

Gender Differences in Adjustment and Academic Performance Among High School Students

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Introduction

In every student's life, adjusting to different situations—whether at home, school, or in social settings—is very important for their mental health and academic success. The concept of adjustment refers to how well a person adapts to their surroundings and copes with challenges in daily life. Adjustment begins from childhood and continues throughout life. In the context of students, good adjustment often leads to better academic performance, while poor adjustment can result in problems such as low marks, stress, and even dropping out of school.

Academic performance, on the other hand, reflects how much knowledge and skills a student has gained through their studies. It is usually measured through exams and marks given by teachers. There are many factors that can influence academic performance, such as family environment, emotional support, and the ability to adjust well to school life.

Many studies have been conducted on the relationship between adjustment and academic performance. Some research has shown that students with better adjustment perform better academically, while others have found that gender plays an important role in how well students adjust. Boys and girls may face different challenges when it comes to adjusting to school, home, and social life.

Objectives

1. To find out if boys and girls differ in their adjustment levels in areas like home, health, social, and emotional well-being.

2. To understand if there is any link between gender and academic performance.
3. To explore if students with high academic performance adjust better than those with low performance.

Hypotheses

- H1: There is no significant difference between boys and girls in home adjustment.
- H2: There is no significant difference between boys and girls in health adjustment.
- H3: There is no significant difference between boys and girls in social adjustment.
- H4: There is no significant difference between boys and girls in emotional adjustment.
- H5: There is no significant difference between boys and girls in overall adjustment.
- H6: There is no significant difference between boys and girls in academic performance.
- H7: There is no significant difference in adjustment between high and low academic achievers.

Methodology

Sample The study was conducted on 100 students, with 50 boys and 50 girls, aged between 14 to 17 years. The students were randomly selected from different schools in Raipur

Tools

1. **Adjustment Scale for School Students (ASSS):** This tool was used to measure the adjustment levels of students in four areas—home, health, social, and emotional adjustment. The scale consists of 130 questions, with good reliability and validity.
2. **Academic Performance:** The average marks of the last three annual exams were taken from school records to measure the academic performance of the students.

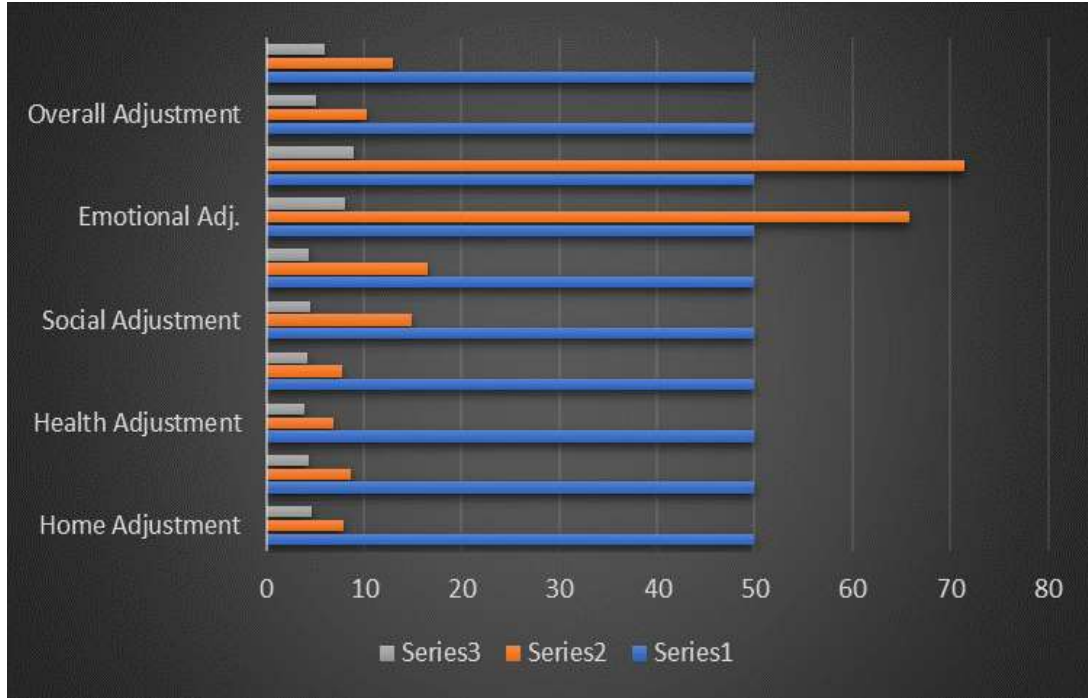
Procedure Students were given the ASSS in a classroom setting and asked to fill it out carefully. Their academic records were collected from their schools. The data was then analyzed using t-tests

to find out if there were any significant differences in adjustment and academic performance based on gender.

