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Educational Adjustment among Higher Primary and High School Students

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A B S T R A C T

This study investigated the educational adjustment among government and non-government higher primary and high school students in Mysuru city (India). The data was collected from 240 voluntary participants in the age group of 12 to 16 years boys 120 (12.57%); SD=2.89 and girls 120 (14.42%); SD=2.58 who was in class VII and VIII. The School Adjustment Inventory for School Students (AISS) (Sinha & Singh 2007) was used in this study and a random sampling method was used to collect the data. The data were analyzed using an independent sample t-test. The result revealed that there was a significant difference in higher primary school students in relation to gender and between government and non-government higher primary and high school students. Also, there was a significant difference between girls and boys of government higher primary and high school students.

Keywords: Educational, Adjustment, Government School, Significant Difference.

INTRODUCTION

Educational psychology is the branch of psychology involved with the clinical observation of humans getting to know. The study of mastering procedures, from each cognitive and behavioral perspective, permits researchers to understand character variations in intelligence, cognitive improvement, have an effect on, motivation, self-law, and self-concept, in addition to their role in learning. The field of instructional psychology is predicated heavily on quantitative techniques, which include testing and dimension, to decorate instructional activities related to educational layout, study room management, and assessment, which serve to facilitate mastering procedures in numerous academic settings throughout the lifespan(Snowman, 1997). Sekar and Lawrence (2016), found that male students are poorly adapted to their curricular and co-curricular, whereas female students are interested in higher secondary school. Alam (2018), reported that the adjustment of senior secondary school students significantly different across gender (female and male), local (urban and rural), academic (science and social sciences) and school types (government and private). Gupta and Mehtani (2017), studied the change of secondary school students in relation to academic performance and gender. The results of the research have indicated that academic performance and gender have a massive impact on the adjustment of secondary school students. While the mean adjustment scores of female secondary school students (16.37) were found to be higher than male secondary school students (10.51).

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Bhagat (2016), evaluated the self-efficacy and adjustment of secondary school students in relation to their gender and academic achievement. The findings revealed that there were significant differences in the adjustment of 22.18 for female high school students, which is higher than the average of 20.54 for male students. As per the inventory of adjustments, a high score suggests a low adjustment.

Ajai and Imoko (2015), performed a study to examine gender gaps in mathematics performance and retention by using Problem-Based Learning (PBL).The study showed that both male and female students taught algebra using PBL did not differ significantly in achievement and retention results, showing that both male and female students are capable of competing and collaborating in mathematics. In addition, the result has shown that success is a function of orientation, not gender. Rathore and Mishra (2015), revealed that the mean score of the total adjustment of male students is 29.06, which is significantly higher than the mean score of the total adjustment of female students is 21.58, compared to adjustment and social intelligence between male and female students of Higher Secondary School of Indore City (M.P.) This shows that urban female students are more adjusted compared to males. Rajkonwar (2014), showed that there was no correlation between adjustment and level of educational aspirations; adjustment and self-concept, and adaptation of children with visually impaired academic achievement in Assam's. Yau and Cheng (2014), found that the relationship between social and academic adjustments for female and male university support students was not significantly different. Gill (2014), revealed that there was no significant difference between the educational adjustment, the social adjustment and the emotional adjustment of special school students belonging to the boys and girls of the visually disabled students of special schools in classes VI to VIII. Benipal and Singh (2014), showed that the academic performance of urban students is greater than that of rural students and a significant difference in the classroom environment of male and female adolescents with respect to the locality is in favor of male adolescents of urban school adolescents. The environment of the classroom is greater than that of female adolescents in favor of urban female adolescents than their counterparts and male adolescents, while non-significant relationships were also found in adolescents' classroom environments with respect to gender.

