



ADJUSTMENT OF ADOLESCENCE IN RELATION TO GENDER

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ABSTRACT

Adjustment is ongoing process where persons keep adjusting their behavior according to the needs and circumstances of the environment. This helps to balance between one's needs and desires. Adjustment is the challenge for each and every living being and more challenging for the adolescent. Since it is the rapid phase of growth and development of their physical, emotions and sexual. Most of adolescence faced difficulty in adjusting themselves socially, educationally and emotionally into their day-to-day life. The aim of the present research was to study the emotional adjustment, social adjustment and educational adjustment of male and female adolescents in relation to gender. The sample consisted of 120 adolescents that was collected from different school of Ahmedabad city. 60 males and 60 females from age group of 14 years to 18 years were selected. Here gender was taken as an independent variable whereas different areas of adjustment such as emotional adjustment, social adjustment and educational adjustment were taken as dependent variables. For data collection, an adjustment inventory for school students by A.K. Sinha and R.P. Singh was used. To analyze the data, a 't' test was used. Results indicate that significant differences were found between male and female adolescents in relation to emotional, social, educational, and adjustment.

Keywords: Adjustment, emotional adjustment, social adjustment, educational adjustment, Adolescent

INTRODUCTION

Human society is a diverse and experiential place, in which the social and temporal context of individuals plays an important role. Adolescence is a time when young people are in the process of understanding and accepting their personal and social roles, and temporality is an important aspect of this process. The importance of secularity has increased from various perspectives, and its impact on the social and mental health of young people. In this research, we will examine the process of temporality in the context of adolescence, especially in an attempt to understand the adjustment that occurs during adolescence between Male and Female.

This research will give us a new perspective on youth mental health and social adjustment, and help us understand how sociality can play an important role in this critical phase of adolescence.

Adjustment means a person's ability to create harmony at the personal, social, and spiritual levels. It matches a person's life with his social and natural environment and measures his ability to adjust to his natural needs. Adjustment is based on a person's ability to cope with a variety of social and personal challenges in life, such as building relationships, coping with family, professional and educational prosperity, and taking care of health and emotional well-being. The success of adjustment may indicate a greater quality of life satisfaction, success, and social respect for the individual. If we talk about adjustment in the stage of adolescence or adulthood, it is important because at this time the person reviews his ideals, compromises, and natural reactions from time to time and tries to improve his personal and social life. Adjustment is an important part of a person's successful and happy life, and can help a person understand how to structure his or her social, natural, and spiritual life in a balanced and happy way.



Emotional adjustment refers to a person's ability to balance their emotions, emotional states, and mental health. It is based on a person's self-understanding, self-awareness, and ability to reinforce and stabilize their emotions in response to social and environmental circumstances. An important part of emotional adjustment is that it can affect a person's happiness in life, satisfaction, and mental health. When a person understands his feelings and reinforces them in the right way, he can achieve greater success in all aspects of life. Emotional adjustment can help improve a person's mental health and quality of life, and it can help move a person toward health and happiness. Additionally, it can help a person express their feelings in a more meaningful way, which can also strengthen their social and personal relationships. Therefore, emotional adjustment is an important part of a person's life, which can help to reinforce their emotions and mental health in a balanced and positive manner.

Adjustment in education refers to the individual's ability to understand and solve educational activities, educational projects, and education-related problems. It is based on the student's educational experiences, school environment, and ability to balance curriculum. Adjustment in education is important because it affects the student's educational progress and success. It helps the student to successfully complete the courses, succeed in studies, and achieve educational goals. Thus, adjustment in education helps the individual towards success and satisfaction in education, and enables them to achieve their educational goals.

Social adjustment means a person's ability to fit into the society properly, indicating the ability to follow social policies, politeness, and social conducts. It is important towards a person's social relations, social prosperity, and dedication in the social society. The importance of social adjustment is that it provides the individual with the ability to integrate well into society, create a position in his or her society, and build relationships with members of his or her society. Additionally, it helps a person improve social and mental health, as lack of adjustment in society can affect creativity and self-awareness of situations. Thus, social adjustment helps in improving the individual's social relations, status in the society, and mental health and leads the individual towards prosperity and satisfaction in the society.

