
A study of Adjustment and Values among male and female school students

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Abstract

The Current study is an attempt to find the various problems of adjustment and value patterns of 190 male and female students of 15-17 years studying in government schools of Gurugram district of Haryana. Equal number of male and female students (95 each) are inducted in the study. The sample is collected by using descriptive survey method. Adjustment inventory of school students of A.K.P. Sinha and R.P Singh is used to measure the adjustment of students, while Personal Value Questionnaire of G.P. Sherry and R.P. Verma is used for value measurement in 10 areas. Statistical techniques of Mean, S.D. and t-test are used to calculate the value and adjustment of males and females. t-test is employed to compare the difference between mean scores of males and females on all the dimensions of adjustment scale and value scale. Results have shown that females have higher values of religious, aesthetic and family prestige, while males are found higher on values of knowledge, power and health in comparison to females. However, on the variable of adjustment, no significant difference has been found between the male and female students.

Key words: Adjustment, Value

Introduction

Adjustment is a life-long continuous process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Alternatively, it can be conceptualized as a state of equilibrium between the individual and his environment. Psychologists often define adjustment as a compromise between the needs of the individual and the demands of the society in which he lives. Throughout life, our physiological and psychological needs are continually being aroused and we engage in behaviour that reduces or satisfies the needs. This constant cycle of needs arousal and their satisfaction, in a broad sense, is the process of adjustment. Adjustment along with the demands of an individual, also caters to the demands and expectations of the society of which he is an integral part.

It is a satisfactory adaptation to the demands of our daily life in a fast and ever changing environment. This process of adjustment assists an individual in leading a happy and comfortable life by enabling him to maintain a balance between his needs and his capacity to fulfil them. Hence, adjustment is a continuous dynamic interactive process between the individual and his surroundings in which he lives and experiences.

Adjustment to our world today is no simple task. Today's accelerated life and rapid changes in society, pose great challenges to our well being and provide many choices to the individual, which in turn generates internal conflicts and dilemmas. An important dimension of adjustment is personal adjustment which involves knowing and accepting oneself in terms

of one's strengths and weaknesses. Much of the adjustment process involves interacting with others as well, where we influence others and in turn also influenced by other people. Abraham Maslow contended that there is more to life than adjustment or just responding to environmental demands. He believed that our capacity for self actualization separates us from the lesser beings and by doing so, we experience personal growth.

Personal growth here results from successfully meeting demands to adjust to life and elevating ourselves beyond mere adjustment in the here and now. It denotes an evolutionary, growth oriented perspective in which there is striving for self enrichment and fulfilment.

Adjustment is considered both as a process and a product. The efforts put in by a person to adapt himself to the environment is called an adjustment process, while the outcome of that process in the form of some tangible attainment or achievement is understood in terms of a product of adjustment. Thus, adjustment as an achievement or product refers to the effectiveness with which an individual can function in changed circumstances. Adjustment as a process describes and explains the ways and means of an individual's adaptation to his self and his environment without reference to the quality of such an adjustment or its outcome, in terms of success or failure. Adjustment is a two way process between the individual, his characteristic needs, desires and competencies on the one hand and the situation in which an individual finds himself and the demands of that situation, on the other.

Models of adjustment: Several theories with different orientations have been propounded to explain the phenomena of adjustment. These theories can be understood in terms of models. The important models are:

The moral model defines adjustment with regard to morality or absolute terms of expected behaviour. Those who follow the norms are said to be well adjusted (virtuous or good people) and those who violate the norms are maladjusted (sinners).

The biological model of adjustment emphasizes the importance of genetic, physiological and biochemical factors in a persons' adjustment with his environment.

The Psychoanalytic model contended that adjustment refer to keeping our drives and instincts at a tolerable level by providing outlets for internal pressures that permit us to meet our needs along with avoiding social sanctions and self condemnation

The behavioristic model of adjustment assumes that skills and competencies needed for successful living are largely acquired or learnt through the social experiences of the individual. People engage in rewarding behaviors and avoid those behaviors which are either not rewarded, or are punished.