Paramanik, Saha, and Mondal (2014), indicated that the mean adjustment score of girls was recorded as greater than that of boys, which indicates that girls are more adjusted in relation to gender relative to their secondary school student counterparts. Ismail, Mahmod, Qadous, and Mohamed (2013), showed that boys students achieved better social and academic adjustment than girls' students, whereas girls' students adjustment more than boys students to the urban environment. In selected government universities in Jordon, the mean academic performance for girls was higher than that for boys. Rathee (2014), observed that due to their social and educational adjustment, girls' adolescents are more emotionally adjusted. In comparison to their educational adjustment, they are emotionally better adjusted. Boys adolescents' educational, emotional and social adjustments are not significantly related to emotional intelligence. Whereas in the case of emotional adjustment, girls adolescents are negatively correlated with emotional intelligence, but positively correlated with educational and social adjustment. Thakar and Modi (2014), disclosed that the academic achievement of secondary school students has a significant relationship between differential overall adjustment and academic achievement, and there is a poor relationship between different academic achievement and social adjustment. Taviyad and Patel (2014), indicated that in the academic achievement of higher secondary school students, there was a significant difference between boys' and girls' adolescents. Ganai and Mir (2013), noted that the academic achievement and adjustment between girls and boys have a positive correlation. But girls were most correlated with academic achievement and adjustment than boys. Chauhan (2013), showed that the total adjustment, educational emotional, and adjustment between boys and girls of higher secondary students in the Durg district were significantly

different. The girls have an outstanding and excellent level of adjustment than the boys. Raju, Chitttoor, and Pradesh (2013), mentioned that in Puttur Mandal, Chittoor Dist, A.P., gender, and locality have a significant effect on the academic achievement of 7^{the} class social studies students in rural and urban schools. George and Ukpong (2012), indicated that girls and boys students high significantly in their academic achievement, boys are highly socially adjusted than girls, and appear to obtain better grades and show increased self-confidence than girls in Uyo Metropolitan City of junior high school students. The purpose of the study to examine educational adjustment scale response score was subjected to analyze to know the educational adjustment among government and non-government higher primary school students; among boys and girls; boys between government and non-government higher primary and high school; girls between government and non-government higher primary and high school; government higher primary and high school girls and boys; boys and girls of non-government higher primary and high school.

Objective of the Study

- To study the educational adjustment of government and non-government higher primary and high school students.
- To study the educational adjustment of higher primary and high school students in relation to their gender.
- To study the educational adjustment of boys between government and non-government higher primary and high school.
- To study the educational adjustment of girls between government and non-government higher primary and high school.
- To study the educational adjustment of government higher primary and high school girls and boys.
- To study the educational adjustment of boys and girls of non-government higher primary and high school.

Hypotheses

- There will be no significant difference in the educational adjustment between government and non-government higher primary and high school students.
- There will be no significant difference in the educational adjustment of higher primary and high school students in relation to their gender.
- There will be no significant difference in the educational adjustment between government and non-government higher primary and high school boys.
- There will be no significant difference in the educational adjustment between government and non-government higher primary and high school girls.
- There will be no significant difference between higher primary and high government school boys and girls in their educational adjustment.
- There will be no significant difference between non-government boys and girls in their educational adjustment.

METHODOLOGY

The study was conducted on government and non-government higher primary and high school students in Mysore city. Students of higher primary and high school students (boys and girls) for class VII and VIII between the age group of 12 years to 16 years. Altogether 240 students from higher primary and high school students have been taken into consideration for the study from class VII and VIII. Out of 240, 120 boys and 120 girls. Out of 120 boys and 120 girls, 60 boys and 60 girls from government school and 60 boys and 60 girls from non-government schools have been taken for this study or investigation.

School Adjustment Inventory for School Students (AISS) (Sinha & Singh, 1993) A 60 items inventory indicating the significant problems of school students in the three areas of adjustment viz., Emotional, Social, and Educational Adjustment. Item analysis, validity, Reliability, Norm, and Scoring was determined by the Split half method, test retest method and K-R formula-20 was reported by the authors (Sinha & Singh, 1993). Mention reliability and validity value the split-half reliability is 0.95, test-retest reliability is 0.93 and K-R formula reliability was found to be 0.94. Whereas Validity coefficients were determined for each item by the biserial correlation method significant level being 0.001. The data were subjected to analyzed using Statistical Package for Social Sciences (SPSS-Version-22). The significance level was calculated for the different variables using an independent sample t-test.