Adolescence is that important stage of life when the child is moving towards adulthood, but he is still a child and not an adult. This period is usually between the ages of 12 and 18, but it is likely that this age range may change due to the individual's changing mental, emotional, and temporal experiences. During adolescence, young individuals are in the process of self-identification and also experience changes in their physical status, such as increased physical growth, temporal health, and growth spurts. Along with this, they also try to become more self-independent and struggle for submission in their society. Adolescence provides a time for youth to plan their future, pursue educational and professional goals, and take care of personal health. During this time, they are also conscious of their mental health, such as increased sensitivity to emotions, sense of ownership, and changes in social relationships. Adolescence is an important period of life when young people are moving towards the destination of their physical, mental, and social life. It is important for their personal and social development and has a deep impact on their future direction.

LITERATURE REVIEW

Bindu Devi and Prof (Dr) Manju Sharma.(2021). The researcher conducted study to understand adjustment level between boys and girls of secondary school students. The survey method was used on total 200 students (from which 100 girls and 100 boys). In all 10 different secondary schools from Bhilwada district were approached for the data collection. Data was collected from 9th and 10th standard. Personalized data sheet developed by the researcher itself and Adjustment Inventory (1907) designed and standardized by Bhattacharya were used for the data collection. The statistical technique used for the data analysis was “t” and Percentage analysis. The result says that their average adjustment level among the secondary school students. Result also revealed that there exists significant difference with emotional adjustment of boys and girls and there no significant difference exist with Family, financial, social and emotional adjustment between boys and girls.

Shreedha Vyas (2021). Research aimed to specify the adjustment level in higher secondary students. It's also study the adjustment with school environment, self - motivation, relationship with peers, support of teachers and participation of parents in adjustment on basic level such as gender, grade and residential area. The results says that their significant variance in the adjustment in higher secondary students and female students have good adjustment level compare to male students.

Usha Sahu and Jyoti Dewangan. (2021). After students passing secondary school and enter college has to go through many adjustments in the settle new environment. To understand the challenges faced in adjustment among the college student, researcher conducted a study in 2020 on boys and girls of undergraduate level. They collected the data by random sampling technique and tool used was A.K.P Sinha and R.P.Singh in 1995. Area of adjustment were Home Adjustment, Health Adjustment, Social Adjustment, Emotional Adjustment and



Educational Adjustment. The result revealed that boys are easily adjusted compare to girls except in Health Adjustment.

Dr. Manjula.G.Kadapatti and Miss Meena R. (2020). The study was conducted to know the educational adjustment among school aged children. Total sample collection was 200 in which 100 were girls and 100 boys from age group of 14-16yrs residing in urban Bangalore and random sampling technique was used. Adjustment inventory tool developed by A.K.Singh and R.P.Singh was used for the present study and “t” test and “chi-square was done for the data analyzes. The result revealed that both boys and girls are alike in educational adjustment with related to attention span, understanding the lecture and interests in the academics. It was also seen that there is relation between overall adjustment level and age group. There is non-significant difference in chi square in response to relation between overall adjustment level and age group. Null hypothesis is accepted which states that over all adjustment level does not differ significantly on age group between boys and girls.

Basant Kumar Sanber and Rakhi Dewangan.(2020). The purpose of this study was to know whether students living in urban and rural area has dissimilar adjustment skills. The study was conducted on higher secondary government school situated in different resident area of Rajnandgaon district of Chhattisgarh state. Total data collection was 20-20 boys from both area i.e. urban and rural and studying in same standard 10th. Random sampling technique was used for the data collection and scale used for data collection was Adjustment inventory designed by Prof. A.k.Singh and A.P.Singh. The result said that there exists significant change between students living in urban and rural area in adjustment ability. Urban students are better in adjusting themselves compare to rural students.

Harshdeep Kaur and Arashmeet Chawla (2016). The research was done on adolescence to understand their adjustment level (Social, Emotional and Educational) with considering gender base. The total sample of 30 adolescents from age group of 14-18yrs were collected from Senior Secondary School. Adolescents were divided into two group based on gender i.e. 15 adolescence girl in one group and 15 adolescence boy in another group. School Adjustment Inventory for school students designed by Sinha and Singh scale was used.. The result revealed that there exist significant difference between secondary school students in adjustment when compared with gender.

