



## IMPACT OF GENDER AND RESIDENCE ON SOCIAL ADJUSTMENT AMONG HIGH SCHOOL TEACHER OF MUZAFFARPUR DISTRICT

**Mr. Mithun Kumar**

Research Scholar,  
Department of Education,  
Babasaheb Bhimrao Ambedkar Bihar University,  
Muzaffarpur, Bihar, India.

**Dr. Vikash Kumar**

Assistant Professor,  
University Department of Psychology,  
Babasaheb Bhimrao Ambedkar Bihar University,  
Muzaffarpur, Bihar, India.

### Abstract

*Social adjustment is an important concept in Psychology. The present study tries to focus on Social adjustment of 120 high school teachers of Muzaffarpur district in relation to their gender and residence. Selected samples were administered on the Social adjustments scale developed by Dr. R. C. Deva was used for assessing the social adjustment of the high school teachers. Descriptive statistics was used to analyze the obtained data using statistical tools such as means, SD, t-ratio. The analysis of data significantly concluded that no any significant different between male and female high school teachers on social adjustment and a significant difference between rural and urban high school teachers on social adjustment. Moreover, Social adjustment is affected by the residence but not by the gender.*

**Keywords:** *Social adjustment, Gender, Residence and High school teacher.*

### Introduction

As we know that social adjustment is an individual's capacity to adapt to societal demands and is very important factor for success in life. It is an individual's ability to balance their needs with the social value and norms they encounter. In other words, 'Social adjustment is a psychological process and it is an effort made by an individual to copy with standards, values and needs of a society in order to be accepted'.

According to Warren (1934), 'Social adjustment define as change in habitual conduct or behavior which an individual must make in order to fit into the community in which he lives'.

Social adjustment as an important indicator of Psychology health is a topic attracting the attention of many psychologists. Without adjustment, the person is not able to meet many of his/her basic needs. If one is incompatible with the society, he will feel isolated. It is a capacity to react effectively and completely to social realities, situation and relations, so that the requirements for social living are fulfilled in an acceptable and satisfactory manner. It refers to the balance between individual needs and societal expectations.

Thus, it is an individual's capacity to adopt their expectations, need and behaviours to social norms values and demands, enabling effective functioning in



relationship, roles and new environments, involving learning social curves, managing emotions and balancing personal wants with group expectation for acceptance and healthy interaction.

### Review of Literature

There are so many studies conducted by the researcher on Social adjustment. Some important researches and their findings are discussed here.

Apoorva Chaturvedi & Alok Kumar (2025) conducted a research on 'Social adjustment and Social intelligence among adolescents of secondary stage school' and found that there is no significant differences in the mean scores of Social adjustment and Social intelligence between male and female students, this finding indicate that within this demographic, neither gender nor institutional context significantly affects Social adjustment. Again it's also clear that secondary stage students, regardless of gender, exhibit comparable capacities for Social intelligence and Social adjustment, highlighting the need for educational interventions that support these traits universally.

Jiang (2025) revealed that interpersonal competence is a core fact of Social intelligence mediates the relationship between family functioning and adolescent adjustment, highlighting that family dynamics influences adjustment primary by fostering the student's social skills.

Yu (2024) investigated 1537 secondary school students and found that social support serves as a primary predictor of social adjustment with Psychological resilience and subjective well being functioning as significant partial mediators and this study suggests that external support system must be internalized into resilient cognitive structures to effectuate positive adjustment.

Preeti Malik & Madhavi Goyal (2024) Studied on beyond the classroom walls understanding Social intelligence and adjustment of adolescents in different school environments and found that there is a positive relationship between adjustment and social intelligence of male and female adolescents of government and private school.

Dakngam Riba, Monika Sharma & Aga Padu (2024) conducted a study on emotional intelligence and social adjustment among adolescents of Arunachal Pradesh and the main conclusions of this study are the adolescents emotional intelligence is high, although their degree of social adjustment is modest and that there is a high correlation between these two variable i.e. emotional intelligence and social adjustment among the selected sample of adolescents.

Niloufar Farsijami, Mohammad Ali Beshart and Moghadamzadeh (2021) conducted a study on predicting social adjustment based on Ego strength and cognitive emotion regulation and the results showed that by increasing the individual score are adaptive strategies of emotion regulation and ego strength. The rate of social adjustment

increases. Again it is suggested that to cultivate ego strength and teach cognitive emotion regulation strategies to promote social adjustment.

