



A Study of Adjustment of Gifted Adolescents in Relation To Rural Boys and Girls

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KEYWORDS

Adjustment, Charles Skinner opines, is both extensive intensive. During adjustment an individual has to face bus forces and thus his world of knowledge widens. Cr other hand he becomes more alive to the significance of different factors of his previously known words of experience and tries to face those situations more keenly and the social customs and traditions, institutions and ceremonies, religion, factors of production, industry, businesses vocations, clubs, organizations, association, socio-culture heritage etc. have a necessary impact (salubrious or otherwise) on the total self of the individual. As a result of this the self is molded and gets a definite shape. On the other hand the individual with his power of observation and reasoning and in the light of his previous experience necessary and desirable change in the social factors own welfare.

The first world to which the individual has to adjust is the world of physical nature. The individual acquaints self with various physical forces and uses them for his own benefit.

The second world is the complex social world. The social customs and traditions, institutions and ceremonies, religions, factors of production, industry, business, vocations clubs, organizations, associations, socio-cultural heritage etc. have a necessary impact on the total self of the individual. The individual with his power of reasoning and observation and in the light of his previous experience brings necessary and desirable change in the social factors for his own welfare.

The third world is constituted of individual qualities and abilities like desire, interest, aptitude, tempera: instincts, emotions, intelligence memory, imagination the one hand and the concepts of ought, good, honesty and fullness on the other. Owing to the social consciousness moral sense present in the individual, the crude impulses sublimated and organized into healthy sentiments. Through interaction among those forces, personality and character if an individual develop and get a definite shape. Thus acceptance, annulment, reformation and reconstruction- taken together reveal the actual significance of the term adjustment.

The problem

The significance of home in the development of the ability of social adjustment in children has been recognized all the eminent thinkers in all the ages. There are many forces within the home environment that affect the child: rate and direction of social adjustment. A child develop social skills and confidence through his relationship other members of the family, relatives and friends. A family which participates in different community activities entertains other families in home offer better opportunities to children for developing social skills and meeting problems. By being acquainted with neighboring and organized or informal club activities and by meeting and solving problems posed by social groups the child social adequacy. If adults permit the child to choose playmates, he does it with regard to socio-economic intelligence, attractiveness or even conformity, domination is a real physical threat to the child.

Problem formulation

The problem statement may be stated as under given statement:-

“A study of adjustment of gifted adolescents in relation to rural boys and girls”

Delimitations of the study

For sampling the students were chosen from govt. and private schools of Hanumangarh city Dist. Hanumangarh (Raj.)

Objectives

To compare the adjustment ability of gifted adolescents.

To compare the ability of rural gifted adolescents.

Hypothesis

The gifted girls would show better ability of adjustment than the boys.

There will be no significant difference in adjustment of boys and girls.

Review of literature

Shaffer (1956) “Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influences the satisfaction of these needs.”

E.J. Shabon (1957) “has termed as healthy energetic participation in group activity, grasping of responsibility at times to the point of leadership and above all avoidance of self deception in the adjusting.

Wilk et. Al.(1960) found that the higher the grade level, the more educational materials are used, the more teachers talk with pupils, and the higher the frequency of questions.

Smith(1965) found that teacher makes uses, more praise statements in the case pupils aiming at high status occupations compared with those aiming at low status occupation.

Simon(1966) shows that a teacher’s advance expectations of a class may affect the teaching behavior. Thus he makes more praise statements in a class which he prefers before hand.

Pfeiffer(1967) wanted to test the hypothesis that teachers assigned to classes of different ability levels did differentiate their behaviour and thereby support the logic of homogeneous grouping. But the verbal interaction was significantly similar in classes taught by the same teacher. A number of studies have been designed and conducted for the classroom verbal behaviour in different type of classroom.

Browde(1967) summarized the patterns of teacher influence is selected church school teachers. They encourage student talk and criticize them very low.

Arkoff (1968), the definition of college adjustment reflects on how much an individual achieves through it and its effect on his personal growth. In terms of how adjusted he is also depends on his capability of getting grades.

Methodology

Dr A.K.P Sinha and Dr R.P Singh's developed inventory has been used.

Selection of sample

100 adolescents were tested. 50 boys and 50 girls were taken for research from rural area.