RESULTS

In order to find out the significance of differences in mean adjustment scores of governments and non-government school students with respect to school adjustment scores and its dimensions 't' test was used. Information of the findings given in Table 1:

Table 1. Showing Mean (M) Standard Deviation (SD) and significant difference Scores between government and non–government higher primary and high school students

Dimensions	Managements	N	Mean	Std. Deviation	t	df	p
Educational	Government	120	8.82	1.71	1.88	238	0.06
	Non-Government	120	9.32	2.35			

In terms of educational adjustment, the mean value is 8.82 and standard deviation value is 1.71 in case of government school students. In the case of non-government school students, the mean value is 9.32 and the standard deviation value is 2.35. The calculated 't' value is 1.88 with 598 degrees of freedom and Sig value is 0.061 hence there is no significant difference. In other words, there is no significant difference between government and non-government higher primary and high school students in their educational adjustment. The results are further shown in the (Figure 3.1) for further perusal, clarification and understanding.

Result Related to the Difference between the Mean, Standard Deviation and Significant Difference scores of boys and girls students in high primary and high School of government and non-government.

In order to find out the significance of differences in mean values adjustment scores of Boys and Girls students with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table 2.

Table 2. Showing Mean (M) Standard Deviation (SD) and significant difference scores of boys and girls of higher primary and high school students

Dimensions	Managements	N	Mean	Std. Deviation	T	df	p
	Boys	120	8.70	1.98	2.78	238	0.006
	Girls	120	9.43	2.08			

In terms of educational adjustment, the boys mean value is 8.70 and standard deviation value is 1.98. In the case of Girls students, the mean value is 9.43 and standard deviation value is 2.08. The calculated 't' value is 2.78 with 238 degrees of freedom and Sig value is 0.006 hence there is a significant difference. In other words, there is a significant difference between boys and girls of higher primary and high school students in their educational adjustment.

Result Related to the Difference between the Mean, Standard Deviation, and Significant Difference scores of boys of government and non-government school students.

In order to find out the significance of differences in mean adjustment scores of boys students in government and non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Table 3:

Table 3. Showing Mean (M) Standard Deviation (SD) and significant difference scores of boys between government and non-government school students

Dimensions	Managements	N	Mean	Std. Deviation	T	df	p
	Govt - Boys	60	8.30	1.97	2.24	118	0.027
	Non-Govt-Boys	60	9.10	1.92			

In terms of educational adjustment, the government boys mean value is 8.30 and the standard deviation value is 1.97. In case boys of non-government school students, the mean value is 9.10 and the standard deviation value is 1.92. The calculated 't' value is 2.24 with 118 degrees of freedom and Sig value is 0.027 hence there is a significant difference. In other words, there is a significant difference of boys between government and non-government higher primary and high school in their educational adjustment.

Result Related to the Difference between the Mean, Standard Deviation and significant difference scores of girls of government and non-government school students.

In order to find out the significance of differences in mean adjustment scores of girls students in government and non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Figure 1.

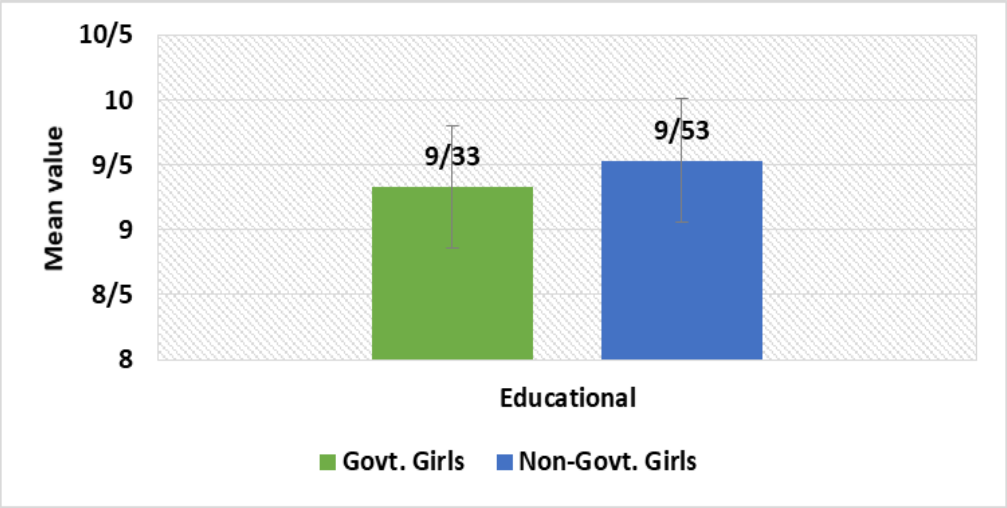

Figure 1. Showing mean scores of girls of government and non-government school students with respect to school adjustment scores and its dimensions

In terms of educational adjustment, the mean value is 9.33 and standard deviation value is 1.20 in case girls of government school students. In case girls of non-government school students, the mean value is 9.53 and standard deviation value is 2.70. The calculated 't' value is 0.52 with 118 degrees of freedom and Sig value is 0.602 hence there is no significant difference.

