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A Comparative Study of Adjustment of College Going Students

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Abstract

Adjustment affects the various aspects of a student's life. The present study aims at comparing the adjustment of students with regard to their gender, area and stream. Normative survey method has been used in this study. 200 college going students of rural and urban area were selected as sample through stratified random sampling technique from various degree college of district Haridwar. The sample included 100 male and 100 female students. The collected data was analyzed using Mean, S.D. and 't' test. A significant difference was found in the home, health and emotional adjustment of college going male and female students. College going students of rural and urban area differed in the home, health, social, emotional and educational adjustment. Rural students were more adjusted in home, health, social and emotional area while urban students were more adjusted in educational area. On the other hand, no significant difference was found in all the five areas of adjustment of college going students of science and non-science stream.

Keywords: Adjustment, Male Students and Female Students.

INTRODUCTION

India is taking a rapid turn with the fast changing world. Influence of globalization, modernization, changing needs of the society and individuals and awareness is making the youth more and more ambitious and hence affecting their adjustment significantly. The term adjustment refers to the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes is

the environment. A well-adjusted child is one who does not get affected adversely by the interactions such as conflicts, emotions etc., and whose personality development goes through a healthy course of socialization (*Sangeeta et al., 2012*).

Adjustment affects the various aspects of a student's life. *Yellalah (2012)* and *Yengimolki, S., Kalantarkousheh, S.M. and Malekitabar, A. (2015)* found that there was a significant relationship between Adjustment and academic achievement of students. *Pasha, H.S. and Munaf, S. (2013)* and *Shirali, E. and Golestanipour, M. (2017)* concluded that social adjustment significantly affects the self-esteem of the university students. Poor school adjustment leads to low academic achievement, behavioral problems, irrelevant educational aspirations and even school dropout (*Raju & Rahamtula, 2007*). If the adolescence are not adjusted properly they suffer from various problems like mental complexity, conflicts and anxiety. *Archna (2011)* found that there is a significant positive relationship between the mental health of adolescents and their adjustment. Students with low adjustments tend to form less than desirable self-evaluations, which significantly affect their happiness, satisfaction and well-being. The researcher observed that adjustment may be affected by a number of socio-psychological factors. In this micro study the researcher attempts to find the impact of gender, area and stream on the adjustment of college going students.

STATEMENT OF THE PROBLEM

“A comparative study of adjustment of college going students”

REVIEW OF THE RELATED LITERATURE

Singh (2006) found that boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school. **Raju and Rahamtulla (2007)** found that adjustment of school children primarily dependent on the school variables like the class in which they are studying, the medium of instruction, and the type of management of the school. **Velmurugan and Balakrishnan (2011)** found that social adjustment is independent upon gender and locality. The correlation coefficient between social adjustment and self-concept is found to be negligible.

Maureen et.al. (2011) made a study on school adjustment in relation to academic achievement and gender which revealed that there were no significant differences between girls and boys in school adjustment. **Basu (2012)** found that there exists highly significant differences between the adjustment of secondary school students when compared on the basis of gender,

type of family structure and medium of instruction in school. **Roy and Mitra (2012)** revealed that early and late adolescents group differed significantly from each other in the home, health and social areas of adjustment. Girls showed better adjustment than boys.

Peerzada (2013) showed that the social science teachers had more adjustment problems than science teachers. **Sekar, A. J. (2016)** showed that there was significant relationship between emotional, social, educational adjustment of higher secondary school students in relation to academic achievement. **Alam, M. (2017)** found that there was significant difference between adolescents from nuclear and joint families on the measure of emotional adjustment, social adjustment and educational adjustment.

OBJECTIVES OF THE STUDY

Following objectives have been framed in the present study:

1. To compare the adjustment of college going male and female students.
2. To compare the adjustment of college going students of rural and urban area.
3. To compare the adjustment of college going students of science and non-science stream.
4. To compare the adjustment of college going male and female students of rural area.
5. To compare the adjustment of college going male and female students of urban area.
6. To compare the adjustment of college going male and female students of science stream.
7. To compare the adjustment of college going male and female students of non-science stream.

HYPOTHESES OF THE STUDY

Following hypotheses have been formulated to achieve the objectives of the study:

1. There is no significant difference in the adjustment of college going male and female students.
2. There is no significant difference in the adjustment of college going students of rural and urban area.
3. There is no significant difference in the adjustment of college going students of science and non-science stream.
4. There is no significant difference in the adjustment of college going male and female students of rural area.
5. There is no significant difference in the adjustment of college going male and female students of urban area.