Results and Discussion

Table 1: Gender Differences in Adjustment

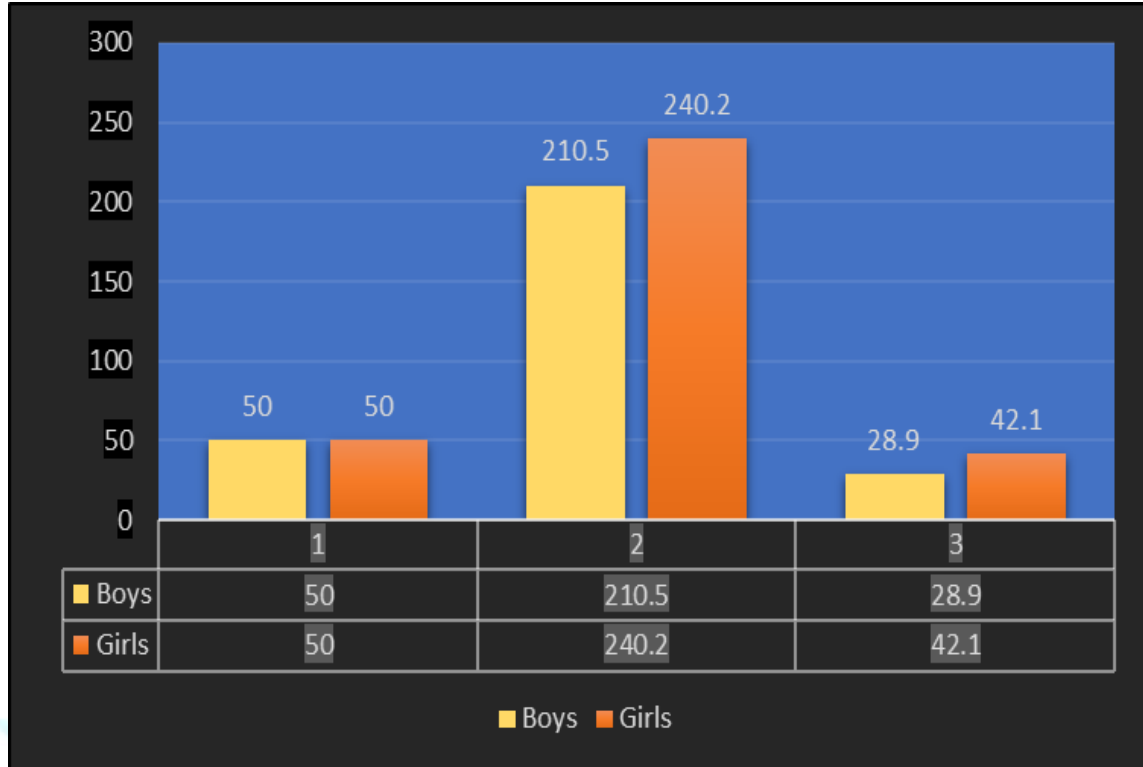
Adjustment Type	Gender	N	Mean	SD	t-value	Significance
Home Adjustment	Boys	50	7.90	4.60	1.22	Not Sig.
	Girls	50	8.65	4.40		
Health Adjustment	Boys	50	6.95	3.85	1.40	Not Sig.
	Girls	50	7.80	4.20		
Social Adjustment	Boys	50	14.90	4.50	2.10	p < .05
	Girls	50	16.55	4.30		
Emotional Adj.	Boys	50	65.80	8.10	3.15	p < .01
	Girls	50	71.50	9.00		
Overall Adjustment	Boys	50	10.30	5.10	2.95	p < .01
	Girls	50	12.90	5.95		



