

## Adjustment of Boys and Girls School Level Students in Ahmedabad

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### ABSTRACT:

The main purpose of this study was to find out of adjustment of boys and girls school students in Ahmedabad. The sample consisted of 120 boys and girls school students out of which 60 were boys and 60 were girls students. For this purpose of investigation "Adjustment Inventory" by Dr. R. S. Patel was used. The obtained data were analyzed through 't' test to know the mean difference between boys and girls school students. The result shows that there is significant difference in total, home, social and emotional adjustment of boys and girls students at 0.01 & 0.05 levels. There is no significant difference in school adjustment of boys and girls students in Ahmedabad.

*Keywords: Adjustment, Student, Boys, Girls, Ahmedabad*

### INTRODUCTION

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a - bus Or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. So Adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment. The present study aims at assessing the adjustment of boys and girls school students in Ahmedabad city in Gujarat state. The adjustment inventory measures four areas of home, school, social and emotional adjustment.

Bookman (1996) studied academic adjustment in relation to scholastic achievement of secondary school pupils by taking a sample of 545 senior secondary school students and found that academic adjustment was significantly related to the scholastic performance; the scholastic performance and locality were unrelated; there was no difference among the subjects from urban, semi-urban and rural localities with regard to scholastic performance.

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Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health adjustment.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

Jdaitawi M.T. et al (2011), Department of Counseling and Psychology, College of Arts and Science University Utara Malaysia, Emotional Intelligence in Modifying Social and Academic Adjustment among First Year University Students in North Jordan. The present study examines the influence of emotional intelligence training in increasing social and academic adjustment among first year university students in North Jordan. A total number of 289 first year university students who were randomly selected from the two universities in North Jordan comprised both

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the experimental and control group. The results of the study indicate significant mean differences between the two groups having emotional intelligence as a variable. Additionally, the results indicate no significant differences between experimental and control group on social and academic adjustment variables. Supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them. Although the descriptive statistics results show no significant differences as expected; the experimental group is revealed to be more effective with participants in all the research variables. Therefore, it is recommended that emotional intelligence training should be utilized as adjunct strategy in enhancing student social and academic adjustment among adolescents and adult students.

### **OBJECTIVE OF THE STUDY:**

The purpose of the present study is the difference related to the total adjustment, home adjustment, school adjustment, social adjustment and emotional adjustment of school students in relation to Boys and Girls of Ahmedabad city.

### **HYPOTHESIS:**

1. There is no significant difference between total adjustment of school students in relation to Boys and Girls.
2. There is no significant difference between home adjustment of school students in relation to Boys and Girls.
3. There is no significant difference between school adjustment of school students in relation to Boys and Girls.
4. There is no significant difference between social adjustment of school students in relation to Boys and Girls.
5. There is no significant difference between emotional adjustment of school students in relation to Boys and Girls.

### **METHOD:**

#### **Sample:**

The sample for the present study in Ahmedabad city in Gujarat state. 120 school going students were selected 60 were taken from Boys students and 60 were taken from Girls students of Ahmedabad city.

#### **Tool:**

In the present investigation measure the adjustment “Adjustment Inventory” by Dr. R.S. Patel (1998) was used. The adjustment inventory consists 60 items with yes/ impartial /no response pattern. 15 were home, 15 were School, 15 Social & 15 were Emotional Adjustment Items. The reliability factor is Split Half 0.88 and test-Retest 0.69 & Validity is 0.70.

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### Procedure:

The Boys and Girls students who were studying in Secondary & higher secondary school of F.D. School From Ahmedabad city were randomly selected boys and girls students & Dr.R.S.Patel 'Adjustment Inventory' was give & data was collected. The obtain data form 120 Boys and Girls students were analyzed with the help of mean, SD and 't' test.

### RESULTS & DISCUSSION:

The main objective of present study was to do study of adjustment of the school students in relation to Boys and Girls in Ahmedabad district. In it statistical' method was used and their correlation was measured. Results discussions of present study are as under:

Table No: 1, Showing the Mean, SD and 't' value of total adjustment of Boys and Girls students

Variable	No.	Mean	SD	SEM	SED	't'	Sig
Boys	60	38.60	7.23	0.93	1.16	4.273	0.01
Girls	60	43.57	6.37	0.69			

Significant at 0.01 levels

Table no.-1 shows Total adjustment of boys and girls school going students. For the boys students mean is 38.60 and girls students mean is 43.57 S.D. for boys students 7.23 and girls students 6.37 for both groups 't' value is 4.273 and level of significance at 0.01. Thus the null hypothesis, number 1, which states "There is no significant difference between total adjustment of boys and girls school going students." was rejected. It means there is significant difference between boys and girls school students of total adjustment. The conclusion is that the total adjustment of girl's students is better of home environment, family supports, joint family culture, responsibility awareness, government policy impact and social involvement than boy's students.

