

EDUCATIONAL-ADJUSTMENT AND SELF-EFFICACY OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR GENDER AND TYPE OF SCHOOL

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ABSTRACT

The present study was conducted with the purpose to see the Educational Adjustment and Self-efficacy of secondary school students in relation to their Gender and Type of School. The present study was conducted to a randomly selected sample of 200 secondary school students of 9th class studying in Government and Private schools of Samba district of Jammu Division. Adjustment inventory developed and standardised by A.K.P.Sinha and R.P. Singh and Self-efficacy scale developed and standardised by G. P. Mathur and R. K. Bhatnagar were used to collect data. The collected was analysed with the help of inferential statistics 't-test'. The results of the study showed that female students of secondary schools are found educationally less adjusted than male students of secondary schools. Govt. school students are found educationally less adjusted than private school students. No significant difference is found in the self-efficacy of secondary school students in relation to their gender and type of school

Keywords: Educational adjustment, Self-efficacy, Gender, Type of school, Secondary school students.

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I. INTRODUCTION

Adjustment is an essential characteristic of living a happy and peaceful life. It is a life-long continuous process. Adjustment problem starts right from the birth of and continues till death. Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual. The dictionary meaning of the word “adjustment” is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus adjustment between two things means modify one or both of them to correspond to each other. Adolescence stage of life is full of stresses and strains. Adolescence period of human life is full of adjusted problems which are due to various physical changes, psychological changes, behavioural changes, cognitive changes etc. it becomes difficult for the adolescent to cope up with the various adjustment problems. Adolescent currently face problems at home, school, society and with peer-group.

Education is the process of acquiring knowledge, skills, values, beliefs and habits which makes a person good citizen. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to get his goal or not. If an individual is unable to get good marks in the examination, he will face the problems to adjust himself in that educational environment while those students who get good marks in the examination feel better adjusted in their educational setup. Healthy environment in the school helps the persons in making school adjustment. Satisfaction of the child with the behaviour in of his class-fellow, teachers, and head of the institution, methods of teacher, discipline, time-table, co-curricular activities influences his adjustment.

SELF-EFFICACY

Self-efficacy is defined as people’s belief about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. It is a belief that one has the capabilities to execute the courses of actions required to manage prospective situations.

REVIEW OF RELATED LITERATURE

Ahmadi and Ali Fathi-Ashtiani (2008) studied Educational Adjustment and Educational Motivation in Military and Non-Military Students and found meaningful difference between

military and non-military students in terms of familial adjustment, hygienic adjustment and total adjustment ($p \leq 0.01$). Hamidi & Hosseinib (2010) studied Relationship between Irrational Beliefs and Social, Emotional and Educational Adjustment among Junior Students and result showed that there is an inverse significant relation between irrational beliefs and general, social, emotional, and educational adjustment. Kyalo & Chumba (2011) studied Selected Factors Influencing Social and Academic Adjustment of Undergraduate Students Of Egerton University; Njoro Campus. The findings of the study indicated that interpersonal relationships and the attitude of students towards university environment and academic programme were critical factors influencing social adjustment and academic adjustment of undergraduate students in the university. Both male and female students were exposed to the same environment that influenced their similar social and academic adjustment in the university. First year students have a higher level of academic adjustment compared to other students in the university. Singh & Aggarwal (2012) studied educational adjustment among male children studying in Hindi and English medium schools and the study finding revealed that majority of respondent had highly significant difference between educational adjustments across medium. Mahmoudi (2012) studied Influence of adjustment and self-esteem on family environment and findings of this study revealed that Indian and Iranian students differed significantly in all areas of adjustment. But with respect to health and emotional adjustment, Indian students were better adjusted, than their counter parts at Iran and in cases of social and home adjustment, Iranian students were better adjusted than Indian students. Goyat (2012) worked on Adjustment Level among Primary School Teachers in Jhajjar District. In this study it has been observed that there is no significant difference between male, Female and Rural, Urban Primary School Teachers. Peerzada (2013) studied Adjustment of Science and Social Science Higher Secondary School Teachers - A Comparative Study and the findings of the study showed that the social science teachers have more adjustment problems than science teachers. Lajwanti and Sharma (2013) studied Effect of Internet Use on Study Habits and Adjustment of Higher Secondary Students and results revealed that the mean of study habits and adjustment scores of internet users and non-users differ significantly. Singh (2013) studied Anxiety and Adjustment Pattern of High and Low Academic Achievers and result indicated that the magnitude of anxiety was significantly higher among the high achievers, and significantly better in terms of their level of adjustment. However, inverse but relationship between anxiety and adjustment were found significant for both the groups of college students. Nathial (2014)