Humanistic - Existential model describes adjustment as our conscious effort to cope with stress and believes that all human beings are capable of finding self fulfillment if they strive to achieve the goals that they have set for themselves

The Indian concept of adjustment entrusts meditation and yogic practices for enhancing self-discipline and concentration by focusing on the flow of the thought. Meditation strengthens and rejuvenates the mind, thus enhancing its powers in manifold ways, which assists in the adjustment of the individual.

Cultural relativistic model emphasizes the uniqueness embedded in different cultures. Each culture has its own description of normality and abnormality. Hence, the process of adjustment is not universal, but is determined by the norms of the particular culture.

Individuals adopt various adjustment mechanisms involving different ways and means to adjust to the environment around them, solve the problems confronting them and deal with the anxiety inducing and conflicting processes of life. An adjustment mechanism may be defined as any habitual method of overcoming blocks, reaching goals, satisfying motives, relieving frustration and maintaining equilibrium. Every individual uses his own mechanisms to maintain the balance of his adjustment within and towards society. Adjustment mechanisms can be categorized as adjustment by defense, adjustment by escape and adjustment by illness.

Values:

Values can be defined as the criteria and moral judgement or certain subjective standards through which individuals or groups distinguish between good or bad, true or false and between ought to be or not to be etc. Values are conceptions of the desirable, which influence selective behaviour. It shapes the personality of an individual and his social morality and directs him to be a part of or function within distinctive socio-cultural system. Values are the generally accepted basic assumptions about what is right and important. They define the purposes of life and the means of achieving them.

Values and norms are correlated. Values are the foundation of norms. They both are concerned with accepted assumptions about what is considered to be right or wrong, or desirable or undesirable. Norms depend upon values and are justified through standards of "true", "good" and "beautiful".

Values play a significant role in the integration of an individual's personality and the sociocultural systems. They serve as the means of stopping, resolving or minimising conflict both at the level of personality and that of the system of social interaction. Radhakamal Mukerjee contended that human beings create values and also fulfil them, which in turn affects both the formation of personality and the formation of groups and institutions in society.

Through socialisation a person internalizes the values of the group. A person provides importance to all his values in a hierarchical manner. Hence, in a situation of competing claims, the lower values must yield to the higher one. In many situations the individual is faced with a conflict of values, which are resolved or kept to a minimum through the hierarchical ordering of values. In the absence of such hierarchy of values, the integration of

an individual's personality is likely to be seriously threatened, and his actions may become chaotic. A socio-cultural system too is integrated through a degree of coherence among its diverse values and the general consensus about their hierarchical ordering. According to Radhakamal Mukherjee (1960) the values pertaining to various aspects of life, such as economic, political, moral or religious, form a network. The values of all social groups and institutions like political, economic, religious, etc., also affect each other in the process of interaction and they overlap with each other.

Values form the core and ethos of every culture. A normal person is one who successfully obtains a balance between the various conflicting values and goals faced in life. Therefore, a normal human being functions as a "whole" person just as a normal society is an integrated whole.

In Indian context, values since ancient times have seen a transformation with the change in the social system over a period of time. However, education in India is still a nice blend of knowledge and values which enable a student to face life challenges effectively and live his life harmoniously in the society. During the process of socialization values also develops through an interaction of needs, perception, emotions and attitudes.

Toni Antonucci (1974) studied Forty white middle-class males by giving them the Havighurst Life Satisfaction Scale and several values to be rated on the Semantic Differential. He found that adjusted old men considered work related values to be much less important than unadjusted men. Further, a comparison of the present older sample with a middle-aged sample revealed that the older individuals rated hedonistic values as much more important than the middle-aged sample.

Moorjani, J., Mohan, M. and Sharma, S. (2007) in their study regarding influence of modernization and gender on adjustment level of adolescents of government and private schools found that modernization had not shown any significant influence on adjustment levels of students.

By emphasizing the role of strong relationships between social adjustment, successful transition to college, academic achievement and moral value, Mayhew, M., Stipeck, C., & Dorow, A. (2011) explored predictors of social adjustment in order to increase the students' experience by way of implementing support systems wherever required.

