



ADJUSTMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND HOME-ENVIRONMENT

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Abstract

Adjustment within the home environment can significantly impact education, with gender playing a role in how individuals navigate these dynamics. Factors like family expectations, cultural norms, and access to resources can shape one's educational journey differently based on gender. Creating an inclusive and supportive home environment is essential for fostering academic success and personal development, regardless of gender. Certainly, the interplay between adjustment, home environment, education, and gender are complex and multifaceted. In this paper, an attempt has been made to study the adjustment of senior secondary school students in relation to their home environment and gender. For present study, the investigator adopted Survey method and selected 1200 senior secondary school students as sample. Mean, Standard Deviation and t-test were the statistical techniques used for analysis of data. The study revealed that there may not be a significant difference between the mean adjustment scores of senior secondary school students with higher and lower levels of home environment. This indicates that any observed difference in mean scores could likely be due to random variation rather than a true difference in population means. Further, this study revealed that gender does not play a significant role in determining adjustment levels among students in this study.

Keywords: *Adjustment, Home- environment, High Home- environment, Low Home- environment, Adolescent students and gender.*

INTRODUCTION

The wide-ranging aim of education is to prepare an individual to lead life efficaciously. Education should empower us to overcome those difficulties and hindrances which we might face in life. Modern society has become multifaceted and competitive. We are living in age of speedy industrialization and mechanical progression. So, there is a notable change in educational aims and objectives. Current time expects from pupils to have high kindliness, general aptitude and greater superiority through education. Edification trains man to adjust with him and the society. We human being attempt and fight to adjust to the physical needs. We also try to satisfy psychological needs such as emotional security, acceptance etc. Every individual has numerous desires and urges. She/he is strongminded to satisfy these desires. While the physiological needs such as hunger, thirst, sex and rest may be periodical in nature, the other needs such as the psychological and psycho-social may not be having regularity. The need for belonging to a group, to be loved and cared for, need for achievement, need for identity are illustrative of psychological needs. All these needs are to be fulfilled in a given situation and framework of life. The child learns through a process of trial and error and reflection about such behaviour, which contribute to the satisfaction of his needs. In this process and through this process the child develops habits of thought and behaviour. All behaviours which contribute to the gratification of needs get reinforced over a period of time and such behaviours which may not contribute to the satisfaction of needs may find disfavor by the individual. The overall process of satisfaction of physiological and psycho-social needs by an individual in an environment is referred to as adjustment. Home is the initial and prime society an individual is exposed. It builds up one's personality. Parental connection is most important factors to forecast child's adjustment in the areas of social competence, academic performance, psychosocial development, and problem behaviour. Parent's inspiration and direction helps the students exceed in their academics whereas a harsh attitude, like being dominant or indulgent, hinders the academic progress. The problem of adjustment has become so vivacious in our multifaceted and cultured society that psychologists have turned their deep interest in understanding it. The problem of adjustment, being faced by our adolescents, needs serious consideration. Children educational activities at home are based on the physical environment of their home. Home facilities of children enable and restrain them in practicing educational activities

at home. Class preparation and practice at home are fundamental for child, as a child spends only five and six hours at school and the remaining time is spent at home which needs to be utilized properly (Roemmich, Epstein, Raja, Yin, Robinson, & Winiewicz, 2006). Singh (2006) studied the effects of socio, emotional and socio emotional climate of the school and sex on the adjustment of students along with their interaction's effects. Boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment. Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school. Roy and Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys. Surveys of educational research reveals that no systematic attempt has yet been made to develop a tool for the assessment of adjustment ability of school students' adjustment ability have been largely neglected area in India. Looking into this standpoint, present research work has been carried out in the area of secondary school students to identify the adjustment ability so that a satisfactory administration could be formulate. That is why researcher paid their attention on gender difference and home environment in the adjustment aptitude of secondary school students.