In other words, there is no significant difference of girls between government and non-government higher primary and high school in their educational adjustment.

Result Related to the Difference between the Mean Standard, Deviation and significant difference scores of boys and girls of government school students.

In order to find out the significance of differences in mean adjustment scores of boys and girls students of government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Figure 2:

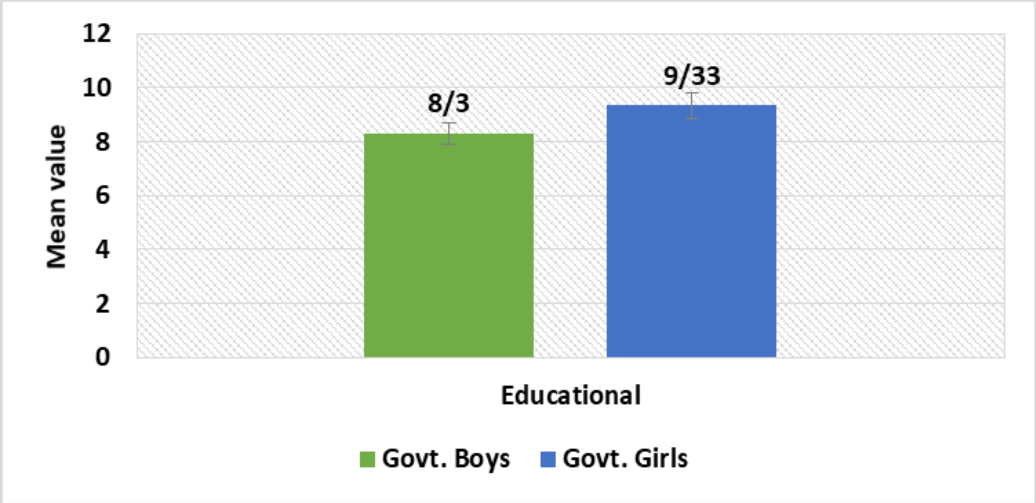

Figure 2. Showing mean scores of boys and girls among government school students with respect to school adjustment scores and its dimensions

In terms of educational adjustment, the mean value is 8.30 and the standard deviation value is 1.97 in case boys of government school students. In case girls of government school students, the mean value is 9.33 and standard deviation value is 1.20. The calculated 't' value is 3.45 with 118 degrees of freedom and Sig value is 0.001 hence there is a significant difference. In other words, there is a significant difference between boys and girls among government higher primary and high school students in their educational adjustment.

Result Related to the Difference between the Mean, Standard Deviation and significant difference Scores of Boys and Girls of Non-Government school students

In order to find out the significance of differences in mean adjustment scores of boys and girls students of non-government schools with respect to school adjustment scores and its dimensions 't' test was used. Details of the results presented in Figure 3.

