

Comparison of the Adjustment of Male and Female Students in relation to their level of Modernization

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ABSTRACT

The present study aims to compare the adjustment of male and female students in relation to their level of modernization. The objective is to compare the home, health, social, emotional, education as well as overall adjustment of male and female students in relation to their level of modernization. Normative survey method has been used in this study. 600 college going students from twenty-degree colleges of district Haridwar have been taken as the sample of the study. The sample included 300 male and 300 female students. Disproportionate stratified random sampling technique has been used for the selection of the sample. Findings revealed that college going male and female students differ significantly in home, health, social, emotional as well as overall adjustment. It has been found that female students had better home, health, social, emotional as well as overall adjustment as compared to male students. A significant difference has been found in the home, health, social, educational and overall adjustment of the college going students in relation to modernization. It has been observed that interaction of gender and modernization has not created significant difference in the home, health, social, emotional, education as well as overall adjustment of the college going students.

1. Introduction

Human being is considered as the best creature of the universe. But human being cannot survive without society. Every society has different norms and regulation and he has to behave according to them. This can be done only through adjustment. Adjustment is the process which enables an individual to cope with problems and to resolute the conflicts. Adjustment assists him to coordinate with the outer world. Adjustment continues since birth up to death. **Munn (1961)** said, **“Adjustment is a continuous process of satisfying one’s need, rather than something fixed and static and it involves virtually all aspects of human behavior”**.

Adjustment is that factor which affects the growth, development and even the whole personality of the individual. It plays a vital role in a child’s life, and it is like a pillar on which child’s entire life is based. Many researchers have examined the influence of adjustment on the various aspects of the life of individuals. **Taviyad (2013), Verma (2013) and Kaur & Arora (2014)** revealed that adjustment is significantly related to mental health. Many researchers have also revealed the effect of adjustment on the academic achievement of the learners (**Govinda & Varghese, 1993, Sujatha 1998, Yengimolki, Kalantarkousheh, & Malekitabar (2015)**). As adjustment affects various aspects of the life of the students, it is also affected by many socio-psychological variables. Modernization may be also one of those factors which may affect the adjustment of the male and female students. With this view the researcher has tried to make a comparison of adjustment of college going male and female students in relation to their modernization.

2. Objectives of the Study

The objectives of this research are as follows:

1. To compare the home adjustment of the college going male and female students in relation to modernization.
2. To compare the health adjustment of the college going male and female students in relation to modernization.
3. To compare the social adjustment of the college going male and female students in relation to modernization.
4. To compare the emotional adjustment of the college going male and female students in relation to modernization.
5. To compare the educational adjustment of the college going male and female students in relation to modernization.
6. To compare the overall adjustment of the college going male and female students in relation to modernization.

3. Hypotheses of the Study

Hypotheses of the present study are as follows:

1. There is no significant difference in the home adjustment of the college going male and female students in relation to modernization.
2. There is no significant difference in the health adjustment of the college going male and female students in relation to modernization.
3. There is no significant difference in the social adjustment of the college going male and female students in relation to modernization.

4. There is no significant difference in the emotional adjustment of the college going male and female students in relation to modernization.
5. There is no significant difference in the educational adjustment of the college going male and female students in relation to modernization.
6. There is no significant difference in the overall adjustment of the college going male and female students in relation to modernization.

sample of the study. The sample included 300 male and 300 female students. Disproportionate stratified random sampling technique has been used for the selection of the sample.

- Two variables are taken for the study: adjustment as the dependent variable and modernization as the independent variable.
- Adjustment Inventory for College Students developed by A.K.P. Sinha and R.P. Singh and Modernization Scale developed by Raghavendra S. Singh, Amar Nath Tripathi and Ramjee Lal was used.
- Statistical analysis was done using Mean, S.D. and two-way analysis of variance.

4. Research Methodology

- Normative survey method has been employed.
- 600 college going students from twenty degree colleges of district Haridwar have been taken as the

5. Analysis and Interpretation of Data

Table – 1(a): Home adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Home Adjustment	
				Mean	S.D.
Home Adjustment in relation to Modernization	Male	Highly Modernized	14	7.85	2.56
		Average Modernized	284	9.15	2.33
		Conservative	02	10.00	2.82
	Female	Highly Modernized	24	7.33	1.80
		Average Modernized	228	8.13	2.72
		Conservative	48	9.29	5.51

The table 1(a) shows that the male students who are highly modernized have average home adjustment but the male students who are average modernized have unsatisfactory home adjustment. Male students who are conservative have very unsatisfactory home adjustment. On

the other hand, female students who are highly modernized and average modernized have unsatisfactory home adjustment while female students who are conservative have very unsatisfactory home adjustment.