NEED AND SIGNIFICANCE

By examining how students from different home environments adjust, educators can identify specific challenges or stressors that students may face. This information can aid in developing interventions to support students from diverse backgrounds. It helps in understanding how male and female students adjust differently to the academic and social aspects of school life. This insight can inform educators in creating gender-sensitive policies and support systems. Effective adjustment to school life is linked to better academic performance. By understanding the factors influencing adjustment, educators can implement strategies to enhance student well-being and academic success. By addressing adjustment issues related to gender and home environment, schools can work towards creating a more inclusive and equitable learning environment where all students feel supported and valued. Research on student adjustment can inform the development

of intervention programs tailored to the needs of specific groups, such as providing additional support for students facing challenges related to their gender or home environment. In essence, studying the adjustment of senior secondary school students in relation to gender and home environment is essential for promoting student well-being, academic success, and creating inclusive learning environments. The significance of studying the adjustment of senior secondary school students in relation to gender and home environment lies in its potential to understand how students of different genders and from varied home environments adjust to school life allows educators to tailor support systems to meet their specific needs. This can include mentoring programs, counselling services, or academic interventions. By identifying factors that hinder adjustment, such as gender stereotypes or family dynamics, schools can implement strategies to mitigate these barriers. This, in turn, can help reduce achievement gaps between different student groups. Recognizing and addressing the unique challenges faced by students based on their gender or home environment promotes inclusivity within the school community. It sends a message that all students are valued and supported regardless of their background.

OBJECTIVES

1. To study the difference in adjustment of senior secondary school students in relation to their Home-environment.
2. To study the difference in adjustment of senior secondary school students in relation to their gender.

HYPOTHESES OF THE STUDY

1. There will be no significant difference in adjustment of senior secondary school students in relation to their Home-environment.
2. There will be no significant difference in adjustment of senior secondary school students in relation to their gender.

METHODOLOGY: For conducting the present investigation, descriptive survey method of research was used.

SAMPLING: Data was collected from 1200 government senior secondary school students from the four districts (Kangra, Mandi, Shimla, Sirmour) of Himachal Pradesh by using random sampling.

RESEARCH TOOL USED: Adjustment Inventory developed by Prof. A.K.P. Sinha and Prof. R.P. Singh (2019) and Home Environment Inventory developed by K.S. Mishra (2012) were used to study the adjustment of senior secondary school students.

STATISTICAL ANALYSIS: Mean, standard deviation and t-test was employed to study the adjustment of senior secondary schools' students in relation to their home-environment and gender.

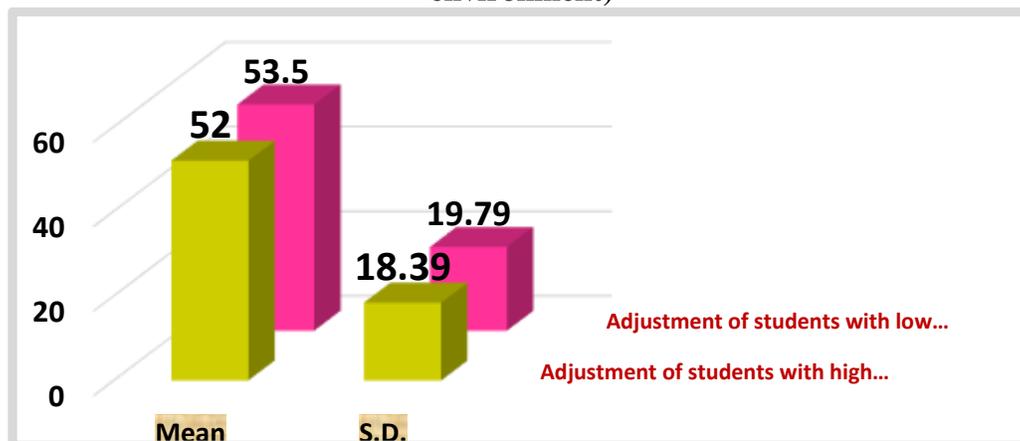
1. In order to study the Adjustment of senior secondary school students in relation to their home environment, mean, standard deviation, standard error of difference between means and t- value were calculated which are given in table 1.

Table-1: Adjustment of senior secondary school students in relation to their Home-environment

Level of Home-Environment	Number	Mean	S.D	df	SE _D	t-Value
High Home-Environment	598	52.00	18.39	1198	1.498	1.36
Low Home-Environment	602	53.50	19.79			(NS)

The above table -1 shows that the mean of Adjustment score of Secondary School Students with high level of Home Environment was 52.00 While the standard deviation of the Adjustment score of Secondary School Students with high level of Home Environment was 18.390. On the other hand, the mean of Adjustment score of Secondary School Students with low level of Home Environment was 53.50. and the standard deviation of the Adjustment score of Secondary School Students with low level of Home Environment was 19.79. The analysis indicates that conversely for students with lower level of home environment was slightly higher/modest difference with a standard deviation. This suggest that students from lower level of home environment tend to have slightly higher adjustment scores compared to those from a higher level of home environment. The standard deviations suggest variability within each group. It was found that the t-value of 1.36, it suggests that there may not be a significant difference between the mean adjustment scores of senior secondary school students with higher and lower levels of home environment. This indicates that any observed difference in mean scores could likely be due to random variation rather than a true difference in population means.