Dr. Gagandeep Kaur and Sandeep Singh. (2019) The study was conducted to understand the adjustment level of the adolescent students in the relation with academic stress. For this study, the 200 students (100 boys and 100 girls) from private and government schools of Tarn Taran district were randomly selected. Bisht battery stress scale (2005) and Adjustment inventory (Sinha and Singh-2007) were used for the data analysis. The result revealed that (1) Adolescent girls have well adjustment level than adolescent boys. (2) Government school’s student adjustment level than private school students. (3) Adolescent boys have more academic stress as compared to adolescent girls. (4) Students of private schools have more academic stress as compared to students of government schools. (5) Adjustment is significantly and negatively correlated with academic stress.

OBJECTIVES OF THE STUDY

- To study and compare the difference between male and female adolescence in relation to emotional adjustment.
- To study and compare the difference between male and female adolescence in relation to social adjustment.
- To study and compare the difference between male and female adolescence in relation to educational adjustment.
- To study and compare the difference between male and female adolescence in relation to overall adjustment.

HYPOTHESIS OF THE STUDY

- H₀₁: There is no significant difference between male and female adolescence in relation to emotional adjustment.
- H₀₂: There is no significant difference between male and female adolescence in relation to social adjustment.
- H₀₃: There is no significant difference between male and female adolescence in relation to educational adjustment.
- H₀₄: There is no significant difference between male and female adolescence in relation to overall adjustment.

VARIABLES

In present research gender is taken as an independent variable and scores of emotional social and educational adjustments of adolescence in relation to gender.

RESEARCH METHODOLOGY

Sample:

The sample consisted of 120 adolescents that was collected randomly from different school of Ahmedabad city. 60 males and 60 females from age group of 14 years to 18 years were selected.

Tools:

The Adjustment Inventory has been designed for use with Hindi knowing school students of India. The inventory seeks to segregate well-adjusted secondary school students (age group 14 to 18 years) from poorly adjusted students in the three areas of adjustment: Emotional, Social and Educational. A list of 100 questions indicating the significant problems of school students in the three areas were prepared. The questions were to be answered in 'Yes' or 'No'. This list was presented to 25 judges, all of whom were psychologists engaged in teaching, counselling or vocational guidance work, to judge each item in term of its merit for being included in the inventory. Only such items were retained about which the judges were unanimous. This led to the eliminated of 12 out of 100 items. Before undertaking the work of item analysis, the inventory was administered to a sample of 100 students to remove the language difficulties, if any reported by them in understanding clearly the different items.

Reliability

Coefficient of reliability was determined by (i) Split-half method, (ii) Test-retest method, and (iii) K-R formula-20. Table 2 gives the reliability coefficients of the total test and of sub-tests by different methods.

TABLE 2
Reliability Coefficients of the Inventory

Sr. No.	Method Used	Emotional	Social	Educational	Total
I.	Split-half	0.94*	0.93*	0.96*	0.94*
II.	Test-retest	0.96*	0.90*	0.93*	0.93*
III.	K—R Formula-20	0.92*	0.92*	0.96*	0.93*

*Significant at .01 level of significance.

Validity

In item-analysis validity coefficients were determined for each item by biserial correlation method and only such items were retained which yielded biserial correlation with both the criteria (i) total score and (ii) area score, significant level being .001. Inter-correlations among the three areas of the inventory were calculated. The correlation matrix is being presented in Table 3.

TABLE 3
Correlation Matrix of the Three Areas

Sr. No.	Adjustment Areas	I	II	III
I.	Emotional	-	.20	.19
II.	Social	.20	-	.24
III.	Educational	.19	.24	-

The inventory was also validated by correlating inventory scores with ratings by the Hostel Superintendent. This was done on the data of 60 pupils living in the hostel of Patna Collegiate Multipurpose Higher Secondary School. The Hostel Superintendent rated the pupils on a five-point scale, namely, Excellent, Good, Average, Poor, and Very Poor in respect of their adjustments. The product moment coefficient of correlation between inventory scores and superintendent's ratings was obtained to be 0.51, which was significant at .01 level of significance.

Scoring System

Following is the new scoring system for the new Three-point alternative response.

