



## A Study of Adjustment of Gifted Adolescents in Relation To Urban Male and Female

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### KEYWORDS

It is now pertinent to discuss social adjustments details. Social adjustment is a process or state resulting from physical socio-systemic or organizational change group behavior or relations of a specific culture: functionalist perspective, the meaning and purpose of process depends on an improvement in individual or group survival prospects or in the mode of attaining significant goals. The adaptive character of behavior, modifiable through learning, is also part of the problematic adjustment. The term is also used to indicate the process by which an individual or a group reaches a state of equilibrium in the sense of experiencing no conflict social adaptation is thus defined by George A Theodoreson and Achilles G. Theodoreson (1969) as the process by which a group of an individual adjusts his behavior to suit his social environment; that is, other groups or the larger society.

One of the most familiar markers of adolescence is the cognitive concept of the personal fable - the part of adolescent egocentrism involving an adolescent's sense of uniqueness (Santrock, 2001, p. 134) - which includes the adolescent's belief that no one can understand how they really feel due to his or her exceptionalism. This perception is usually a misleading one for adolescents. Although this idea is commonly discussed within the psychological sphere, questions about the adolescents who actually are part of an exceptional group are rarely asked. If the field of research on adolescent psychology is historically new, then the research on gifted adolescents is even newer. Aside from the ongoing debate about what giftedness really is, researchers and educators are also divided on the most effective way to educate and counsel this group. Without a clear consensus on what the concept of giftedness is, it is difficult to know how to approach this group as a whole, much less the short but eminent developmental period of adolescence. This paper examines the literature on giftedness and problems of gifted adolescents. It first provides a short description of what giftedness is and how it manifests in adolescence. It reviews the implications of present research, especially in regards to the actualization of giftedness. Though they are a group with high potential for actualization of their talents, gifted adolescents face some of the most challenging obstacles due to the lack of understanding of giftedness, giftedness in adolescence, and approaches to the developmental changes of this group. Specifically, this paper focuses on the developmental changes in gifted students' self-perception and perception of the world. After illustrating the importance of adolescence in gifted individuals and the importance of the gifted individuals' perceptions, I propose a study intended to further our knowledge and understanding of this valuable group.

### Gifted Adolescents

They are global thinkers, apt to see the whole, the philosophy or the scientific framework, before they concern themselves with the details. They are concept-oriented, and have an enormous desire to make sense of this world, to master it, and to make an impact on it. They want to find out, they want to make discoveries, because of their inner need for intellectual and emotional order.

### Problem Formulation

The problem statement may be stated as under:-

"A study of Adjustment of Gifted Adolescents in relation to urban male and female."

### Delimitations of the study

The students of secondary classes were taken only. Govt. and private school of sangaria distt. Hanumangarh(raj.) were tested.

Adjustment has been explored here in five dimensions, that is, Home, Health, Social, Emotional and Educational adjustment. The research aims at finding the adjustment of students in these five areas in relation to gender and locale with their status.

### Objectives

1. To compare the adjustment ability of gifted adolescent students.
2. To compare the ability of urban gifted adolescent students.
3. To compare the adjustment ability of urban gifted male and female.
4. Hypothesis
5. The gifted female would show little better ability of adjustment than gifted male.
6. There will be no significant difference in the adjustment of gifted urban male and female.

### Review of Literature

**Amrithalingam P. (1991)** Alagappa University conducted a study on involvement of parents of under achievers in government higher secondary school.

**Walker & Taylor, (1991).** Participation in family discussions in which the conflict level is neither extremely high nor extremely low is important. Because prosocial behaviors are in direct opposition to aggressive and antisocial behaviors, parents need to provide opportunities for involvement in such activities. Participating in mission trips with church groups, building homes with Habitat for Humanity, and serving in soup kitchens are ways in which families can work together in prosocial experiences.

**Buescher, (1991).** Perfectionism is often a part of the literature on gifted adolescents. Perfectionism is a common characteristic of gifted student and when it is coupled with adolescence, it can exacerbate the desire for recognition and acceptance.

**Delisle (1992)** also discusses peer-related problems. Adolescents do not want to stand out, and this is more pronounced for gifted adolescents because their talents and skills often do stand out from the peer group.

**Delisle, (1992).** If not changed, this benign chicanery could progress to delinquency and crime, especially when the talents

of gifted youngsters are rewarded by money or status by a misconduct-oriented group.

**Methodology**

Well developed inventory by Dr. A.K.P sinha and dr. R.P singh is used.

**Selection of sample**

100 adolescent students were tested. 50 male and 50 female were taken for research.

**Analysis**

All the score obtained by the students in five dimensions of social adjustment inventory was tabulated and analysed with necessary methods of statistics.

Total	100
Male	50
Female	50

**Table 1.1**

Areas of adjustment	Total Boys		Total Girls		't' value
	M	SD	M	SD	
Home(a)	7.77	2.08	7.74	2.95	.230
Health(b)	7.12	2.17	7.18	2.31	.51
Social (c)	11.12	2.53	11.16	2.75	.266
Emotional (d)	15.43	4.51	15.76	4.41	1.5
Educational (e)	8.02	2.61	8.07	2.99	.357

**Table 1.2**

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

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

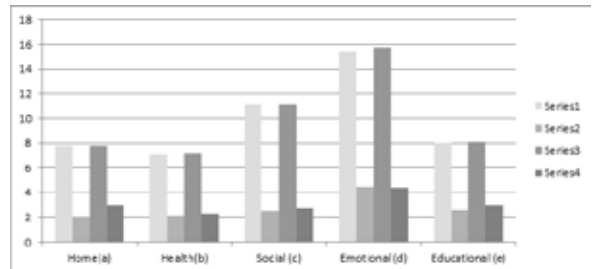
Value of t' in the area of home adjustment is .230 which is not significant at 0.05 level of confidence. (Table value of t' for df=100 at 0.05 level is 1.98). Thus it is clear that the mean scores of urban boys and urban girls on home adjustment do not differ significantly. Therefore it may be deduced that urban boys and urban girls do not differ as far as home adjustment is concerned.

Value of t' in the area of health adjustment is .512 which is also not significant at 0.05 level of confidence. Thus it is clear that the mean scores of urban boys and urban girls on health adjustment do not differ significantly. Therefore it may be inferred that urban boys and urban girls do not differ as far as health adjustment is concerned.

Value of t' in the area of social adjustment is .266 which is not significant at 0.05 level of confidence. Thus it is clear that the mean scores of urban boys and urban girls on social adjustment do not differ significantly. Therefore it may be deduced that urban boys and urban girls do not differ as far as social adjustment is concerned.

Value of t' in the area of emotional adjustment is 1.5 which is not significant at 0.05 level of confidence. Thus it is clear that the mean scores of urban boys and urban girls on emotional adjustment do not differ significantly. Therefore it may be inferred that urban boys and urban girls do not differ as far as emotional adjustment is concerned.

Value of t' in the area of educational adjustment is .357 which is not significant at 0.05 level of confidence. Thus it is clear that the mean scores of urban boys and urban girls on educational adjustment do not differ significantly. Therefore it may be deduced that the urban boys and urban 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 urban boys and urban girls retained.



Graph- 1.2

**Interpretation of Significance of difference between urban boys and urban girls in five areas of adjustment:-**

In graph, significance difference between urban boys and urban 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.

**Results and Conclusion**

1. The gifted female show little better ability of adjustment than the male.
2. There is no significance difference of adjustment between urban male and urban female.

**Educational implication**

Teachers and policy maker should know the field where the problems of adjustment are to be cured and treated.

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