Figure 1 show the significant difference in adjustment of senior secondary school students having high and low home-environment.

Figure-1: (Adjustment of senior secondary school students having high and low home-environment)

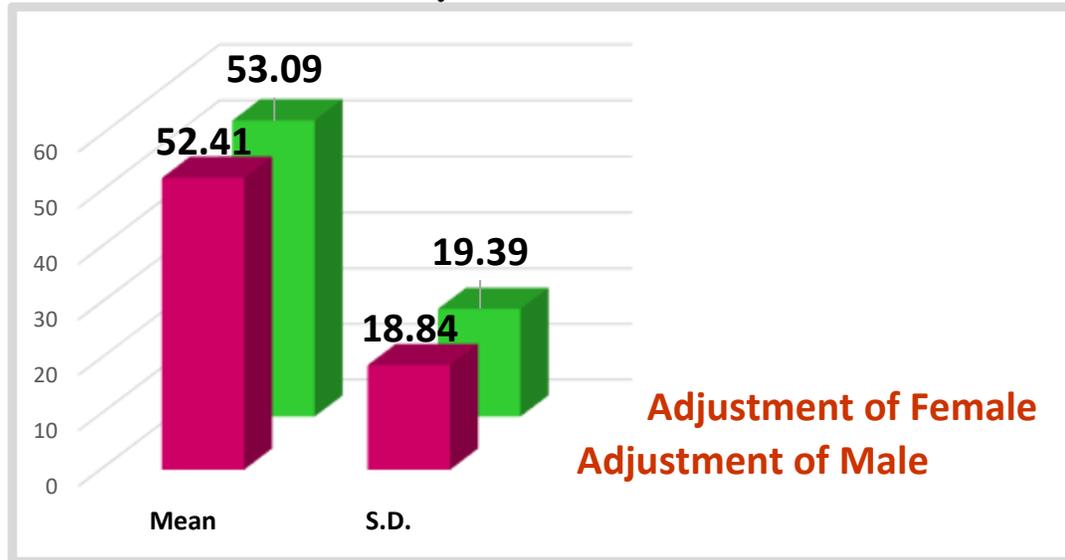
2. In order to study the Comparison of Male and Female senior secondary school students in relation to Adjustment, mean, standard deviation, standard error of difference between means and t- value were calculated which are given in table 2.

Table-2: Comparison of Male and Female senior secondary school students in relation to Adjustment

Gender	Number	Mean	S.D.	df	SE _D	t-value
Male	600	52.41	18.84	1198	0.677	0.613
Female	600	53.09	19.39			(NS)

The above table-2 depicts the mean adjustment score for male secondary school students was found to be 52.41, with a standard deviation of 18.84. For female secondary school students, the mean adjustment score was slightly higher at 53.09, with a standard deviation of 19.39. These findings suggest that, on average, female students tended to have slightly higher adjustment scores compared to their male counterparts, although the difference is not substantial. The comparison of adjustment scores between male and female secondary school students revealed no significant difference, as indicated by a non-significant 't' test result ($t=-0.613$, $df= 1198$, $p= 0.540$). This suggests that gender does not play a significant role in determining adjustment levels among students in this study.

Figure-2: Bar Diagram showing Difference in Adjustment of Male and Female Senior Secondary School Students



CONCLUSION: From the above analysis it has been found that there may not be a significant difference between the mean adjustment scores of senior secondary school students with higher and lower levels of home environment. This indicates that any observed difference in mean scores could likely be due to random variation rather than a true difference in population means. Further, this study revealed that gender does not play a significant role in determining adjustment levels among students in this study.

EDUCATIONAL IMPLICATIONS: The need to feel safe, sound and stable at home with family is significant to everybody. Teenagers especially need to feel this. They need a place where they are physically, mentally, socially, and emotionally safe. Following are some suggestions to create a good home-environment:

1. Show love, encouragement, patience, support and acceptance towards the children.
2. Develop a positive self-esteem, confidence, and attitude among the children.
3. Children learn from their parents, so set good examples and present an ideal behaviour.
4. Accept and respect the children views.
5. Establish healthier relationship with children.
6. Create a secure environment for them.

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