Table No: 2, Showing the Mean, SD and 't' value of Home adjustment of Boys and Girls students.

Variable	No.	Mean	SD	SEM	SED	't'	Sig
Boys	60	23.87	14.69	1.40	1.91	6.169	0.01
Girls	60	12.10	1.66	0.21			

Significant at 0.01 levels

Table no.-2 shows home adjustment of boys and girls school going students. For the boys students mean is 23.87 and girls students mean is 12.10 S.D. for boys students 14.69 and girls students 1.66 for both groups 't' value is 6.169 and level of significance at 0.01. Thus the null hypothesis, number 2, which states "There is no significant difference between home adjustment of boys and girls school going students." was rejected. It means there is significant difference between boys and girls school students of home adjustment. The conclusion is that the home adjustment of boy's students is better of home environment, family supports, joint family culture, responsibility awareness, and social involvement than girl's students.

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Table No: 3, Showing the Mean, SD and 't' value of School adjustment of Boys and Girls students.

Variable	No.	Mean	SD	SEM	SED	't'	Sig
Boys	60	9.93	2.19	0.28	2.20	1.447	N.S
Girls	60	13.12	16.40	2.18			

Non significant at 0.05 levels

Table no.-3 shows school adjustment of boys and girls school going students. For the boys students mean is 9.93 and girls students mean is 13.12 S.D. for boys students 2.19 and girls students 16.40 for both groups 't' value is 1.447 and level of significance is not significant. Thus the null hypothesis, number 3, which states "There is no significant difference between school adjustment of boys and girls school going students." was accepted. It means that the school adjustment of boys and girls school going students is of the same level.

Table No: 4. Showing the Mean, SD and 't' value of social adjustment of Boys and Girls students.

Variable	No.	Mean	SD	SEM	SED	't'	Sig
Boys	60	10.60	2.51	0.32	0.42	2.134	0.05
Girls	60	11.50	2.09	0.27			

Significant at 0.05 levels

Table no.-4 shows social adjustment of boys and girls school going students. For the boys students mean is 10.60 and girls students mean is 11.50 S.D. for boys students 2.51 and girls students 2.09 for both groups 't' value is 2.134 and level of significance is 0.05. Thus the null hypothesis, number 4, which states "There is no significant difference between social adjustment of boys and girls school going students." was rejected. It means there is significant difference between boys and girls school students of social adjustment. The conclusion is that the social adjustment of girl's students is better of social activities, family supports, joint family culture, responsibility awareness, different group communication, education and good socialisation than boy's students.

Table No: 5, Showing the Mean, SD and 't' value of emotional adjustment of Boys and Girls students.

Variable	No.	Mean	SD	SEM	SED	't'	Sig
Boys	60	8.08	2.32	0.30	0.37	2.293	0.05
Girls	60	8.93	1.70	0.22			

Significant at 0.05 levels

Table no.-5 shows emotional adjustment of boys and girls school going students. For the boys students mean is 8.08 and girls students mean is 8.93 S.D. for boys students 2.32 and girls students 1.70 for both groups 't' value is 2.293 and level of significance is 0.05. Thus the null hypothesis, number 5, which states "There is no significant difference between emotional adjustment of boys and girls school going students." was rejected. It means there is significant difference between boys and girls

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school students of social adjustment. The conclusion is that the social adjustment of girl's student is better of emotionally attachment of people, maintain her relationship, joint family culture, open minded, responsibility awareness, and social involvement than boy's students.

### CONCLUSION:

We can conclude by data analysis as follows:

1. There is significant difference between total adjustment, social adjustment and emotional adjustment of school students in relation to Boys and Girls. The total, social and emotional adjustment is high level of Girls more than the Boys.
2. There is significant difference between home adjustment of school students in relation to Boys and Girls. The home adjustment is high level of Boys more than the Girls.
3. There is no significant difference between school adjustment of school students in relation to Boys and Girls.

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