TABLE 4 : Scoring System

Sr. No.	Type of Items	Always	Sometimes	Never
I.	Marked 'Always'	2	1	0
II.	Marked 'Never'	0	1	2

The lesser the score, the better is the level of adjustment.

Procedures:

After establishing the repo with adolescents' adjustment inventory for school students by A.K. Sinha and R.P. Singh was administered in small manageable group with instructions regarding the inventory. After completion the data collection scoring of adjustment inventory was done by the scoring key of the inventory. For data analysis t-test was used. Each hypothesis was tested at 0.01 and 0.05 level of significance. To analyses the data latest version of SPSS was used.

DATA ANALYSIS & INTERPRETATION

Table No. 1: Showing mean, SD and t value of male and female on Emotional Adjustment

Group	N	Mean	SD	t	Level of significance
Male	60	16.07	4.75	3.52	0.01
Female	60	13	4.73		

The results of Table no. 1 shows that t value of emotional adjustment of male and female adolescent on emotional adjustment is 3.52 which is significant at 0.01. So the null hypothesis, "There is no significant difference between male and female adolescence in relation to emotional adjustment" is rejected. It means significant difference is existed between male & female in relation to emotional adjustment. The mean scores of male and female Emotional adjustments are 16.07 and 13 respectively with SD 4.75 and 4.73. The result indicate that significant difference was found between male and female adolescents on emotional adjustment. Here we can see that female adolescents have better emotional adjustment than male adolescents.

Table No. 2: Showing mean, SD and t value of male and female on Social Adjustment

Group	N	Mean	SD	t	Level of significance
Male	60	16.45	4.76	3.72	0.01
Female	60	13.12	5.05		

The results of Table no. 2 shows that t value of social adjustment of male and female adolescent on social adjustment is 3.72 which is significant at 0.01. So the null hypothesis, "There is no significant difference between male and female adolescence in relation to social adjustment" is rejected. It means significant difference is existed between male & female in relation to social adjustment. The mean scores of male and female Social adjustment are 16.45 and 13.12 respectively with SD 4.76 and 5.05. The result indicate that significant difference was found between male and female adolescents on social adjustment. Here we can see that female adolescents have better social adjustment than male adolescents.

Table No. 3: Showing mean, SD and t value of male and female on Educational Adjustment

Group	N	Mean	SD	t	Level of significance
Male	60	13.8	5.02	3.40	0.01
Female	60	16.83	4.74		

The results of Table no. 3 shows that t value of educational adjustment of male and female adolescent on educational adjustment is 3.40 which is significant at 0.01. So, the null hypothesis, "There is no significant difference between male and female adolescence in relation to educational adjustment" is rejected. It means significant difference is existed between male & female in relation to educational adjustment. The mean scores of male and female educational adjustments are 13.8 and 16.83 respectively with SD 5.02 and 4.74. The result indicate that significant difference was found between male and female adolescents on educational adjustment. Here we can see that male adolescents have better educational adjustment than female adolescents.

Table No. 4: Showing mean, SD and t value of male and female on Overall Adjustment

Total	No.	Mean	SD	t	Level of significant
Male	60	59.4	13.08	9.99	0.01
Female	60	90.03	19.84		

The results of Table no. 4 shows that t value of overall adjustment of male and female adolescent on overall adjustment is 9.99 which is significant at 0.01. So the null hypothesis, "There is no significant difference between male and female adolescence in relation to overall adjustment" is rejected. It means significant difference is existed between male & female in relation to overall adjustment. The mean scores of male and female Overall adjustment are 59.4 and 90.03 respectively with SD 13.08 and 19.84. The result indicate that significant difference was found between male and female adolescents on overall adjustment. Here we can see that male adolescents have better overall adjustment than female adolescents.



CONCLUSIONS

- Significant difference is existed between male & female in relation to emotional adjustment. Female adolescents have better emotional adjustment than male adolescents.
- Significant difference is existed between male & female in relation to social adjustment. Female adolescents have better emotional adjustment than male adolescents.
- Significant difference is existed between male & female in relation to educational adjustment. Male adolescents have better educational adjustment than female adolescents.
- Significant difference is existed between male & female in relation to overall adjustment. Male adolescents have better overall adjustment than female adolescents.

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