6. There is no significant difference in the adjustment of college going male and female students of science stream.
7. There is no significant difference in the adjustment of college going male and female students of non-science stream.

RESEARCH DESIGN

In the present study, cross-sectional research design has been adopted by the researcher.

METHOD USED

Normative survey method has been adopted for the present study.

POPULATION OF THE STUDY

The population of the study constitutes all the college going students of district Haridwar who have passed Intermediate and are studying in undergraduate courses (Part-I).

SAMPLE AND SAMPLING TECHNIQUE

The investigator used stratified random sampling technique for the selection of the sample. Total 200 college going students of rural and urban area of district Haridwar have been selected as sample. The sample included 100 male and 100 female students.

STATISTICAL ANALYSIS

Mean, S.D. and t-test were used for the statistical analysis.

RESULTS

Table 1

Comparison of Adjustment of College going Male and Female Students

Adjustment	Gender	N	Mean	S.D.	df	t-value
Home	Male	100	9.59	2.39	198	8.131**
	Female	100	6.43	3.06		
Health	Male	100	8.34	2.41	198	6.384**
	Female	100	5.84	3.08		
Social	Male	100	8.88	3.88	198	0.116
	Female	100	8.94	3.36		
Emotional	Male	100	11.61	3.96	198	8.279**
	Female	100	17.60	6.04		
Educational	Male	100	10.45	4.99	198	0.168
	Female	100	10.33	5.04		

** = Significant at 0.01 Level of Significance.

The table no. 1 shows that the obtained t-values for home adjustment ($t = 8.131$), health adjustment ($t = 6.384$) and emotional adjustment ($t = 8.279$) have been found significant at 0.01

level of significance at df 198. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment and emotional adjustment of college going male and female students. The low score on the scale indicates better adjustment. In this regard, the mean values show that female students are more adjusted in home and health area of adjustment than male students while male students are more adjusted in emotional area than female students.

The obtained t-values for social adjustment ($t = 0.116$) and educational adjustment ($t = 0.168$) have not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the social adjustment and educational adjustment of college going male and female students.

It may be concluded that three t-values are found significant while two t-values are found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going male and female students”* is mostly rejected and partly accepted.

Table 2

Comparison of Adjustment of College going Students of Rural and Urban Area

Adjustment	Area	N	Mean	S.D.	df	t-value
Home	Rural	100	6.21	2.52	198	9.763**
	Urban	100	9.81	2.68		
Health	Rural	100	5.64	2.94	198	7.684**
	Urban	100	8.54	2.36		
Social	Rural	100	6.92	2.79	198	9.271**
	Urban	100	10.90	3.25		
Emotional	Rural	100	13.44	6.06	198	2.831**
	Urban	100	15.77	5.56		
Educational	Rural	100	12.60	4.78	198	6.933**
	Urban	100	8.18	4.20		

** = Significant at 0.01 Level of Significance.

The table no. 2 shows that the obtained t-values for home adjustment ($t = 9.763$), health adjustment ($t = 7.684$), social adjustment ($t = 9.271$), emotional adjustment ($t = 2.831$) and educational adjustment ($t = 6.933$) have been found significant at 0.01 level of significance at df 198. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment of college going students of rural and urban area. The low score on the scale indicates better adjustment. In this regard, the mean values show that rural students are more adjusted in home,

health, social and emotional area of adjustment than urban students while urban students are more adjusted in educational area than rural students.

It may be concluded that all the five t-values are found significant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going students of rural and urban area”* is altogether rejected.

Table 3
Comparison of Adjustment of College going Students of Science and Non-Science Stream

Adjustment	Stream	N	Mean	S.D.	df	t-value
Home	Science	100	7.89	2.88	198	0.535
	Non-Science	100	8.13	3.43		
Health	Science	100	7.04	2.95	198	0.232
	Non-Science	100	7.14	3.12		
Social	Science	100	9.08	3.72	198	0.662
	Non-Science	100	8.74	3.53		
Emotional	Science	100	14.14	5.86	198	1.111
	Non-Science	100	15.07	5.97		
Educational	Science	100	9.89	4.94	198	1.414
	Non-Science	100	10.89	5.05		

The table no. 3 shows that the obtained t-values for home adjustment ($t = 0.535$), health adjustment ($t = 0.232$), social adjustment ($t = 0.662$), emotional adjustment ($t = 1.111$) and educational adjustment ($t = 1.414$) have not been found significant even at 0.05 level of significance at df 198. It shows that there is no significant difference in the home adjustment, health adjustment, social adjustment, emotional adjustment and educational adjustment of college going students of science and non-science stream. It may be concluded that all the five t-values are found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going students of science and non-science stream”* is altogether accepted.