Table – 1(b): Analysis of variance to compare the home adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	134.500	134.500	16.552**	Significant
Modernization	2	97.411	48.705	5.994**	Significant
Interaction	2	2.246	1.123	0.138	Insignificant
Between Group	6	45396.113	7566.019		
Within Group	594	4826.887	8.126		

** = Significant at 0.01 level.

The table no 1(b) shows that at df 1 and 594, the first obtained F-value is 16.552, which has been found significant at 0.01 level of significance. It means that there is a significant difference in the home adjustment of male and female students.

At df 2 and 594, the second obtained F-value is 5.994, which has also been found significant at 0.01 level of significance. It means that there is a significant difference in the home adjustment of the students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.138, which has not been found significant even at 0.05 level of significance. It means that interaction of gender and modernization has not created a significant effect on the home adjustment of the students.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the home adjustment of the college going male and female students in relation to modernization”** is mostly rejected and partly accepted.

Table –2(a): Health adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Health Adjustment	
				Mean	S.D.
Health Adjustment in relation to Modernization	Male	Highly Modernized	14	8.21	3.94
		Average Modernized	284	9.21	2.98
		Conservative	02	8.50	3.53
	Female	Highly Modernized	24	7.20	2.28
		Average Modernized	228	8.13	3.39
		Conservative	48	6.04	3.83

The table 2(a) shows that the male students who are highly modernized and conservative have unsatisfactory health adjustment but the male students who are average modernized have very unsatisfactory health adjustment. Female students

who are highly modernized and average modernized have unsatisfactory health adjustment while female students who are conservative have average health adjustment.

Table –2(b): Analysis of variance to compare the health adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	164.311	164.311	15.834**	Significant
Modernization	2	190.580	95.290	9.183**	Significant
Interaction	2	3.668	1.834	0.177	Insignificant
Between Group	6	43260.891	7210.149		
Within Group	594	6164.109	10.377		

** = Significant at 0.01 level.

The table no 2(b) shows that at df 1 and 594, the first obtained F-value is 15.834, which has been found significant at 0.01 level of significance. It shows a significant difference in the health adjustment of male and female students.

At df 2 and 594, the second obtained F-value is 9.183, which has also been found significant at 0.01 level of significance. It indicates a significant difference in the health adjustment of the students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.177, which has not been found significant even at 0.05 level of

significance. It shows that joint effect of gender and modernization has not created a significant effect on the health adjustment of the students.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the health adjustment of the college going male and female students in relation to modernization”** is mostly rejected and partly accepted.

Table – 3(a): Social adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Social Adjustment	
				Mean	S.D.
Social Adjustment in relation to Modernization	Male	Highly Modernized	14	10.14	2.07
		Average Modernized	284	10.36	2.11
		Conservative	02	9.00	4.24
	Female	Highly Modernized	24	8.08	3.14
		Average Modernized	228	9.33	3.13
		Conservative	48	6.50	4.40

The table 3(a) shows that the male students who are highly modernized and average modernized have unsatisfactory social adjustment but the male students who are conservative have average social adjustment. On the other

hand, female students who are highly modernized and average modernized have average social adjustment while female students who are conservative have good social adjustment.

Table –3(b): Analysis of variance to compare the social adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	171.006	171.006	21.594**	Significant
Modernization	2	322.759	161.380	20.379**	Significant
Interaction	2	12.499	6.249	0.789	Insignificant
Between Group	6	55557.141	9259.524		
Within Group	594	4703.859	7.919		

** = Significant at 0.01 level.

The table no 3(b) shows that at df 1 and 594, the first obtained F-value is 21.594, which has been found significant at 0.01 level of significance. It shows that there is a significant difference in the social adjustment of male and female students.

At df 2 and 594, the second obtained F-value is 20.379, which has also been found significant at 0.01 level of significance. It reveals a significant difference in the social adjustment of the students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.789, which has not been found significant even at 0.05 level of significance. It means that combined effect of gender and modernization has not created a significant effect on the social adjustment of the students.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the social adjustment of the college going male and female**

students in relation to modernization” is mostly rejected and partly accepted.

Table – 4(a): Emotional adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Emotional Adjustment	
				Mean	S.D.
Emotional Adjustment in relation to Modernization	Male	Highly Modernized	14	15.78	5.60
		Average Modernized	284	16.05	4.78
		Conservative	02	21.50	4.94
	Female	Highly Modernized	24	12.33	2.69
		Average Modernized	228	14.44	5.12
		Conservative	48	13.95	7.59

The table 4(a) shows that the male students who are highly modernized have average emotional adjustment but the male students who are average modernized and conservative have unsatisfactory emotional adjustment. On the other hand,

female students who are highly modernized, average modernized and conservative have average emotional adjustment.

Table – 4(b): Analysis of variance to compare the emotional adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	451.965	451.965	17.035**	Significant
Modernization	2	68.198	34.099	1.285	Insignificant
Interaction	2	91.814	45.907	1.730	Insignificant
Between Group	6	138193.535	23032.256		
Within Group	594	15759.465	26.531		

** = Significant at 0.01 level.

The table no 4(b) shows that at df 1 and 594, the first obtained F-value is 17.035, which is found significant at 0.01 level of significance. It shows significant difference in the emotional adjustment of the male and female students.