Sonia Sharma (2019) conducted a study on, 'A study of social adjustment in relation to emotional intelligence and Spiritual intelligence among seminar secondary school teacher's and the result revealed significant mean differences between social adjustment of senior secondary school teachers in relation to low and high levels emotional intelligence and spiritual intelligence.

Swati Singh and Rajeev Singh (2017) studied the relationship between adjustment pattern and Ego strength among old age people of Patna at Ashiyana Nagar colony and found that high scores on Ego strength are effective and independent people can easily command over their own resources. They are intelligent, Social, Stable and somewhat original and they make their presence felt socially.

Agrawall and Puri (2017) conducted a research to determine whether there is a difference in adjustment and happiness between boys and girls enrolled in higher secondary school and found that there was a statistically significant difference between the total score of school adjustment for girls and boys and girls were better in terms of adjustment than boys.

Barbara M. Gfellner & Ana I. Cordoba (2017) conducted a study on identity problems, Ego strength, perceived stress and adjustment during contextual changes at University and found that Ego strength moderated the relationship between perceived stress with academic and social adjustment respectively.

Vipinder Nagra (2014) Conducted a research on Social intelligence and Social adjustment level of secondary schools students with respect to the types of school and gender and found that insignificant differences in social intelligence and adjustment with respect to the types of school and gender.

Yang and Brown (2013) conducted research the association between pattern of facebook study, motives for using facebook and late adolescents social adjustment to college environment and found that motives and activity patterns were associated directly with social adjustment.

Badami & Goswami (1973) conducted a study and found that social adjustment is significantly associated with school achievement and the social adjustment may be attending trough efforts.

### **Objective of the Study**

The study was designed to attain the following objectives:

- (a) To find out that the impact of gender on Social adjustment among high school Teachers.
- (b) To find out that the impact of residence on Social adjustment among high school Teachers.



**Hypotheses of the Study**

- (a) The Social adjustment would be higher in male high school teachers than female high school teachers..
- (b) The Social adjustment would be higher in rural high school teachers than urban school teachers.

**Methodology**

This study was carried out after voluntary and verbal consent from the participants and taking permission from the school authority. The convenient and purposive sampling procedure was followed to select the participants for the study.

**Sample**

A total of 120 high school teachers selected from Muzaffarpur district, Bihar by using convenient and purposive sampling techniques. The sample was divided into two gender groups i.e. Male and female. Each group represented by 60 students. Again the 60 sample was divided in to two residential groups i.e. urban and rural. Each subgroup represented by 30 students.

**A details sample design is given below: -**

Total Sample (120)			
Male (60)		Female (60)	
Rural (30)	Urban (30)	Rural (30)	Urban (30)

**Inclusion Criteria: -**

- 1). Age between 18-60 years was included.
- 2). Minimum educational qualification of sample was graduate.

**Exclusion Criteria:**

- 1). Education qualification below graduation excluded.
- 2). Retired school teachers were excluded.

**Tools used: -**

The data for the study was collected by using the following tools:

**Personal Data sheet (PDS):** Personal data sheet was prepared by the researcher himself for participants identification. The detailed information regarding participants i.e. name, age, sex, religion, residence, qualification, name of institutions, father name, address etc. included.

**Social Adjustment Scale (SAS):** This scale was used to measures the Social adjustment of students. It has been developed by Dr. R. C. Deva, Retd. Reader, Department of Education, Aligarh Muslim University and published by National Psychological Corporation, Agra. It is a self administering scale and designed to measure the Social adjustment of the participants. This inventory consists 100 items. The



inventory has been administered on individual as well as group both and take normally be completed 45 minutes. The reliability of this scale is 0.91 and the validity is .81 and .79.

**Procedure**

After contacting the prospective participants and taking their verbal consent, the Social adjustment along with personal data sheet were given to participants. The purpose of the study was explained and proper information was given to them. The participants gave their responses separately. After the screening the procedure was completed.

**Result and discussion**

The findings of the study have been displayed and discussed in the further subsection.

**Table-1.**

**Comparison between male and female high school teachers on social adjustment scores.**

Gender	N	Mean	SD	t-value	Level of Sig(<P)
Male	60	115.67	22.38	1.21	NS
female	60	109.32	33.87		

As reported in Table-1 shows the mean and standard deviation in the score of male high school teachers was 115.67, 22.38 and for female high school teachers was 109.32, 33.87 respectively. When the same scores were put to the t-test the value 1.21 was obtained, which was not significant at any level.

