ROLE OF LEARNING EMOTIONAL ADJUSTMENT OF HIGH SCHOOL BOYS AND GIRLS

DR. CHANDAN KUMAR SINHA
Ph.D, DEPT. OF PSYCHOLOGY, L.N.M.U., DARBHANGA

ABSTRACT

The present study examined Emotional adjustment among male and female student of class 9th and 10th. Emotional adjustment is a set of abilities such as conception, emotion appraisal and expression, emotion management and regulation and emotional utilization of emotion. Culturally, girls are mostly expected to be more expressive of feelings, whereas abstaining from feelings expression in boy is strengthened as a manly model. The research showed that emotional adjustment is meaningful associated with gender differences. finally, as conclusion it was found that boys were higher than girls in emotional adjustment the implication of the present finding for school counseling and were discussed.

Key words: Emotional Adjustment, Gender

INTRODUCTION AND REVIEW OF STUDY

Adjustment is a process which a child learns from the early childhood. Family is the first school of learning where boys or girls adopt all the behaviors that help them to adjust among the family members itself, Further on when they go outside his house and mix with playmates acquire many modes of behaviors to interact with them.

Adjustment is the first ladder of socialization both are interdependent. Emotional adjustment play a greater role in socialization of an individual. On the other hand a better socialization means better adjustment with the society and the environments.

Adjustment and socialization are outcomes of learning. The process of learning starts the moment a child takes birth. No doubt sucking swallowing are innate behaviours, but their mode and norms are required.

Learning may be defined as the process by which a relatively enduring change in behavior occurs as results of experience (Sartain,North, Chapman). According to Munn
Learning can be deposited as the process of being modified, more or less permanently by what happens in the world around us by what we do or what we observe.

Learning can be defined as any relatively permanent change in behavior that occurs as a result of practice or experience (Morgan, King, Weisz and Schopler).

Adjustment process is itself a kind of learning. Behavioral scientists have identified different kinds of learning in which conditioning theory of learning is considered as the best in adjustment.

a. Classical conditioning:- associations that form primarily without conscious awareness, for example feeling hungry at 7.0’ clock in the evening daily.

b. Operant conditioning:- habits or chains of behavior that form as a result of repetition and reward, for example how to increase word-power.

c. Avoidance conditioning:- associations that lead to flight or withdrawal in order to avoid stimuli, for example not touching a hot oven.

d. Observation learning:- behaviours that are learned through imitation of successful behaviours of others for example imitating the voice of famous singers.

Adjustment to life through learning is possible for all healthy human beings.

The present study was conducted on 50 students of High School, Mortar under Begusarai district. Two groups of subjects were taken: One from class-IX and the second from class-X. In total there were 25 boys and 25 girls.

OBJECTIVE AND PURPOSE OF STUDY

The main objective of the study was to examine experimentally the effect of learning on adjustment of High School students. They are at a very critical stage of development during this period. They remain always thinking about their career, their future course of education. Some of them are very enthusiastic while some remains anxious and worried. It is human nature that they either fight or flee. Some of them are easy going whereas some take a task as a challenge.

Here, in this study two independent variables were induced simultaneously:

1. Learning and
2. Gender

The main purpose was to see the effect of these two independent variables on adjustment of High School Students.
HYPOTHESIS

**Hypothesis I**: Students of class X will differ significantly with the students of class IX in the area of emotional adjustment.

**Hypothesis II**: There will be significant difference between Boys and Girls of High school, Mortar in the area of emotional adjustment.

SAMPLE

Altogether 50 students including 25 boys and 25 girls were selected randomly for the present study. They served as subjects and from their cooperation the effect of two independent variables were examined.

