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Adjustment Problems of the Gifted Students in Relation to Their Gender**Dr. A. G. Hemanthkumar**Assistant Professor,
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Abstract

The present investigation is to find out the Adjustment Problems of the gifted students in relation to their gender i.e. boys and girls. The sample consisted of 500 secondary school students out of which 250 were boys and 250 girls, to investigate; "Adjustment Inventory" (BAI) tool was utilized. The obtained data were analyzed through 't' test to know the mean difference between secondary school students in relation to their gender. The results shows, that there is no significant difference in Adjustment, Interest, Emotional Intelligence and Personality of both Boys and Girls of secondary school students.

Key words: Adjustment Problems, Gifted Students**Introduction:**

Adjustment is the main component part of human life living is a process of unique important in human life. It is a satisfaction and harmonious relationship of an organism to its environment, thus, the term adjustment may be defined as, the process of finding and adopting modes of behavior suitable to the changes in environment.

The gifted student needs a proper environment for their development. They want to be understood carefully in response to their different needs. The gifted students are exceptionally curious and have a thirst for knowledge therefore, in the habit of asking and searching questions. The parents as well as the teachers, who do not understand their urges, usually snub them.

In this way due to a lack of adequate facilities, suitable environment and ignorance about their specific adjustment problems the gifted children are imposed to the risk of being turned into mal-adjustment or abnormal personalities.

Reviews of Related Literature:

Sharma (1995) conducted a study to identify the over and under achievers and comparing them with regard to the adjustment in school, social and home area and found that there was significant difference among over, average and under achievers with regard to their adjustment in school, home, social, religious and miscellaneous area; the over achievers had better adjustment than the under achiever in all these areas of adjustment; those who had more effective adjustment in school, home, social, religion, and miscellaneous areas were over achievers and those having less effective adjustment in these areas were under achievers.

Kasinath (2003) studied interactive effect of mental health, school adjustment and socio economic status on academic achievement with the objective to find out the difference among students who were well adjusted and mal-adjusted to school environment differ in their academic achievement by taking a sample of 200 students (102 boys and 98 girls) with the age range of 15-16 years and found that mental health had significant determinant effect on achievement in school subjects; students having better social and emotional adjustment attain good academic scores.

Devi (2003) conducted a study on Adjustment of Students in relation to Personality and Achievement Motivation. The findings of the study were: (i) Achievement motivations had no effect on the adjustment. (ii) Extraversion had positive effect on social, educational and general adjustment. (iii) Neuroticism had negative effect on the emotional, social, educational, and general aspects of adjustment. This implies that emotional stability had positive effect on all these aspects of adjustment.

Singh (2006) studied the effect of socio-emotional climate of school on the adjustment of students and found that social climate of the school affects the emotional and total adjustment of students significantly; boys had significantly better health and emotional adjustment than girls whereas girls were significantly better in school adjustment than boys; girls were significantly better than boys in home and school adjustment at different levels of emotional climate of the school whereas boys were significantly better in emotional and health adjustment; social and emotional climate of the school and gender do not interact significantly with regard to home, health, social, school, emotional and total adjustment of students.

Jdaitawi M.T. et al (2011), Department of Counseling and Psychology, College of Arts and Science University Utara Malaysia, Emotional Intelligence in Modifying Social and Academic Adjustment among First Year University Students in North Jordan. The present study examines the influence of emotional intelligence training in increasing social and academic adjustment among first year university students in North Jordan. A total number of 289 first year university students who were randomly selected from the two universities in North Jordan comprised both the experimental and control group. The results of the study indicate significant mean differences between the two groups having emotional intelligence as a variable. Additionally, the results indicate no significant differences between experimental and control group on social and academic adjustment variables. Supported by no significant mean difference according to gender between participants but the results indicate significant mean differences according to age between them.

Berlin Judith Ellen (2009) studied student Perceptions on the Impact of Being Labeled Gifted and Talented. The purpose of this study was to examine the attitudes of gifted adolescents toward being labeled as gifted and talented, to evaluate how gifted students perceive that others view their giftedness, and to determine whether these attitudes and perceptions vary depending on the child's level of giftedness. Sixty-six sixth- through eighth-grade public-school students, identified as either gifted or highly gifted, were surveyed on the positive and negative attributes of being labeled gifted and talented. The highly gifted and moderately gifted groups exhibited measurable differences in their perceptions of the positive aspects of the gifted label. Furthermore, the study suggests that negative stereotyping, often associated with the gifted label, can be minimized in a carefully integrated gifted program.

Objectives of the Study:

The main objectives of the study are as follows;

- The present study is to differ the Adjustment Problems, Interest, Emotional Intelligence, Attitude and Personality,
- To find out the Adjustment Problems of the Gifted Secondary School Students in relation to their gender.