studied adjustment and emotional intelligence of university coaches in India and observed that the mean scores of state university coaches in India ($m = 52.4$) was higher than the mean scores of central university coaches in India ($m = 50.29$) which further means that coaches belonging to state universities have better adjustment than the coaches belonging to central universities. It was also found that state and central university coaches did not differ significantly in their level of emotional-intelligence. Kumar, Mehta & Maheshwari. (2014) Exploring achievement motivation, adjustment and emotional intelligence of students across different Indian demographic groups. Results revealed a significant difference in the social and educational areas of psychological adjustment of students belonging to different demographic groups. However, no significant difference was found in their level of achievement motivation, emotional adjustment and emotional intelligence. Ranjan (2014) conducted a Comparative Study of Adjustment and Achievement Motivation of Normal and Physically Handicapped College Students and the result revealed that there is significant difference in home, health, social and emotional adjustment of normal and handicapped college students. Neeraja and Gill (2014) studied Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls. Tamannaefar & Nezhad (2014) studied Comparison of Social, Affective, Educational Adjustment and Academic Achievement between the Students with Learning Disability and Normal Students. Moreover, the results of Mann-Whitney U test indicated that normal students score significantly higher on academic achievement as compared to the students who have learning disability. Sarita, Sonia, Sudesh (2015) studied adjustment problems of girls at U.G. level and P.G. levels in co-educational colleges and results revealed that the girls of both the groups U.G. & P.G. are not significantly differ in three areas out of five areas of adjustment i.e. home, social and educational. While in rest of the areas of adjustment i.e. health and emotional, there is a significant difference in their adjustment level. Asli, Kiamanesh & Ahadi (2015) worked on Aggression and Academic Adjustment based of Attachment styles. We can conclude from other results of the study that there is a significant difference between aggression in ambivalent-anxious, secure, and avoidance groups, in a way that amount of aggression among the students having ambivalent attachment is higher compared to secure and avoidance attachment students. According to the findings of the present research we can conclude that we should consider interfering factors such as attachment

to achieve educational adjustment and decreases aggression among the students. Gihar & Sharma (2015) studied Impact of Personality traits on Adjustment and Education Aspiration of Secondary Students. There are vast differences in practices conducted in the secondary schools affiliated to both scholastic and co-scholastic areas between Central Board of Secondary Education, Delhi and state Governments such as Board of High School and Intermediate Education Uttar Pradesh Allahabad. Devi (2015) studied Psycho-Social Problems of Adjustment among Highly Qualified Unemployed Youths—A Study. Literate unemployed youths have suffering from psycho-social problems. 2. Due to the lack of unemployment or suitable employment , youths become frustrated. 3. Due to frustration their behaviour change to either aggressive or apathetic instead of normal one. 4. Due to unemployment, their happiness of mind decreases day by day. 5. Parental high expectation sometimes stands as a problem for literate youths. 6. Moral and ethical ideology of literate unemployed youths subject to varies depend on their strong or weak willpower. Kaur and Kaur (2016) studied Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-educational Schools and found significant differences between the Adjustment of adolescent girls studying in co-educational and non-co-educational schools for all the dimensions of adjustment i.e. emotional, social and educational respectively.

II. OBJECTIVES OF THE STUDY

1. To study educational adjustment of secondary school students in relation to their gender.
2. To study educational adjustment of secondary school students in relation to their type of school.
3. To study self-efficacy of secondary school students in relation to their gender.
4. To study self-efficacy of secondary school students in relation to their type of School.

III. HYPOTHESIS OF THE STUDY

1. There is no significant difference in the educational adjustment of secondary school students in relation to their Gender.
2. There is no significant difference in the educational adjustment of secondary school students in relation to their Type of School.

3. There is no significant difference in the Self-efficacy of secondary school students in relation to their Gender.
4. There is no significant difference in the Self-efficacy of secondary school students in relation to their Type of School.

IV. SAMPLE

For the present study a randomly selected sample of 200 students studying in government and private schools of Samba District of Jammu Division has been taken up. Sample for the present study is selected from 07 schools.

V. TOOLS USED

- I. Adjustment inventory constructed and standardized by A.K.P. Sinha and R.P. Singh (1971) was administered. The inventory measures the adjustment of secondary school students in three areas of adjustment - Emotional, Social and Educational. The inventory contains 60 items, 20 items in each area of adjustment. 20 items measure Emotional adjustment, 20 items measure Social adjustment and 20 items measure Educational adjustment. Emotional Adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retreating. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high are poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.
- II. Self-efficacy scale constructed and standardized by Dr. G.P. Mathur and Dr. Raj Kumar Bhatnagar was used. It consists of 22 items. Reliability co-efficient of the scale was measured by test-retest on a sample of 600 (300 male and 300 female). In male it ranges 0.73 to 0.81 and in female 0.79 to 0.86. To obtain concurrent validity co-efficient of self-efficacy scale, the scale was compared with the views of experts' rating. Validity ranges in male 0.73 to 0.81 and in female 0.76 to 0.83.

