



A Comparative Study of Senior Secondary School Boys And Girls To Their Adjustment And Socio-Economic Status.

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ABSTRACT

Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts from the birth and continuous till death. Adjustment is the process of arriving at the balanced state between the need of individual and their satisfaction. Home and school play a vital role in the adjustment of an individual. The learner adjusts actively in the school environment rather than passively adjusting to the school's program. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. Socioeconomic status (SES) is an economically and sociological combined total measure of person's work, experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupational-when analysing family's SES, the house hold income, learner's education and occupation are examined as well as combined income. Researchers studied many researches on the same topic and researcher found that the result of this study was different from area to area. To found the new results of adjustment and socio-economic status researcher obtain this topic for research. There would be 100 senior secondary students (50 boys,)

- 1) **Introduction-** Adjustment is a necessary characteristic to be able to live peacefully in this world. Adjustment problem starts from the birth and continuous till death, various situations arise at home, school, college and workplace. Adjustment is the process of arriving at the balanced state between the need of individual and their satisfaction. Home and school play a vital role in the adjustment of an individual. The learner adjusts actively in the school environment rather than passively adjusting to the school's program. In a easy way adjustment is a process by which living organism maintain a balance between his needs. It is generally believed that children from high and middle socio-economic status parents are better exposed to a learning environment at home because of provision and availability of extra learning facilities. Socioeconomic status (SES) is an economically and sociological combined total measure of person's work, experience and of an individual's or family's economic and social position in relation to others, based on income, education, and occupational-when analysing family's SES, the house hold income, learner's education and occupation are examined as well as combined income. Researchers studied many researches on the same topic and researcher found that the result of this study was different from area to area. To found the



new results of adjustment and socio-economic status researcher obtain this topic for research. Kumari(1998) investigated intelligence, achievement, adjustment and socio-economic patterns of different sociometric group of adolescents. Raju and Rahamtulla(2007) found that adjustment of school is primarily dependent on the school variables. Hernandez(2010) carried out a quantitative analysis of parent's socio-economic status in relation to the rate of completion of high school studies by their children at the age of 19 years. Mahmoudi (2012) studied influence of adjustment and self esteem on family environment. Kaur and Kaur(2016) studied adjustment among adolescent girls studying in co-educational and non co-educational school.

2) **Objectives of the study-**

- To study the adjustment level of senior secondary school girls.
- To study the adjustment level of senior secondary school boys.
- To study the socio-economic status of senior secondary school students according to their parent(father).
- To study the socio-economic status of senior secondary school students according to their parent(mother).

3) **Hypothesis of the study-**

- There is no significant difference between the adjustment level of senior secondary school girls and boys.
- There is no significant difference between the socio-economic status of senior secondary students according to their parents(mother & father).

4) **Sample-** Descriptive method of survey has been used for this research. The sample consists of 100 senior secondary schools of Sambhal district in Uttar Pradesh. Respondents were selected by using stratified random sampling technique. Names of schools are given below in Table-1.

Name of the School	No.of Students
Silver stone senior secondary school, Bahjoi	20
Silver stone senior secondary school, Chandausi	20
K.H.M. senior secondary school, Chandausi	20
O.P.G.M. senior secondary school, Chandausi	20
Totle no of students	100

The study was conducted on five schools and from each school 10 students of class XI and 10 students of class XII (total 100) were taken as the sample of the study.

5) **Tool used for data collection-** The data was collected with the help of two tools namely

- Adjustment Inventory for school students-A.K.P.Sinha and R.K.Singh.
- Socio-Economic status(SES)- Rajeev Bhardwaj.



6) **Used statistical technique-** After the collection of data next step is to analysis and interpretation of the data. For the analysis and interpretation of collected data the following statistical techniques was used –Z-test, Mean, Standard Deviation .

7) **Analysis and Interpretation of Data-**

1) The first objective of this study was “To study the adjustment level of senior secondary school girls.” To full fill this objective Z-score used, which showed in table-2.

Table-2

Adjustment level of senior secondary school girls

Full Inventory Raw Score Range	Z-Score	Level of Adjustment	% of Girls
92 & more	+2.01 & above	Extremely Unsatisfactory Adjustment	-
78-91	+1.26 to +2.00	Unsatisfactory Adjustment	-
63-77	+0.51 to +1.25	Below Average Adjustment	-
42-62	-0.50 to +0.50	Average/Moderate Adjustment	34
27-41	-1.25 to 0.51	Above Average Adjustment	58
12-26	-2.00 to -1.26	High Adjustment	8
11 & less	-2.01 & below	Extremely High Adjustment	-

Table 2 shows that the adjustment inventory test of was conducted upon 50 girls of senior secondary schools out of them 34% students were found having Z-score range -0.50 to +0.50 and were classified average adjustment level. 58% of them were found between -1.25 to -0.51 Z-score range and were classified as the students of above average adjustment , 8% of them were between -2.00 to -1.26 Z-score range and were classified as the students having high adjustment level.