Table 4
Comparison of Adjustment of College going Male and Female Students of Rural Area

Adjustment	Gender	N	Mean	S.D.	df	t-value
Home	Male	50	7.90	1.38	98	9.007**
	Female	50	4.52	2.26		
Health	Male	50	7.96	2.08	98	12.863**
	Female	50	3.32	1.46		

Social	Male	50	5.96	2.34	98	3.636**
	Female	50	7.88	2.90		
Emotional	Male	50	10.26	4.35	98	6.136**
	Female	50	16.62	5.89		
Educational	Male	50	12.92	4.67	98	0.666
	Female	50	12.28	4.92		

** = Significant at 0.01 Level of Significance.

The table no. 4 shows that the obtained t-values for home adjustment ($t = 9.007$), health adjustment ($t = 12.863$), social adjustment ($t = 3.636$) and emotional adjustment ($t = 6.136$) have been found significant at 0.01 level of significance at df 98. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment, social adjustment and emotional adjustment of college going male and female students of rural area. The low score on the scale indicates better adjustment. In this regard, the mean values show that female students are more adjusted in home and health area of adjustment than male students while male students are more adjusted in social and emotional area than female students.

The obtained t-value for educational adjustment ($t = 0.666$) has not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the educational adjustment of college going male and female students of rural area.

It may be concluded that four t-values are found significant while one t-value is found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going male and female students of rural area”* is mostly rejected and partly accepted.

Table 5

Comparison of Adjustment of College going Male and Female Students of Urban Area

Adjustment	Gender	N	Mean	S.D.	df	t-value
Home	Male	50	11.28	1.9487	98	6.512**
	Female	50	8.34	2.5283		
Health	Male	50	8.72	2.6653	98	0.760
	Female	50	8.36	2.028		
Social	Male	50	11.80	2.7553	98	2.863**
	Female	50	10.00	3.4876		
Emotional	Male	50	12.96	3.0302	98	5.835**
	Female	50	18.58	6.0981		
Educational	Male	50	7.98	4.0228	98	0.473
	Female	50	8.38	4.4165		

** = Significant at 0.01 Level of Significance.

The table no. 5 shows that the obtained t-values for home adjustment ($t = 6.512$), social adjustment ($t = 2.863$) and emotional adjustment ($t = 5.835$) have been found significant at 0.01 level of significance at df 98. It shows that there is a highly statistical significant difference in the home adjustment, social adjustment and emotional adjustment of college going male and female students of urban area. The low score on the scale indicates better adjustment. In this regard, the mean values show that female students are more adjusted in home and social area of adjustment than male students while male students are more adjusted in emotional area than female students.

The obtained t-values for health adjustment ($t = 0.760$) and educational adjustment ($t = 0.473$) has not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the health adjustment and educational adjustment of college going male and female students of urban area.

It may be concluded that three t-values are found significant while two t-values are found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going male and female students of urban area”* is mostly rejected and partly accepted.

Table 6
Comparison of Adjustment of College going Male and Female Students of Science Stream

Adjustment	Gender	N	Mean	S.D.	df	t-value
Home	Male	50	9.20	2.06	98	5.086**
	Female	50	6.58	3.00		
Health	Male	50	8.40	2.35	98	5.174**
	Female	50	5.68	2.87		
Social	Male	50	9.26	3.93	98	0.481
	Female	50	8.90	3.52		
Emotional	Male	50	11.02	4.04	98	6.270**
	Female	50	17.26	5.75		
Educational	Male	50	10.12	4.86	98	0.463
	Female	50	9.66	5.05		

** = Significant at 0.01 Level of Significance.

The table no. 6 shows that the obtained t-values for home adjustment ($t = 5.086$), health adjustment ($t = 5.174$) and emotional adjustment ($t = 6.270$) have been found significant at 0.01 level of significance at df 98. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment and emotional adjustment of college going male and female students of science stream. The low score on the scale indicates better adjustment. In this regard,

the mean values show that female students are more adjusted in home and health area of adjustment than male students while male students are more adjusted in emotional area than female students.