Graph 1 Gender Differences in Adjustment

Table 2: Academic Achievement of Boys and Girls

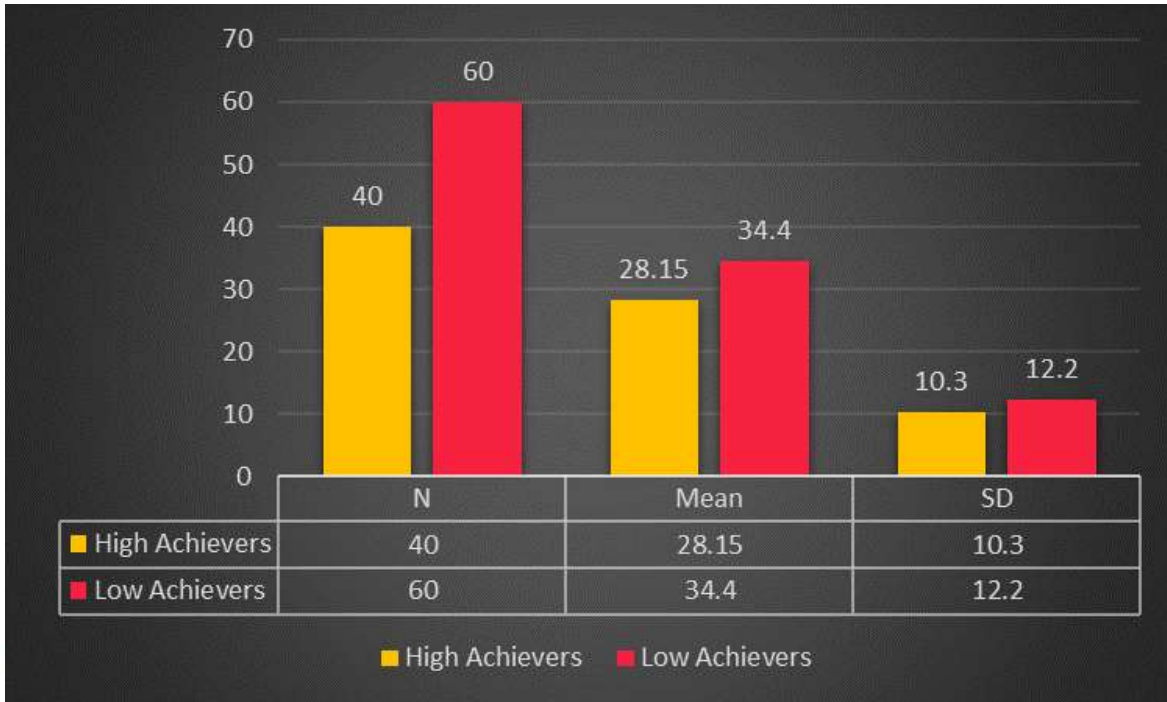
Variable	Gender	N	Mean	SD	t-value	Significance
Academic Achievement	Boys	50	210.5	28.9	4.85	p < .01
	Girls	50	240.2	42.1		



Graph 1- Academic Achievement of Boys and Girls

Table 3: Adjustment Levels in High and Low Academic Achievers

Achievement Level	N	Mean	SD	t-value	Significance
High Achievers	40	28.15	10.3	3.10	p < .01
Low Achievers	60	34.40	12.2		



Graph 2 Adjustment Levels in High and Low Academic Achievers

Discussion The findings indicate that boys and girls do not differ much in home and health adjustments (H1 and H2 are accepted). However, in terms of social and emotional adjustment, girls were found to be better adjusted than boys (H3 and H4 are rejected). These results suggest that girls may have better social skills and emotional management than boys.

When it comes to academic performance, girls performed significantly better than boys (H6 is rejected). This is consistent with past research that suggests girls often achieve higher academically than boys. The study also found that students with higher academic performance had better overall adjustment levels (H7 is rejected), meaning that well-adjusted students tend to perform better in their studies.

Conclusion

This study shows that gender plays a role in how well students adjust to different aspects of life, with girls showing better social and emotional adjustment compared to boys. Additionally, academic performance is strongly linked to adjustment levels, with high achievers being more adjusted than low achievers. These findings suggest that focusing on emotional and social well-being could help improve academic outcomes for students.

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