For the first independent variable “Learning” two groups were formed: one from class-IX and the other from class-X with a combination of boys and girls as shown in the following table:

I. Independent Variable- Learning Distribution of Subjects as classwise:

<table>
<thead>
<tr>
<th>Group</th>
<th>Subjects</th>
<th>N</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Boys</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>IX</td>
<td>Boys</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Total :-</td>
<td>50</td>
<td>50</td>
</tr>
</tbody>
</table>

Table-1

II. Independent Variable- Gender

<table>
<thead>
<tr>
<th>Class</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX</td>
<td>12</td>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>X</td>
<td>13</td>
<td>12</td>
<td>25</td>
</tr>
<tr>
<td>Total :-</td>
<td>25</td>
<td>25</td>
<td>5</td>
</tr>
</tbody>
</table>

Table-2

RESEARCH TOOL

A brief description of research tools used in this study is presented below:

1. Personal Data Sheet:
   
   For eliciting information regarding age, gender, education etc. a personal data sheet was prepared by the candidate.

2. Mohsin- Shamshad Bell Adjustment Inventory:
   
   Bell Adjustment Inventory is none of the most widely used personality inventories. The inventory was developed by H.M.Bell (1934). Its Hindi version has been prepared by Mohsin and Shamshad (1970). They selected 135 items out 140 items of Bell Adjustment inventory. The inventory measures adjustment in four different areas- home, health, social and emotional-separately, as well as yields a composite score for overall adjustment. Home adjustment is
expressed in terms of satisfaction or dissatisfaction with home life; health adjustment in terms of illness; social adjustment in terms of shyness, submissiveness etc. The three response categories (Yes”, No” and “”) have been provided for answer to each item. High score on the inventory indicate low adjustment and low score high adjustment in all the four areas, and also in respect of adjustment taken as whole.

Procedure of Data collection:

Data were collected in individual session and when possible, in small group of 4-5 adolescents at a time. Before administering the test sufficient rapport had been established to promote nearness and to avoid uneasiness on the part of the subject.

Collected data were scored and tabulated according to the hypotheses

RESULT AND DISCUSSION

The result were tabulated as per hypothesis were drawn. The main purpose of this study was to verify the two hypothesis based on two different independent variables, namely; learning and gender.

First of all, the data were classified separately for students of class IX and X taking boys and girls clubbed for interpretation as shown in table no. 3.

Comparative chart of emotional adjustment scores of class IX and X (boys and girls)

<table>
<thead>
<tr>
<th>P</th>
<th>Area of adjustment</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>T-ratio</th>
<th>Df</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.01</td>
<td>Emotional</td>
<td>Class IX</td>
<td>25</td>
<td>15.4</td>
<td>3.9</td>
<td>.78</td>
<td>5.5</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>CLASS X</td>
<td>25</td>
<td>10.3</td>
<td>2.5</td>
<td>.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table-3

The statistical figures of the above table revealed that adjustment score of class X students were lower in magnitude as its mean was 10.3 only. Whereas corresponding figure for students of class -IX was 15.4 . As such there was clear difference 5.1 scores. Lower the value of adjustment score better than level of emotional adjustment. So students of class – X including boys and girls were superior to students of class-IX in the area emotion adjustment.

The different between two means was highly significant beyond .01 level of confidence.
Therefore, the first hypothesis was confirmed and Null hypothesis was rejected in this case. On the other hand data were also tabulate on the basis gender of subjects that was for Boys and Girls separately. Statistical calculations as Means, SD, SE, t-ratio and P-Value were calculated as shown in the following table no.4.

<table>
<thead>
<tr>
<th>Area of Adjustment</th>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>SE</th>
<th>T-ratio</th>
<th>df</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional</td>
<td>Boys</td>
<td>25</td>
<td>13.09</td>
<td>3.1</td>
<td>.62</td>
<td>3.2</td>
<td>48</td>
<td>.01</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>25</td>
<td>10.06</td>
<td>3.3</td>
<td>.66</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Going through the figures shown in Table- 4 it was obvious that girls were superior to Boys in the area of emotional adjustment. The means value of adjustment scores for the group of Boys was 13.09 whereas the corresponding figure for Girls was 10.06. The difference between two means 3.03 The higher the value of adjustment score, lower the level of adjustment of a person or the whole group.

The difference between two means for boys and girls highly significant above .01 level of confidence.

Hence, the second hypothesis was also confirmed in the present and Null Hypothesis was rejected.