Analysis

Five dimensions Home, Health, Social, Emotional and Educational of social adjustment inventory was tabulated and analyzed with very necessary methods of statistics by using all the obtained scores.

Boys	50
Girls	50
Total	100

Table 1.1

Areas of adjustment	Total Boys		Total Girls		't' value
	M	SD	M	SD	
Home(a)	7.88	2.05	7.84	2.19	.285
Health(b)	7.18	2.08	7.13	2.01	.357
Social (c)	11.5	2.59	11.49	2.89	.062
Emotional (d)	15.7	3.20	15.9	3.30	.769
Educational (e)	8.06	2.72	8.09	2.80	.136

Significance of difference between rural boys and rural girls in five areas of adjustment

Table 1.2

Table 1.2 shows values of mean, S.D. and t' for rural boys and rural girls in five areas of adjustment.

Value of t' in the area of home adjustment is .285 which is not significant at 0.05 level of confidence. (Table value of t' for df=100 at 0.05 level is 1.98). Thus it is clear that the mean scores of rural boys and rural girls on home adjustment do not differ significantly. Therefore it may be deduced that rural boys and rural girls do no differ as far as home adjustment is concerned.

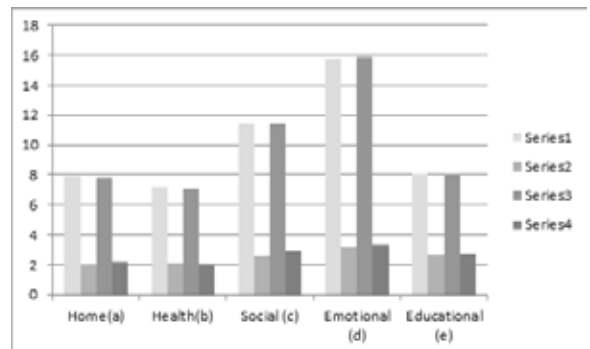
Value of t' in the area of health adjustment is .357 which is also not significant at 0.05 level of confidence. Thus it is clear that the mean scores of rural boys and rural girls on health adjustment do not differ significantly. Therefore it may be inferred that rural boys and rural girls do not differ as far as health adjustment is concerned.

Value of t' in the area of social adjustment is .062 which is not significant at 0.05 level of confidence. (Table value of t' for df=100 at 0.05 level is 1.98). Thus it is clear that the mean scores of rural boys and rural girls on social adjustment do not differ significantly. Therefore it may be deduced that rural boys and rural girls do not differ as far as social adjustment is concerned.

Value of t' in the area of emotional adjustment is .769 which

is riot significant at 0.05 level of confidence. . (Table value of t' for df=100 at 0.05 level is 1.98). Thus it is clear that the mean scores of rural boys and rural girls on emotional adjustment do not differ significantly. Therefore it may be inferred that rural boys and rural girls do not differ as far as emotional adjustment is concerned.

Value of t' in the area of educational adjustment is .136 which is not significant at 0.05 level of confidence. . (Table value of t' for df=100 at 0.05 level is 1.98). Thus it is clear that the mean scores of rural boys and rural girls on educational adjustment do not differ significantly. Therefore it may be deduced that the rural boys and rural girls do not differ as far as educational adjustment is concerned. Hence the hypothesis that there will be no significant difference in the ability of adjustment between the rural boys and rural girls retained.



Graph - 1.1

Interpretation of Significance of difference between rural boys and rural girls in five areas of adjustment:- In graph, significance difference between rural boys and rural girls in five area of adjustment the bar a, b, c, d and e are denoting the five areas of adjustment. 'a' denotes to the area of home adjustment. 'b' denotes to the area of health adjustment. 'c' denotes to the area of social adjustment. 'd' denotes to the area of educational adjustment. And 'e' denoted of emotional adjustment. The two bars are shown in graph. Both bars are different in shadow. Dark shadow shows rural locality and light dark shows the urban locality. Both are for showing the significance different of adjustment so that the differences can be seen at a glance.

Result and Conclusion

The gifted girls show better ability of adjustment than the boys. There is no significant difference of adjustment between rural boys and girls.

Educational Implication

The policy makers should know the fields where the problems of adjustment are taking place and treat them.

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