

Adjustment in School Students: A Comparative Study on the Basis of Culture and Gender

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Abstract: *Adolescence is a period of life with its own peculiar characteristics and problems. Adjustment as a process is of major importance for psychologists, teachers and parents. It is important to prevent their problems from childhood. This research focuses on adjustment of school students. Adjustment is important psychological component to survive in society. The aim of current study was to examine the effect of culture and gender on adjustment of school students. This was 2 X 2 factorial designs. The sample of 300 having male and female is taken for this study and their age range was 13-19 years. For this study adjustment questionnaire by Sinha and Singh was used. Mean, S. D., Two Way ANOVA were used for the analysis of collected data. Researcher concludes that there is no significant difference between culture and gender. Urban and rural school students are showing approximately equal adjustment in emotional, social, educational and overall adjustment.*

Keywords: Adjustment, Gender, Culture, School students.

1. Introduction

Monroe (1990) defined the phrase adjustment is frequently used interchangeably with accommodation and adaptability. In other words, the phrase refers to the outcomes of equilibrium that may be influenced by either of these processes. It focuses on an individual's battle to survive in his or her social and physical circumstances. Adjustment is a fixed system for dealing with life's challenges and other realities. Pathak (1990) defines Adjustment is regarded as a key to integration; it is the individual's harmonious behavior that allows other members of society to recognize a well-adjusted person. Adjustment, according to Shafer (1961), is the process by which a living creature maintains a balance between its demands and the factors that impact the satisfaction of these needs. Similarly, Kulshrestha (1979) defined adjustment as a process in which an individual seeks to deal with stress, tensions, conflicts, and so on in order to meet his or her requirements.

The organism also makes efforts to establish harmonious ties with the surroundings during this course of action. The individual and the environment are the two most important components in adjustment. The importance of genetics and biological elements in the study of the individual has been given to psychological variables and the status of socialisation provided to him or her, whilst the environment comprises all social factors. From the time a person leaves the home and goes to school, he or she undergoes a long sequence of adjustments to his or her personality and the environment. Their own personality develops as a result of their strong desire to become individuals with a healthy physique, developing academic capacity, improved emotional poise, and increased participation in social groupings.

This desire is reinforced by their parents, teachers, and other influential members of society. After the family, school is the most important socialisation institution for any youngster. For the first time, a kid enters into contact with the world outside the home, and for nearly 12 years, a child spends 5 to 7 hours every day in school. School is one of the

most essential organizations that offer a solid foundation for the development of a child's personality. Children gain skills and become experts in a variety of tasks such as the learning process, performing homework, social communications, managing their emotions, and managing day-to-day interactions at home and at school. In fact, the growing youngster is dependent on his immediate environment, namely the home and school, to meet his expanding demands. The concern thus extends to how the school facilities might be enhanced and improved to fulfill the growth needs of the children, allowing them to adjust to their own surroundings. Several researches on the social, educational, health and emotional adjustment of school kids of both sexes have been done.

1.1 Aim

This study aims to examine the effect of culture and gender on adjustment of school going students.

1.2 Objectives

- 1) To study the main effect of culture (Urban and Rural) on emotional adjustment among school students.
- 2) To study the main effect of gender (Male and Female) on emotional adjustment among school students.
- 3) To assess the interactional effect of culture and gender on emotional adjustment among school students.
- 4) To study the main effect of culture (Urban and Rural) on social adjustment among school students.
- 5) To study the main effect of gender (Male and Female) on social adjustment among school students.
- 6) To assess the interactional effect of culture and gender on social adjustment among school students.
- 7) To study the main effect of culture (Urban and Rural) on educational adjustment among school students.
- 8) To study the main effect of gender (Male and Female) on educational adjustment among school students.
- 9) To assess the interactional effect of culture and gender on educational adjustment among school students.