Objectives

1. To study the value patterns of adolescents.
2. To study the adjustment patterns of adolescents.
3. To study the value difference between boys and girls.
4. To study the adjustment difference between boys and girls.

Hypothesis

1. There will be no significant difference in the value pattern among adolescents.
2. There will be no significant difference in the adjustment pattern among adolescents.
3. There will be no significant difference in the values between boys and girls.
4. There will be no significant difference in the adjustment between boys and girls.

Methodology

The current study is conducted on a sample of 190 students studying in government schools of Gurugram district of Haryana. Equal number of male and female students (95 each) are inducted in the study with an age range of 15-17 years. The sample is collected by using descriptive survey method. Adjustment inventory of school students of A.K.P. Sinha and R.P. Singh is used to measure the adjustment of students, while Personal Value Questionnaire of G.P. Sherry and R.P. Verma is used for value measurement in 10 areas. Statistical techniques of Mean, S.D. and t-test are used to calculate the value and adjustment of males and females. t-test is employed to compare the difference between mean scores of males and females on all the dimensions of adjustment scale and value scale.

Result and Discussion

The obtained results regarding Values and Adjustment of male and female students are presented in the Table-I and Table-II respectively.

Table-I

Values of Male and Female Students

Value	Female		Male		t-value
	Mean	S.D.	Mean	S.D.	
Religious	10.1	3.15	8.9	3.9	2.97*
Social	15.3	2.73	15.21	2.80	1.67
Democratic	15.51	2.52	15.26	2.95	1.02
Aesthetic	13.75	2.98	12.68	2.34	2.85*
Economic	8.98	3.01	8.17	3.21	1.31
Knowledge	15.44	2.93	16.39	2.59	2.89*
Hedonistic	8.11	2.12	8.72	3.21	1.29
Power	7.03	2.57	8.05	2.79	2.81*
Family Prestige	13.75	3.35	12.48	3.46	2.93*
Health	12.11	3.54	13.42	2.80	3.04*

*Significant at .05 level

Table-I depicts that the t-values of religious, aesthetic, knowledge, power, family prestige and health are significant at .05 level. This shows that there exists a significant difference between male and female students concerning these values. The values of religious, aesthetic and family prestige are higher for girl students than that of boys. Religious value shows that girls are comparatively more religious than boys as their upbringing in our sociocultural context make them believe more in the god and goddesses and the power of the almighty. Aesthetic value is found to be higher for girls, which shows that they have more appreciation of beauty and are more interested in decoration of their homes and surroundings. They believe in keeping their surroundings more neat, clean and tidy. Similarly, girls in comparison to boys have valued their family prestige significantly. They have shown more concern to the prestige and respect of their family. They act in accordance to the social and cultural patterns to bring prestige to their family. They try to act in accordance with the social norms and status of their family.

Table -1 also shown that the values of Knowledge, power and health are significantly higher for male students. It shows that boys are more interested in getting more knowledge by acquiring new theoretical principles of the activity which they undertake. They try to go beyond the superficial knowledge to discover the truth. Boys have also shown more inclination towards power. They take the concept of power as a core value and work accordingly to obtain that power. Similarly, boys are found to be more health conscious than girls. They consider good physical health as an important part for the development of their personality, therefore, they put in more efforts in maintaining their health.

Table-II

Adjustment of Male and female Students

Female		Male		t-value
Mean	S.D.	Mean	S.D.	
12.31	4.51	12.05	4.73	0.51

Table-II shows the adjustment of both male and female students. The t-value is found to be 0.51, which is not significant. It implies that regarding adjustment, boys and girls are on the same level, hence, there is no significant difference between the adjustment of boys and girls.

Conclusion

The present study is an effort to find the various problems of adjustment and value patterns of male and female students. The obtained results have shown that females have higher values of religious, aesthetic and family prestige, while males are found higher on values of knowledge, power and health in comparison to females. However, on the variable of adjustment, no significant difference has been found between the male and female students. It is recommended that more studies are required to confirm by taking a larger sample from both government and private schools.

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