



Comparative Study of Adjustment of Boys and Girls at the Secondary Level

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Abstract:

Education is the capacity to navigate and fulfill one's existence. How well a young person adapts to various environments determines their level of success in life. The child's adaptation is influenced by several aspects, such as domestic, social, educational, and financial adjustment. The objective of the investigator is to do a comparative analysis of the adaptation of secondary school pupils. The investigation was done utilizing the survey methodology. The investigator utilized a standardized inventory to assess the adjustment of secondary school students. The study employed percentage analysis and a t-test as statistical approaches. The investigation indicated that the level of adjustment among secondary school pupils is moderate. A notable disparity was seen in the emotional adaptation of boys and girls, whereas no significant distinction was detected between male and female secondary school pupils in terms of their adjustment in the family, social, educational, and financial domains.

Key Words: Education, Secondary school, Boys, Girls, adjustment

Introduction

The adolescent years mark a crucial period of development, wherein individuals undergo significant physical, emotional, and social changes. During this time, the adjustment of boys and girls at the secondary level becomes a subject of interest for educators, psychologists, and researchers. Understanding how adolescents navigate the challenges of this phase is essential for promoting their overall well-being and academic success.

Adjustment at the Secondary Level

Secondary education serves as a bridge between childhood and adulthood, presenting adolescents with an array of challenges. The adjustment process involves the ability to cope with

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academic demands, establish healthy relationships, and manage emotional well-being. Boys and girls may experience these challenges differently due to societal expectations, gender roles, and individual personality variations.

Societal Expectations and Gender Roles

Societal norms often dictate specific roles and expectations for boys and girls, influencing their behavior and adjustment at the secondary level. Boys may face pressure to conform to traditional masculine ideals, emphasizing strength and independence. On the other hand, girls may encounter expectations related to femininity, such as nurturing and emotional sensitivity. These societal expectations can impact their self-perception, influencing how they navigate the educational environment.

Academic Challenges

Academic demands play a crucial role in the adjustment of both boys and girls at the secondary level. Boys may face challenges related to competition, performance expectations, and societal pressure to excel in certain subjects. Girls, on the other hand, may confront stereotypes and biases that affect their confidence and participation in STEM (Science, Technology, Engineering, and Mathematics) fields. Understanding these dynamics is vital for educators to create an inclusive and supportive learning environment.

Social Relationships

Adolescents' adjustment is significantly influenced by their social interactions and relationships. Boys and girls may navigate peer relationships differently, with boys often emphasizing competition and hierarchy, while girls tend to focus on collaboration and emotional connection. These differences can impact their adjustment, affecting self-esteem, communication skills, and overall social well-being.

Emotional Well-being

The emotional well-being of adolescents is a critical aspect of their adjustment at the secondary level. Boys and girls may experience and express emotions differently, with societal expectations influencing their emotional resilience. Boys may face challenges in expressing vulnerability, while girls may grapple with societal perceptions related to assertiveness. Recognizing and addressing these differences is essential for fostering a supportive emotional environment.

Objectives of the study

The following were the objectives formulated for the study

To determine the degree of adaptation among secondary school pupils.

The study's hypotheses

1. There is a notable disparity in the family adaptation capacity between male and female pupils.
2. There exists a notable disparity in the social adaptability between male and female students.
3. There exists a notable disparity in the educational adaptability between male and female pupils.
4. There is a notable disparity in the financial adjustment between male and female pupils.

Study Methodology

Research Methodology: The researcher utilized the survey approach to gather pertinent data from certain regions.

Population: A population refers to a collective of persons who share one or more common features. The current study has chosen 5 schools from the Shahjahanpur. A total of 200 students, representing 5 schools, have been chosen. There are an equal number of boys and girls, with a total of 500 students. The research sample comprises individuals enrolled in schools located in urban regions of the Shahjahanpur district in the state of Uttar Pradesh.

Sampling Techniques: Researchers Using Random Sampling Sample selection techniques.

Research Tools Used: The following research tools used for collection of data.

- Personal Data sheet developed by the Researchers

Adjustment Inventory (1967) constructed and standardized by Bhattacharya.

The quantitative and qualitative data analysis both objectives and hypotheses wise undertaken and the details are as presented below;

HO.1. There is a significant difference in the family adjustment ability between boys and girls students.

Table No.1 Comparison of adjustment across 'gender'

Variables	Respondents	N	MEAN	t-test	LEVEL OF SIGNIFICANCE
GENDER	BOYS	100	8.01	2.56	0.2
	GIRLS	100	8.49		

Means and S.D of male and female senior secondary school students on the measure of adjustment are 8.01 & 8.49 respectively. When the t-test was applied to compare the mean scores of both the groups, t-value is found to be 2.56 which is significant at .02 level of significance, suggesting that adjustment

significantly differ in case of senior secondary boys and girls. This significant difference favoring boys might be due to their tendency to take more responsibility for success than for failure, adaptive nature for maintaining confidence and self-worth resulting into development of better self-esteem and proper adjustment. This study also supported by Tripathy and Sahu (2018), Vishal and Kaji (2014), Gehlawat and Manju (2011), Roy, Ekka, Ara (2010), Rahamtullah (2007), Enochs and Roland (2006)

Conclusion

The comparative study of the adjustment of boys and girls at the secondary level highlights the importance of understanding the unique challenges each gender faces during adolescence. Educators, parents, and policymakers should work collaboratively to create environments that promote equitable opportunities, challenge stereotypes, and support the diverse needs of all students.

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