At df 2 and 594, the second obtained F-value is 1.285, which has not been found significant even at 0.05 level of significance. It indicates no significant difference in the emotional adjustment of the students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.1730, which has also not been found significant even at 0.05 level of

significance. It means that interaction of gender and modernization has not created a significant effect on the emotional adjustment of the students.

It may be concluded that one F-value is found significant while two F-values are found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the emotional adjustment of the college going male and female students in relation to modernization”** is partly rejected and mostly accepted.

Table – 5(a): Educational adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Educational Adjustment	
				Mean	S.D.
Educational Adjustment in relation to Modernization	Male	Highly Modernized	14	9.64	2.53
		Average Modernized	284	9.91	2.45
		Conservative	02	8.00	7.07
	Female	Highly Modernized	24	9.54	2.16
		Average Modernized	228	9.46	2.81
		Conservative	48	8.16	5.26

The table 5(a) shows that the male students who are highly modernized, average modernized and conservative have average educational adjustment. On the other hand, female students who are highly modernized and average

modernized have unsatisfactory educational adjustment while female students who are conservative have average educational adjustment.

Table – 5(b): Analysis of variance to compare the educational adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	24.234	24.234	2.858	Insignificant
Modernization	2	74.899	37.449	4.416*	Significant
Interaction	2	1.685	0.842	0.099	Insignificant
Between Group	6	55124.717	9187.453		
Within Group	594	5037.283	8.480		

* = Significant at 0.05 level.

The table no 5(b) shows that at df 1 and 594, the first obtained F-value is 2.858, which has not been found significant even at 0.05 level of significance. It indicates that there is no significant difference in the educational adjustment of male and female students.

At df 2 and 594, the second obtained F-value is 4.416, which has been found significant at 0.05 level of significance. It means that there is a significant difference in the educational adjustment of the students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.099, which has not been found significant even at 0.05 level of

significance. It means that joint effect of gender and modernization has not created a significant effect on the educational adjustment of the students.

It may be concluded that one F-value is found significant while two F-values are found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the educational adjustment of the college going male and female students in relation to modernization”** is partly rejected and mostly accepted.

Table – 6(a): Overall adjustment of the college going male and female students in relation to modernization

Variable	Gender	Levels of Modernization	N	Overall Adjustment	
				Mean	S.D.
Overall Adjustment in relation to Modernization	Male	Highly Modernized	14	51.64	12.23
		Average Modernized	284	54.70	10.34
		Conservative	02	57.00	22.62
	Female	Highly Modernized	24	44.50	5.63
		Average Modernized	228	49.50	11.00
		Conservative	48	43.95	8.25

The table 6(a) shows that male students who are highly modernized, average modernized and conservative have unsatisfactory overall adjustment. Similarly, female students

who are highly modernized, average modernized and conservative have unsatisfactory overall adjustment.

Table – 6(b): Analysis of variance to compare the overall adjustment of the college going male and female students in relation to modernization

Source	df	SS	MS	F-value	Results
Gender	1	4054.506	4054.506	37.542**	Significant
Modernization	2	1570.216	785.108	7.270**	Significant
Interaction	2	143.827	71.913	0.666	Insignificant
Between Group	6	1592546.309	265424.385		
Within Group	594	64151.691	107.999		

** = Significant at 0.01 level.

The table no 6(b) shows that at df 1 and 594, the first obtained F-value is 37.542, which has been found significant at 0.01 level of significance. It means that there is a significant difference in the overall adjustment of male and female students.

At df 2 and 594, the second obtained F-value is 7.270, which has also been found significant at 0.01 level of significance. It means that there is a significant difference in the overall adjustment of the college going students in relation to modernization.

At df 2 and 594, the third obtained F-value is 0.666, which has not been found significant even at 0.05 level of significance. It means that interaction of gender and modernization has not created a significant effect on the overall adjustment of the students.

It may be concluded that two F-values are found significant while one F-value is found insignificant. Thus, the null-hypothesis that **“there is no significant difference in the overall adjustment of the college going male and female students in relation to modernization”** is mostly rejected and partly accepted.

6. Conclusions

It has been found that college going male and female students differ significantly in home, health, social, emotional as well as overall adjustment. It has been found that female students had better home, health, social, emotional as well as overall adjustment as compared to male students. But no significant difference has been found in the educational adjustment of the college going male and female students.

A significant difference has been found in the home, health, social, educational and overall adjustment of the college going students in relation to modernization. College going students who were highly modernized have been found to have better home adjustment while the students who were average modernized have been found to have least health adjustment. College going male and female students who were conservative have been found to have better social and educational adjustment. On the contrary, no significant difference has been found in the emotional adjustment of the college going students in relation to modernization.

It has been observed that interaction of gender and modernization has not created significant difference in the home, health, social, emotional, education as well as overall adjustment of the college going students.

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