2) The second objective of this study was “To study the adjustment level of senior secondary school boys.” To full fill this objective Z-score used, which showed in table-3.

Table-3

Adjustment level of senior secondary school boys

Full Inventory Raw Score Range	Z-Score	Level of Adjustment	% of Girls
92 & more	+2.01 & above	Extremely Unsatisfactory Adjustment	2
78-91	+1.26 to +2.00	Unsatisfactory Adjustment	-
63-77	+0.51 to +1.25	Below Average Adjustment	-
42-62	-0.50 to +0.50	Average/Moderate Adjustment	36
27-41	-1.25 to 0.51	Above Average Adjustment	52
12-26	-2.00 to -1.26	High Adjustment	10
11 & less	-2.01 & below	Extremely High Adjustment	-



Table 3 shows that the adjustment inventory test of was conducted upon 50 boys of senior secondary schools. Out of them 2% of students were found having Z-score range above +2.01 and were classified as the students extremely unsatisfactory adjustment level, 36% of them were between -0.50 to +0.50 Z-score range and were classified as the students of average adjustment. 52% of them were found between -1.25to -0.51 Z-score range and were classified as the students of above average adjustment , 10% of them were between -2.00 to -1.26 Z-score range and were classified as the students having high adjustment level.

3) The third objective of this study was “To study the socio-economic status of senior secondary school students according to their parent(father).” To full fill this objective Z-score used, which showed in table-4.

Table-4

Socio-economic status of senior secondary parent(father)

S,No	Category	Range of Score	Father%
1	Upper Class	70&above	8
2	Upper Middle Class	60-69	12
3	Middle Class	40-59	76
4	Upper Lower Class	30-39	4
5	Lower Class	29&below	0

Table 4 shows that the SESS was conducted on 50 father of senior secondary school students. Out of them 8% of parent were found having range score 70 & above and were classified as upper class, 12% out them were found having range score 60-69 and were classified as upper middle class , 76% of them having score range 40-59 and were classified as middle class, 4% of them were found range score 30-39 and classified as upper lower class.

4) The fourth objective of this study was “To study the socio-economic status of senior secondary school students according to their parent(mother).” To full fill this objective Z-score used, which showed in table-5.

Table-5

Socio-economic status of senior secondary parent(mother)

S,No	Category	Range of Score	Father%
1	Upper Class	70&above	10
2	Upper Middle Class	60-69	12
3	Middle Class	40-59	70
4	Upper Lower Class	30-39	8
5	Lower Class	29&below	0

Table 5 shows that the SESS was conducted on 50 mother of senior secondary school students. Out of them 10% of parent were found having range score 70 & above and were classified as upper class, 12% out them were found having range score 60-69 and were classified as upper middle class , 70% of them having score range 40-59 and were classified as middle class, 8% of them were found range score 30-39 and classified as upper lower class.



5) The first hypothesis of this study was “There is no significant difference between the adjustment of senior secondary school girls and boys.”

Table-6

Adjustment level at secondary school boys and girls

students	N	Mean	SD	SDE	t-Value
Boys	50	39.89	6.27	39.312	1.010
Girls	50	38.04	6.13	37.576	

Table 6 shows that the total numbers of boys and girls students were 50 and 50 respectively. The mean of adjustment score of boys is 39.89 and the mean score of girls is 38.04. The S.D. of the adjustment score of boys and girls are 6.27 & 6.13 respectively. The SDE of the adjustment level of boys and girls are 39.312 and 37.576 respectively. The statistically calculated t-value is 1.010 which is not significant at 0.05 level. So research hypothesis accepted.

6) The second hypothesis of this study was “There is no significant difference between the socio-economic status of senior secondary school students according to their parents (mother & father).”

Table-7

Socio-economic status of senior secondary school parents

Parents	N	Mean	SD	SDE	t-Value
Father	50	47.94	9.92	98.40	0.932
Mother	50	50.34	10.26	105.26	

Table 7 shows that the total numbers of parents (mother & father) were 50 and 50 respectively. The mean of socio-economic status level of father is 47.94 and the mean score of mother is 50.34. The S.D. of the socio-economic status of father and mother are 9.92 & 10.26 respectively. The SDE of the socio-economic status of father and mother are 98.40 and 105.26 respectively. The statistically calculated t-value is 0.932 which is not significant at 0.05 level. So research hypothesis accepted.

8) Conclusion- In the present study, adjustment level, socio-economic status was analysed. In this study there is no difference gender wise. In this study there is no difference gender of their wise. The adjustment level of all senior secondary school students (boys and girls) almost same, SESS of mother and father was analysed on the basis on the basis of education, occupation, behaviour and supporting nature of parents and it was also almost same in both. On the basis Of their hypothesis there is no significant difference in between adjustment level of boys and girls and socio-economic status of mother and father.

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