Hypothesis:

- 1) There is no significant difference between gifted boys and girls students of secondary schools, Bijapur district with respect to their adjustment problems.
- 2) There is no significant difference between gifted boys and girls students of secondary schools of Bijapur district with respect to their interest.

- 3) There is no significant difference between gifted boys and girls students of secondary schools of Bijapur district with respect to their emotional intelligence.
- 4) There is no significant difference between gifted boys and girls students of secondary schools of Bijapur district with respect to their attitude.
- 5) There is no significant difference between gifted boys and girls students of secondary schools of Bijapur district with respect to their personality.

Method:

Sample:

The present study was carried out of 500 gifted secondary school students of Bijapur district of Karnataka State as sample out of which 250 were boys and 250 were girls.

Tool:

In this present investigation to measure the Adjustment “Adjustment Inventory” by Bell’s (1968), tool was used.

Procedure:

The both gender gifted boys and girls Students who were studying in secondary school of different areas in Bijapur district were randomly selected and a systematic questionnaire was prepared and given to them after the collecting the data, Bell’s “Adjustment Inventory” tool was used. The obtain data from 500 boys and girls were analyzed with the help of mean SD, SE ‘t’ test and p-value.

Results and Discussion:

The main objective of this present study was to study the Adjustment Problems of gifted student among both genders boys and girls. In its differential statically method was used and there correlation was measured.

Result Discussion of Present Study is as under:

Table No-1: The Mean, SD, SE and ‘t’ Value of gifted boys and girls students of secondary schools of Bijapur district with respect to their adjustment problems.

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	17.17	2.78	0.18	-4.0666	0.0001	<0.05, S
Girls	18.36	3.71	0.23			

The above **table No.1** clearly shows the result that, a significant difference was observed between both gifted boys and girls students of secondary schools of Bijapur district with respect to their adjustment problems ($t=-4.0666$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of secondary schools have significant higher adjustment problems as compared to the boy students of secondary schools of Bijapur district.

Table No-2: The Results of “t” test between both gifted boys and girls students of secondary schools of Bijapur district with respect to their interest scores

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	9.24	2.05	0.13	5.1941	0.0001	<0.05, S
Girls	8.39	1.59	0.10			

The above **table No.2** clearly shows the result that, a significant difference was observed between both gifted boys and girls students of secondary schools of Bijapur district with respect to their interest scores ($t=5.1941$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of secondary schools have significant higher interest scores as compared to girl students of secondary schools of Bijapur district.

Table No-3: The Results of “t” test between both gifted boys and girls students of secondary schools of Bijapur district with respect to their emotional intelligence scores

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	59.51	10.52	0.67	3.6827	0.0003	<0.05, S
Girls	56.08	10.31	0.65			

The above **table No.3** clearly shows the result that, a significant difference was observed between both gifted boys and girls students of secondary schools of Bijapur district with respect to their emotional intelligence scores ($t=3.6827$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of secondary schools have significant higher emotional intelligence scores as compared to girl students of secondary schools of Bijapur district.

Table No-4: The Results of “t” test between both gifted boys and girls students of secondary schools of Bijapur district with respect to their attitude scores

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	29.82	3.09	0.20	3.1401	0.0018	<0.05, S
Girls	28.99	2.83	0.18			

The above **table No.4** clearly shows the result that, a significant difference was observed between both gifted boys and girls students of secondary schools of Bijapur district with respect to their attitudes scores ($t=3.1401$, $p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of secondary schools have significant higher attitudes scores as compared to girl students of secondary schools of Bijapur district.

Table No-5: The Results of “t” test between both gifted boys and girls students of secondary schools of Bijapur district with respect to their personality scores

Gender	Mean	SD	SE	t-value	p-value	Signi.
Boys	17.64	2.73	0.17	3.3227	0.0010	<0.05, S
Girls	16.84	2.63	0.17			

The above **table No.4** clearly shows the result that, a significant difference was observed between both gifted boys and girls students of secondary schools of Bijapur district with respect to their personality scores ($t=3.3227, p<0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the boy students of secondary schools have significant higher personality scores as compared to girl students of secondary schools of Bijapur district.

Conclusion: We concluded through the data analysis which is as follows;

- 1) The girl students of secondary schools have significant higher adjustment problems as compared to boys students of secondary school of Bijapur district.
- 2) The boy students of secondary schools have significant higher interest scores as compared to girls students of secondary schools of Bijapur district.
- 3) The boy students of secondary schools have significant higher emotional intelligence scores as compared to girl students of secondary schools of Bijapur district.
- 4) The boy students of secondary schools have significant higher attitudes scores as compared to girls students of secondary schools of Bijapur district.
- 5) The boy students of secondary schools have significant higher personality scores as compared to girls students of secondary schools of Bijapur district.

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