1.3 Hypotheses

- 1) There is no significant main effect of culture (Urban and Rural) on emotional adjustment among school students.
- 2) There is no significant main effect of gender (Male and Female) on emotional adjustment among school students.
- 3) There exists no significant interactional effect of culture and gender on emotional adjustment among school students.
- 4) There is no significant main effect of culture (Urban and Rural) on social adjustment among school students.
- 5) There is no significant main effect of gender (Male and Female) on social adjustment among school students.
- 6) There exists no significant interactional effect of culture and gender on social adjustment among school students.
- 7) There is no significant main effect of culture (Urban and Rural) on educational adjustment among school students.
- 8) There is no significant main effect of gender (Male and Female) on educational adjustment among school students.
- 9) There exists no significant interactional effect of culture and gender on educational adjustment among school students.

2. Method

A) Sample:

By using purposive sampling method, 300 school going students were selected from Satara district. In this sample 150 students belong to urban area and remaining 150 students belong to rural. The sample of 300 having male and female ratio 1: 1 is taken for this study. Age range of participants was 13-19 years.

B) Tool: (Adjustment Inventory for School Students, 2013)
 The Adjustment Inventory for School Students (AISS) developed by Sinha & Singh (2013) having 60 items with 20 items in each of the three areas of adjustment: emotional, social and educational was used. Responses are taken in 'yes' and 'no' for each item. The split half reliability is 0.95, the test retest reliability is 0.93 and the K-R formula-20 reliability is 0.94. For each response indicative of adjustment '0' is given otherwise '1' is given. The inventory was validated by correlating inventory scores with ratings by hostel superintendent and for this product moment coefficient of correlation was found to be 0.51. High scores on AISS indicate poor levels of adjustment while low scores indicate good adjustment.

C) Variables:

Independent variable-

- **Gender** a. Male b. Female
- **Culture** a. Urban b. Rural

Dependent variable-**Adjustment**

D) Statistical analysis:

Means, S. Ds. and 2X2 ANOVA were used for the analysis of collected data.

E) Procedure of data collection:

For data collection prior permissions of schools Headmaster were asked. Researcher was personally approached for

collecting data of students from Schools. After establishing pleasant rapport, the adjustment inventory was administered to students of all schools. Instructions were given carefully to get complete responses. It was seen carefully whether the respondents give response to all statements or not. After the administration of the tool to the selected samples the scoring of the test was done strictly as per the respective manual.

3. Results and Discussion

Table 1: Means and S. D's Adjustment Scores of School students with respect to Culture & Gender

Factor	Urban				Rural			
	Male		Female		Male		Female	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Emotional	6.50	1.70	6.62	1.61	6.73	1.59	6.82	1.67
Social	11.04	1.69	11.13	1.61	11.09	1.61	11.01	2.00
Educational	9.41	1.26	9.48	1.38	9.30	1.55	9.52	1.60
Total	26.96	2.94	27.24	2.90	27.13	3.01	27.36	3.67

Table 2: Summary of Two-way ANOVA for Emotional adjustment Scores of school students with respect to Culture and Gender

Source	DF	Sum of Square (SS)	Mean Square (MS)	F Statistic (df ₁ , df ₂)	P-value
Gender	1	0.8533	0.8533	0.3135 (1, 296)	0.576
Culture	1	3.4133	3.4133	1.254 (1, 296)	0.2637
Gender X Culture	1	0.01333	0.01333	0.004898 (1, 296)	0.9443
Error	296	805.7067	2.722		
Total	299	809.9867	2.709		

A two-way ANOVA was performed to analyze the effect of residence and gender on emotional adjustment of school students. A two-way ANOVA revealed that there was not a statistically significant interaction between the effects of residence and gender ($F(1, 296) = 0.004, p = .944$). Simple main effects analysis showed that gender did not have a statistically significant effect on emotional adjustment ($p = 0.576$). Simple main effects analysis showed that residence did not have a statistically significant effect on emotional adjustment ($p = 0.263$).