The obtained t-values for social adjustment ($t = 0.481$) and educational adjustment ($t = 0.666$) have not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the social adjustment and educational adjustment of college going male and female students of science stream.

It may be concluded that three t-values are found significant while two t-values are found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going male and female students of science stream”* is mostly rejected and partly accepted.

Table 7
Comparison of Adjustment of College going Male and Female Students of Non-Science Stream

Adjustment	Gender	N	Mean	S.D.	df	t-value
Home	Male	50	9.98	2.64	98	6.368**
	Female	50	6.28	3.14		
Health	Male	50	8.08	1.64	98	4.302**
	Female	50	5.25	3.00		
Social	Male	50	8.50	3.83	98	0.676
	Female	50	8.98	3.22		
Emotional	Male	50	12.20	3.83	98	5.458**
	Female	50	17.94	6.36		
Educational	Male	50	10.78	5.15	98	0.216
	Female	50	11.00	5.00		

** = Significant at 0.01 Level of Significance.

The table no. 7 shows that the obtained t-values for home adjustment ($t = 6.368$), health adjustment ($t = 4.302$) and emotional adjustment ($t = 5.458$) have been found significant at 0.01 level of significance at df 98. It shows that there is a highly statistical significant difference in the home adjustment, health adjustment and emotional adjustment of college going male and female students of non-science stream. The low score on the scale indicates better adjustment. In this regard, the mean values show that female students are more adjusted in home and health area of adjustment than male students while male students are more adjusted in emotional area than female students.

The obtained t-values for social adjustment ($t = 0.676$) and educational adjustment ($t = 0.216$) have not been found significant even at 0.05 level of significance. It shows that there is no significant difference in the social adjustment and educational adjustment of college going male and female students of non-science stream.

It may be concluded that three t-values are found significant while two t-values are found insignificant. Thus, the hypothesis that *“there is no significant difference in the adjustment of college going male and female students of non-science stream”* is mostly rejected and partly accepted.

CONCLUSIONS

There has been found a significant difference in the home, health and emotional adjustment of college going male and female students. Female students were more adjusted in home and health area while male students were more adjusted in emotional area. A significant difference was found in the home, health, social, emotional and educational adjustment of college going students of rural and urban area. Rural students were more adjusted in home, health, social and emotional area while urban students were more adjusted in educational area. On the other hand no significant difference was found in all the five areas of adjustment of college going students of science and non-science stream. Female students of rural area were more adjusted in home and health area but male students of rural area were more adjusted in social and emotional area. Almost similar findings have been obtained with regard to urban area. As the female students of urban area were more adjusted in home and social area and male students of urban area were more adjusted in emotional area.

A significant difference was observed in the home, health and emotional adjustment of college going male and female students of science stream. Female students of science stream were more adjusted in home and health area while male students of science stream were more adjusted in emotional area. Similar findings have been found with regard to male and female students of non-science stream. As female students of non-science stream were more adjusted in home and health area and male students of non-science stream were more adjusted in emotional area.

EDUCATIONAL IMPLICATIONS

Students constitute an important part of the society and it cannot be denied. If we neglect them they may be maladjusted and may lose their interests in scholastic work and

indulge themselves in undesirable activities. The best way for strengthening their adjustment is to directly train them in social, cognitive and emotional management skills. Teaching emotional regulation to students can result in higher adjustment. College should arrange counseling sessions for the parents to be more concerned with the adjustment of their children and to be more interactive with them so that the children can frankly share their feelings with their parents. Educationists such as teachers, principals etc. should try to develop programs and principles for enhancing the adjustment of students.

College authorities can start emotional regulation programs which can teach the students refusal and resistance techniques against socio-psychological disorders like maladjustment. They can organize education and counseling interventions not only for the students but for their parents too. Moreover such lessons should be designed which engage students in group activities where they can learn to work with adjustment. Apart from this, college should provide proper physical facilities for games, sports and co-curricular activities as these would channelize the feelings and emotions of the students to cope up with their maladjustment. Facilitating a positive family environment is not just the parents' responsibilities but they should also increase interaction with their children for the development of adjustment abilities.

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