

Adjustment Problem Of Male And Female Students At Plus Two Level

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ABSTRACT: The present study was conducted to assess the adjustment problem of male and female adolescent student at plus two level, the random technique was used to select the sample from various educational higher secondary institutions Kashmir. The total number of adolescent was 400 out of which 200 were boys and 200 were girls. The D.N. Srivastava and Govind Tiwari adjustment inventory was used for the collection of data. Statistical method –mean, S.D, t test was applied to analyze the data. The result revealed that there is no significant difference between male and female adolescents on different dimensions of adjustment.

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Key words: adjustment problems, male adolescents, female adolescents

INTRODUCTION

Adjustment is a process of reducing strains and coping with the circumstances in any situation, we adjust when we cannot change the conditions to suit our needs or demands. Adjustment therefore, occurs in various conditions and situations like family, emotional, social and workplace.

The relationship which is established among the biological heritage or organism, the environment, and the personality is adjustment. The term adjustment refers to a harmonious relationship between the persons and the environment. The degree of harmony depends upon two things i) certain potentialities within a person, ii) characteristic of the environment. A person is said to be adjusted when he is reasonably happy, efficient and has a degree of social feeling. In simple words, adjustment is an all-inclusive team meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands. Life may be looked as long series of adjustment in which the individual is constantly adjusting himself to the demands of external environment as well as both needs of his physiological and mental constitution. The adjustment that he makes are not always healthy, sound or effective from the point of view of his life long welfare, but they are made as they seem at the moment to satisfy some his needs. Thus the process by which the individual maintains a level of psychological and physiological balance between his needs and the circumstances that influence the satisfaction may be termed as adjustment. The adjustment thus means that characteristic way in

which individual perceives reacts to and satisfied the major needs of his life.

Need and importance

Since adjustment has a profound effect on the overall behavior of an individual whether boy or girl, The present study will focus on the home, educational, social, emotional dimensions of adjustment of boys and girls at plus two level. The findings can be used as inputs for deriving intervention, strategies so that boys and girls at plus two levels are better adjusted to their environment.

OBJECTIVES OF THE STUDY

- 1) To compare boys and girls of plus two level on 'home dimension'.
- 2) To compare boys and girls of plus two level on 'social dimension'.
- 3) To compare boys and girls of plus two level on 'emotional dimension'.
- 4) To compare boys and girls of plus two level on 'educational' dimension'.
- 5) To compare boys and girls of plus two level on total dimension of adjustment.

HYPOTHESIS

- 1) There would be significant mean difference between boys and girls of plus two level on 'home' adjustment.
- 2) There would be significant mean difference between boys and girls of plus two level on 'social' adjustment.
- 3) There would be significant mean difference between boys and girls of plus two level on 'educational' adjustment.

- 4) There would be significant mean difference between boys and girls of plus two level on 'emotional' adjustment.
- 5) There would be significant mean difference between boys and girls of plus two level in aggregate.

Operational definition of terms and variables Adjustment

For the purpose of present investigation adjustment is operationally defined as the scores that investigator derived by the administration of D.N Srivastava and Govinda Tiwari Adjustment inventory, which has four dimensions related to home, social, educational and emotional.

SAMPLE

The sample was drawn from the different higher secondary institutions of Kashmir. The present

study was conducted upon 400 plus two level students. Among these 200 students were boys and 200 were girls. For the selection of the sample normal random procedure was adopted. The age range of the subjects was from 17 to 18 years.

DATA GATHERING TOOL:-

D.N srivastava and Govinda Tiwari Adjustment inventory was used to gather the data. This inventory provides four measures of adjustment viz home, social emotional and educational. This inventory consisted of 80 questions in terms of 'yes' or 'No'.

STATISTICAL ANALYSIS:-

The data was subjected to 't' test and for establishing the adjustment problems of students the collected information was properly arranged into the following tables.

Table 1.0: Showing the significance of mean difference between the boys and girls at plus two level on 'Home' dimension of adjustment.

Group	N	Mean	S.D	t. value	Level of significance
Boys	200	12.67	2.87	0.025	Not significant
Girls	200	12.66	2.83		

Table -1.1 Showing the significance of mean difference between the boys and girls at plus two level on 'social' dimension of adjustment.

Group	N	Mean	S.D	t. value	Level of significance
Boys	200	12.59	2.98	1.90	Not significant
Girls	200	11.86	2.43		

Table -1.2. Showing the significance of mean difference between the boys and girls at plus two level on 'emotional' dimension of adjustment.

Group	N	Mean	S.D	t. value	Level of significance
Boys	200	13.3	3.38	1.17	Not significant
Girls	200	12.78	2.84		

Table -1.3. Showing the significance of mean difference between the boys and girls at plus two level on educational dimension of adjustment.

Group	N	Mean	S.D	t. value	Level of significance
Boys	200	13.45	2.97	0.26	Not significant
Girls	200	13.55	3.36		

Table -1.4. Showing the significance of mean difference between the boys and girls at plus two level on 'total' dimension of adjustment.

Group	N	Mean	S.D	t. value	Level of significance
Boys	200	52.01	9.63	0.86	Not significant
Girls	200	50.85	9.40		

Discussion and interpretation

The perusal of table 1.0 shows the significance of mean difference between boys and girls of plus two level on 'Home' dimension of adjustment. Since the calculated 't' value (0.025) is less than tabulated value at 0.01 and 0.05 level of significance. So the above table reveals that there is no significant difference between boys and girls of Plus two level on 'home' dimension. So the hypothesis no. 1 stands rejected.

The perusal of table 1.1 shows the significance of mean difference between boys and girls of plus two levels on 'Social' dimension of adjustment. Since the calculated 't' value (1.90) is less than tabulated value at 0.01 and 0.05 level of significance. So the above table reveals that there is no difference between boys and girls of plus two level on social dimension. So the hypothesis no. 2 stands rejected.

The perusal of table 1.2 shows the significance of mean difference between boys and girls of plus two level on 'emotional' dimension of adjustment. Since the calculated 't' value (1.17) is less than tabulated (t) value at 0.05 and 0.01 level of significance. Therefore the above table reveals that there is no significant difference between boys and girls of plus-two level on emotional dimension of adjustment. So the hypothesis no. 3 stands rejected.

The perusal of table 1.3 shows the significance of mean difference between boys and girls of plus two level on 'emotional' dimension of adjustment. Since the calculated value (0.26) is less than tabulated (t) value at 0.05 and 0.01 level of significance. Therefore the above table reveals that there is no significant difference between boys and girls of plus-two level on educational dimension of adjustment. So the hypothesis no. 4 stands rejected.

The perusal of table 1.4 shows the significance of mean difference between boys and girls of plus two level on 'total' dimension of adjustment. Since the calculated value (0.86) is less than tabulated (t) value at 0.01 and 0.05 level of significance. Therefore the above table reveals that there is no significant difference between boys and girls of plus-two level on total dimension of adjustment. So the hypothesis no. 5 stands rejected.

Conclusion

Various conclusions have been drawn from the inferences which emanated from the intensive investigation of the present study, these are listed as under:

- 1) No significant difference was found between boys and girls of plus two level on 'home' dimension.
- 2) No significant difference was found between boys and girls of plus two level on 'social' dimension.
- 3) No significant difference was found between boys and girls of plus two level on 'emotional' dimension.
- 4) No significant difference was found between boys and girls of plus two level on 'educational' dimension.
- 5) No significant difference was found between boys and girls of plus two level on 'dimension' dimension.

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