Table 3: Summary of Two-way ANOVA for Social adjustment Scores of school students with respect to Culture and Gender

Source	DF	Sum of Square (SS)	Mean Square (MS)	F Statistic (df ₁ , df ₂)	P-value
Gender	1	0.003333	0.003333	0.001103 (1, 296)	0.9735
Culture	1	0.08333	0.08333	0.02756 (1, 296)	0.8683
Gender X Culture	1	0.5633	0.5633	0.1863 (1, 296)	0.6663
Error	296	894.88	3.0232		
Total	299	895.53	2.9951		

A two-way ANOVA was performed to analyze the effect of residence and gender on social adjustment of school students. A two-way ANOVA revealed that there was not a statistically significant interaction between the effects of residence and gender ($F(1, 296) = 0.186, p = .666$). Simple main effects analysis showed that gender did not have a statistically significant effect on social adjustment ($p = .973$).

Simple main effects analysis showed that residence did not have a statistically significant effect on social adjustment ($p = 0.868$).

Table: 4 Summary of Two-way ANOVA for Educational adjustment Scores of school students with respect to Culture and Gender

Source	DF	Sum of Square (SS)	Mean Square (MS)	F Statistic (df ₁ , df ₂)	P-value
Gender	1	1.47	1.47	0.6911 (1, 296)	0.4064
Culture	1	0.08333	0.08333	0.03918 (1, 296)	0.8432
Gender X Culture	1	0.4033	0.4033	0.1896 (1, 296)	0.6635
Error	296	629.5733	2.1269		
Total	299	631.53	2.1121		

A two-way ANOVA was performed to analyze the effect of residence and gender on physical self concept of school students. A two-way ANOVA revealed that there was not a statistically significant interaction between the effects of residence and gender ($F(1, 296) = 0.189, p = .663$). Simple main effects analysis showed that gender did not have a statistically significant effect on physical self concept ($p = .406$). Simple main effects analysis showed that residence did have a statistically significant effect on physical self concept ($p = .843$).

Table 5: Summary of Two-way ANOVA for overall adjustment Scores of school students with respect to Culture and Gender

Source	DF	Sum of Square (SS)	Mean Square (MS)	F Statistic (df ₁ , df ₂)	P-value
Gender	1	4.8133	4.8133	0.4852 (1, 296)	0.4866
Culture	1	1.6133	1.6133	0.1626 (1, 296)	0.687
Gender X Culture	1	0.05333	0.05333	0.005376 (1, 296)	0.9416
Error	296	2936.5067	9.9206		
Total	299	2942.9867	9.8428		

A two-way ANOVA was performed to analyze the effect of residence and gender on overall adjustment of school students. A two-way ANOVA revealed that there was not a statistically significant interaction between the effects of residence and gender ($F(1, 296) = 0.005, p = .941$). Simple main effects analysis showed that gender did not have a statistically significant effect on overall adjustment ($p = 0.486$). Simple main effects analysis showed that residence did have a statistically significant effect on overall adjustment ($p = 0.687$).

4. Conclusion

Analysis of current research and result tables shows that there is no significant difference between gender and culture. From this analysis researcher has drawn following conclusions.

- 1) There is no significant main effect of culture (Urban and Rural) on emotional adjustment among school students.
- 2) There is no significant main effect of gender (Male and Female) on emotional adjustment among school students.

- 3) There exists no significant interactional effect of culture and gender on emotional adjustment among school students.
- 4) There is no significant main effect of culture (Urban and Rural) on social adjustment among school students.
- 5) There is no significant main effect of gender (Male and Female) on social adjustment among school students.
- 6) There exists no significant interactional effect of culture and gender on social adjustment among school students.
- 7) There is no significant main effect of culture (Urban and Rural) on educational adjustment among school students.
- 8) There is no significant main effect of gender (Male and Female) on educational adjustment among school students.
- 9) There exists no significant interactional effect of culture and gender on educational adjustment among school students.

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