VI. STATISTICAL TECHNIQUES USED

The collected data was analysed with the help of inferential statistics such as Means, S.D. and t-test.

VII. RESULTS OF THE STUDY

Objective-1:

The first objective was to study educational adjustment of secondary school students in relation to their gender. The data related to this objective was analysed by employing t- test.

TABLE 1

Group	N	M	S.D.	SE _M	SE _{DM}	't' value	Results
Male	100	5.01	3.72	0.372	0.44	4.27**	Significant at 0.01 level
Female	100	6.89	2.50	0.250			

*Significant at 0.05 level

**Significant at 0.01 level

Table-1 indicates that, the mean score of educational adjustment of female secondary school students is 6.89 with S.D. 2.50. The mean score of male secondary school students is 5.01 with S.D. 3.72. The t- value comes out to be 4.27 which is significant at 0.01 level.

Thus, the null hypothesis stating, "There is no significant difference in the educational adjustment of secondary school students in relation to their gender", is rejected. Further the mean score of female students is 6.89 which is greater than the mean score of male students which is 5.01. As per adjustment inventory, high score indicates poor educational adjustment. Female students of secondary schools are found educationally less adjusted than male students of secondary schools.

Objective-2:

The second objective was to study educational adjustment of secondary school students in relation to their type of school. The data related to this objective was analysed by employing 't' test.

TABLE 2

Group	N	M	S.D.	SE _M	SE _{DM}	't' value	Results
Govt. school students	100	7.03	2.75	0.275	0.38	3.15**	Significant at 0.01 level
Private school students	100	5.83	2.88	0.288			

*Significant at 0.05 level

**Significant at 0.01 level

Table-2 indicates that, the mean score of educational adjustment of govt. school students is 7.03 with S.D. 2.75. The mean score of educational adjustment of private school students is 5.83 with S.D. 2.88. The t- value comes out to be 3.15 which is significant at 0.01 level.

Thus, the null hypothesis stating, "There is no significant difference in the educational adjustment of secondary school students in relation to their type of school", is rejected. Further the mean score of govt. school students is 7.03 which is greater than the mean score of private school students which is 5.83. As per adjustment inventory, high score indicates poor educational adjustment. Govt. school students are found educationally less adjusted than private school students.

Objective-3:

The third objective was study self-efficacy of secondary school students in relation to their gender. The data related to this objective was analyzed by employing 't' test.

TABLE 3

Group	N	M	S.D.	SE _M	SE _{DM}	't' value	Results
Male	100	71.7	5.51	0.551	0.83	1.68	Not significant at 0.05 level
Female	100	73.1	6.30	0.630			

Table-3 indicates that, the mean score of self-efficacy of male secondary school students is 71.7 with S.D. 5.51. The mean score of self-efficacy of female secondary school students is 73.1 with S.D. 6.30. The t- value comes out to be 1.68 which is not significant at 0.05 level.

Thus, the null hypothesis stating, "There is no significant difference in the self-efficacy of secondary school students in relation to their gender", is accepted. It indicates that male

secondary school students do not differ in their level of self-efficacy as compared to female secondary school students.

Objective-4:

The fourth objective was to study self-efficacy of secondary school students in relation to their type of school. The data related to this objective was analyzed by employing 't' test.

TABLE 4

Group	N	M	S.D.	SE _M	SE _{DM}	't' value	Results
Govt. school students	100	72.9	5.18	0.518	0.845	0.55	Not significant at 0.05 level
Private school students	100	72.4	6.74	0.674			

Table-4 indicates that, the mean score of self-efficacy of govt. secondary school students is 72.9 with S.D. 5.18. The mean score of self-efficacy of private secondary school students is 72.4 with S.D. 6.74. The t-value comes out to be 0.55 which is not significant at 0.05 level.

Thus, the null hypothesis stating, "There is no significant difference in the self-efficacy of secondary school students in relation to their type of school", is accepted. It indicates that govt. secondary school students do not differ in their level of self-efficacy as compared to private secondary school students.

VIII. CONCLUSIONS

1. Female students of secondary schools are found educationally less adjusted than male students of secondary schools.
2. Govt. school students are found educationally less adjusted than private school students.
3. No significant difference is found in the self-efficacy of secondary school students in relation to their gender.
4. No significant difference is found in the self-efficacy of secondary school students in relation to their type of school.

IX. IMPLICATIONS

To enhance educational adjustment of female secondary school students and Govt. secondary school students, there should be provision of curricular and co-curricular activities in the schools. Proper library and laboratory facilities should be there in every school. School environment should be conducive. Healthy relations between students' and teachers. Proper provision of guidance and counselling services for the students.

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