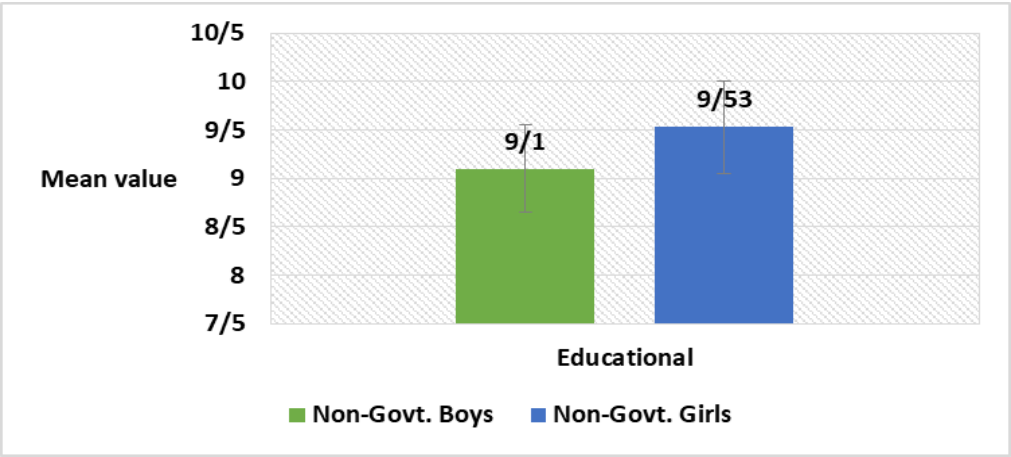

Figure 3. Showing mean scores of boys and girls among non-government school students with respect to school

adjustment scores and its dimensions

In terms of educational adjustment, the mean value is 9.10 and the standard deviation value is 1.92 in case boys of non-government school students. In case girls of non-government school students, the mean value is 9.53 and standard deviation value is 2.70. The calculated 't' value is 1.01with 118 degrees of freedom and Sig value is 0.315 hence there is no significant difference. In other words, there is no significant difference between boys and girls among non-government higher primary and high school students in their educational adjustment.

DISCUSSION

Results remarked a no significant difference in educational adjustment results reveal do no significant difference. Different results were noticed by Chamyal and Manral (2017), there is a significant difference found between government and non-government school with respect to the educational adjustment.

Results revealed between boys and girls students to the significant difference with respect to educational adjustment of higher primary school students in relate to their gender. Present results are similar to Chauhan (2013), Remarked that there is a significant difference in educational adjustment between male and female of higher secondary students. Also, these results were similar to the finding of Yellaiah (2012); Al-Qaisy (2010), reported that a significant difference between male and female students, government and non-government schools' students. Whereas, these results are not consistent with that of Rajkonwar (2014), Gill (2014), Yau and Cheng (2014), Benipal and Singh (2014), Gupta and Gupta (2011), reported that, no significant difference between educational adjustments of the special school students belonging to boys and girls. Whereas Nagra (2014), Ganai and Mir (2013), found that male and female groups do not differ significantly on educational adjustment and academic adjustment. Thakar and Modi (2014), reported that there were no significant differences in educational adjustment.

Results found that there is a significant difference found between government and non-government school of boys students with respect to the educational adjustment. Whereas the results noticed no significant difference in girls between government and non-government school students in respect of the educational adjustment of schools. Whereas the recorded findings between boys and girls students indicate the significant difference with respect to the educational adjustment among government higher primary school students.

Results showed that boys and girls do no significant difference with respect to the educational adjustment among non-government higher primary school students. Present investigation is in agreement with the previous results obtained by Rajkonwar (2014), Gill (2014), Yau and Cheng (2014), Benipal and Singh (2014), Gupta and Gupta (2011), reported that, no significant difference between educational adjustment of the special school students belonging to boys and girls. Whereas, the results of the study were found not consistent with the findings of Jaikumar and Muthumanickam (2010), Gupta and Gupta (2011), Yellaiah (2012), and Rathore and Mishra (2015), they also found that female secondary school students have better adjustment than that of male secondary school students.

CONCLUSION

The Following conclusions are framed according to the findings of the study indicated educational adjustment results reveal do no significant difference between government and non-

government Higher primary school students. Hence the hypothesis one is accepted. A perusal of results reveals between boys and girls students the significant difference with respect to the educational adjustment of higher primary school students in relation to their gender. Therefore, hypothesis two is rejected. An examination of results found that there is a significant difference found between government and non-government schools of boys students with respect to the educational adjustment. Further, it is noticed that boys mean score of non-government school students is greater than the government school students in respect of all the dimensions of school adjustment. Therefore, hypothesis three is rejected. The information given in this study indicates no significant difference in girls between government and non-government school students in respect of the educational adjustment of schools. Therefore, hypothesis four is accepted. The findings recorded between boys and girls students indicate a significant difference with respect to the educational adjustment among government higher primary school students. Therefore, hypothesis five is rejected. The results reported giving details regarding boys and girls do no significant difference with respect to the educational adjustment among non-government higher primary school students. Therefore, hypothesis six is accepted.

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