Thus, the hypothesis i.e. ‘The Social adjustment would be higher in male high school teachers than female high school teachers’ is rejected by the findings. This finding indicates that there is no any difference between both male and female high school teachers on their social adjustment score.

**Table-2.**

**Comparison between rural and urban high school teachers on Social adjustment scores.**

Residence	N	Mean	SD	t-value	Level of Sig(<P)
Rural	60	118.38	24.63	2.55	0.05
Urban	60	104.76	33.27		

Table-2 shows that social adjustment of rural and urban high school teachers. The mean and standard deviation scores of rural high school teachers was 118.38, 24.63 and the mean and standard deviation scores of urban high school teachers was 104.76, 33.27. When the same scores were put to the t-test the value 2.55 was obtained, which was significant at 0.05 levels.

Thus, the hypothesis i.e. ‘The Social adjustment would be higher in rural high school teachers than urban school teachers’ is supported by the findings. This finding indicates that that rural high school teachers having higher social adjustment in comparison to urban high school teachers.



### Findings of the study

The findings of the present study are as follows: -

- (a) Both male and female high school teachers having similar level of social adjustment.
- (b) The rural high school teachers having higher level of social adjustment than urban high school teachers.

### Conclusion

On the basis of this study, it can be concluded that no any significant different between male and female high school teachers on social adjustment and a significant difference between rural and urban high school teachers on social adjustment. Moreover, Social adjustment is affected by the residence but not by the gender.

### Reference

- **Agrawal & Puri (2017)**. A comparative study of adjustment and happiness between girls and boys. The International Journal of Indian Psychology.
- **Badami & Goswami (1973)**. Social adjustment in relation to some organism and environmental variable. Journal of Educational Psychology, Vol: 2, Page no. 74.
- **Chaturvedi, A, & Kumar A. (2025)**. A study of social adjustment and social intelligence among adolescents of secondary stage schools. Soc. Sci. J. Adv. Res 5(6): 17-25.
- **Dakngam Riba, Monika Sharma & Aga Padu (2024)**. Emotional Intelligence and social adjustment among adolescements of Arunachal Pradesh. International Journal of Multisciplinary Research in arts, Science and technology (IJMRAST), 2(7). pp.01-12.
- **Deva, R. C. (2010)**. Manual for Social adjustment inventory (SAI-D). National Psychological Corporation, Agra, India.
- **Farrijani, N., Besharat, M. A., & Moghadamzadeh, A. (2021)**. Predicting Social adjustment based on ego strength and cognitive emotion regulation. Rooyesh. 10 (7), 55-66.
- **Gfellner, B. M. & Cordoba, A. I. (2017)**. Identity problem, Ego strength, Perceived stress and adjustment during contextual changes at University identity. 17(1). 25-39.
- **Jiang, Y. (2025)**. How family functioning shapes adolescent adjustment: The Mediating role of interpersonal competence. Journal of Youth and Adolescence, 54(2), 345-360.
- **Malik, Preeti & Goyal, Madhavi (2024)**. Beyond the classroom walls: Understanding social intelligence and adjustment of adolescents in different school environment. GHG Journal of Sixth thought. Vol.11, No. 1& 2.



- **Nagra V. (2014).** Social intelligence and adjustment of secondary school students. Indian Journal of Research, 4(3).
- **Sharma, Sonia (2019).** A study of Social adjustment in relation to Emotional intelligence and Spiritual intelligence among senior Secondary school teachers. International Journal of Professional Management. 14(2).
- **Singh, Swati & Singh, Rajiv (2017).** Study of relationship between adjustment pattern and ego strength among old aged people. International Journal of Management, IT & Engineering. 7(6). pp.378-382.
- **Warren, H. C. (Ed). (1934).** Dictionary of Psychology, Houghton Mifflin & Co.
- **Yang, C., & Brown, B. B. (2013).** Motives for using facebook, pattern of facebook activities and late adolescents social adjustment to college. Journal of youth and Adolescence. 42(3). 403-416.
- **Yu, L. (2024).** Social Support and Social adjustment among Secondary school students: The mediating roles of subjective well being and Psychological resilience. Psychology Research and Behaviour Management, 17, 1123-1135.