**SUMMARY AND CONCLUSION**

The study was conducted in high school, mortar under Begusarai district, Altogether 50 student were selected by the method of random sampling. The sample was divided in two groups of boys and girls in equal number. Simultaneously they were also divided on the basis of standard of education, for example 25 students were selected from class- IX and 25 from class-X including boys and girls.

The main purpose of the study was to examine two hypothesis derived on the basis of two independent variables of emotional adjustment that were (a) Standard of learning and (b) Gender.

The first hypothesis was students of class- X will differ significantly with the student of class –IX in the area the emotional adjustment.

The second hypothesis was there will be significant difference between Boys and Girls of High School, Mortar (Begusarai) in the area of emotional adjustment.

To find out the level of adjustment Mohsim- Shamsad Bell Adjustment Inventory was applied to all students who sewed as subjects in the study.
Data were tabulated and statistical calculations were done with two different angels keeping in mind and two hypotheses formed in the beginning.

The results and their interpretations confirmed both hypotheses and null Hypothesis was rejected in both cases.

REFERENCES

Angell.E.B. (1958): Differences in social behavior between elementary
School children who have attented nursery school
And those have not attented nursery school
Grade children with and without kindergarten Experiences. Indian Psychology. Ref. Vol. 15,
No. 2, PP. 23-30.

Baird, L.L (1967) : Class and family influences on student's aspiration.
Social Forces, 43,167-173.

Ericson, M.C. (1946 : Child reading and social status. Amer. J. Social,
52 190 – 192.

Ermalinski , R. And Rusceth, V. (1971 : ) Incorporation of values by
Lower and middle socio-economic class pre-
School boys. Child development, 42 (2), 629-
632.

Garrity, Caris. B (1973) (V Denver) : Academic Success of children
From different social class and culture groups.
33(7-B), 3301.

Deutsch, Martin et, al. Eds. (1968) : Social class Race and
Psychological development, New york : Holt,
Rinchart and winston, Inc.

Deutsch, Martin (1960) Minority group and class status as related to
Social aned personality factors in scholastic
& 2, P.32.

Background and the Gareear maturity of Black
Youth Vocational GUIDENCE QUARTERLY (Sept.)
Vol. 25 (1), 6-70.

Dixit, R.C. and Moorjeni, J.D (1981) : Self- concept and level of
Aspiration as related to the socio-economic
Backwardness among young children psycho-
Lingue 11, 133-140.

Grean, A.W. (1946) : The middle class male child and neurosis. Amer.
Socio, Rev. 11, 31-140.

Appl Psychol.38 : 366-388.

Himmelwe, H.R. (1955) : Socio- economic background and

Occupational aspirations among working elementary
School children : J. Of Negro Education (Feb.), 39
(4) 351-53.

Hunt, J. MC. V. (1964) : The psychological basis for using preschool
Enrichments as an antidale for cultural
Deprivation. The Merril palmer Quintely of

Hyman, B. (1956) : ‘The relationship of social status and vocational

Langer, T.S. and Michael, B.T. (1963) : Life street and mental health,
New york : The Fre Press K.

MC Guire, C. (1952) : Family life in lower and middle class homes.
Marriage and family living, 14, 1-16.

Nature of extreme giftedness. Roeper Review,

Ramaseshan. P.M (1957) : Thye social and emotional adjustment of the
Gifteed (Doctoral dissertation, Lincoln, Nebraska)
Dissertation Abstracts International, 17 (06).
1267.

Review, 6, 127-130.

Among high IQ children. Gifted Child Quarterly,
23, 125-130.

Selig, K. (1951 : ) Personality structure as revealed by the Ronschach
Technique on a group of Children who test at or

Singh B.K. and Prasad, R.C (1962) : Occupational preferences of
Student of psychology studies, 7, 2, 20-30.

Terman, L.M., & Meril M.A. (1973) : Stanford Binet Intelligence
Scale : Manual for the third revision, form, L-M

Differentiating under achievers and non-under

Zorbaugh H., Boardman, R., & Shyeldon, P. (1951) . Some observations
On highly gifted children. In P Witty (Ed.) The