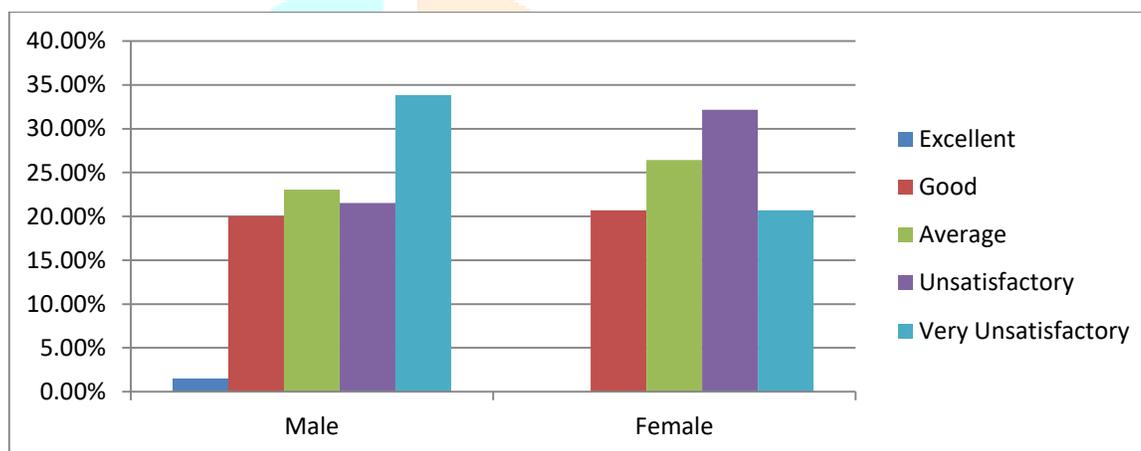
Among the female respondents, the excellent educational adjustment level is the least in terms of percentage (0%), and the unsatisfactory educational adjustment level is the highest in terms of percentage (32.18%). The table shows that in educational adjustment, there is 1 student among the male students who secured the excellent level but no one secured the excellent level among the female students. The majority of male students fall in the very unsatisfactory level i.e. 22 students out of 65 (33.85% of the sample) while the majority of female students fall in the unsatisfactory level i.e. 28 students out of 87 (32.18% of the sample).

Table 3(b): Comparison of educational adjustment based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	87	7.88	2.78	0.55	0.6	Not significant
Male	65	8.21	3.83			

Table 3(b) indicates the level of educational adjustment of both female and male students of Durtlang Leitan area. There are 87 female and 65 male students. Their mean is 7.88 and 8.21 and Standard Deviation was found to be 2.78 and 3.83 respectively. The critical t-value was found to be 0.6, which is smaller than the critical value of t at 0.05 level i.e. 1.98 and hence is not significant. Therefore, hypothesis 3 ‘There is no significant difference in the educational adjustment level among female and male students of Durtlang Leitan area’ is accepted.

Figure 3: Educational Adjustment based on gender



6.4 Adjustment level of male and female students

Table 4(a) Overall Adjustment levels based on gender

Level	No. of Students (Male)	Percentage (%)	No. of Students (Female)	Percentage (%)
Excellent	0	0	0	0
Good	7	10.77	3	3.45
Average	24	36.92	34	39.08
Unsatisfactory	24	36.92	38	43.68
Very Unsatisfactory	10	15.39	12	13.79
Total	65	100	87	100

Table 4(a) shows that among the males, there is no one (0%) who scored the excellent level, 7 (10.77%) students who scored the good level, 24 (36.92%) students who scored the average level, 24 (36.92%) students who scored the unsatisfactory level and 10 (15.39%) students who scored the very unsatisfactory level in the overall adjustment of male students.

Among the females, the excellent total adjustment level is the least in terms of percentage (0%), and the satisfactory total adjustment level is the highest in terms of percentage (43.68%). We can see that in the whole adjustment level, the majority of male students fall in the average and unsatisfactory level i.e. 24 students out of 65 each (36.92% of the sample) while the majority of female students fall in the unsatisfactory level i.e. 38 students out of 87 (43.68% of the sample).

Table 4(b): Comparison of overall adjustment level based on gender

Gender	No. of Students	Mean	Standard Deviation	Standard Error of Difference	t-value	Significance level
Female	87	24.06	5.98	1.14	1.29	Not significant
Male	65	22.59	7.64			

Table 4(b) indicates the difference in the overall adjustment level between female and male students of Durtlang Leitan area. There are 87 female and 65 male students. Their mean is 24.06 and 22.59 and Standard Deviation was found to be 5.98 and 7.64 respectively. The t-value at 0.05 level is 1.98 and 0.01 level is 2.61. The critical t-value was found to be 1.29, which is smaller than the t-value at 0.05 level and hence is not significant. Therefore hypothesis 4, “There is no significant difference in the overall adjustment level among female and male Secondary and Higher Secondary School Students of Durtlang Leitan area”, is accepted.

Figure 4: Comparison in the Overall adjustment level based on gender



7. Conclusion

In this research study, there are 65 males and 87 females in the sample. The finding shows that there is no significant difference in the level of emotional adjustment between male and female student. This indicates that the gender of a person does not determine the emotional adjustment ability of a person. In social adjustment, the finding shows that the male students of Durtlang Leitan area are more socially adjusted than the female students. It might be due to the fact that the male students are given more opportunity to participate in school co-curricular activities as males are expected to take leading roles in patriarchal societies like that of Mizo society. The lack of exposure to social activities for female as compared to the male folk may be a significant factor for the present finding.

In educational adjustment, although the male students of Durtlang Leitan area showed higher educational adjustment as compared to the female students, the difference in their scores was found to be insignificant. This implies that gender does not determine the educational adjustment of a person.

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