

Adjustment of College Level students in relation to their gender

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Abstract

The present investigation in to find out the Adjustment of college level Students in Relation to their gender boys and girls. The sample consisted of 120 college students out of which 60 where boys and 60 where girls. For this purpose of investigation "Adjustment Inventory for College Students" by A.K.P.Sinha and R.P.Singh was used. The obtained data were analyzed through 't' test to know the mean difference between college students in relation to their gender. The result shows that there is no significant difference in home, health, social, emotional and educational adjustment of urban and rural area college student. But there is a significant difference in home, health, social, emotional and educational adjustment of boys & girls college students at 0.05 level. It means boys are home, health, social, emotional and educational adjustment better than girls.

Key Words: Adjustment, Student, Boys, Girls

Adjustment as a process is of major importance for psychologists, teachers and parents. To analyze the process we should study the development of an individual longitudinally from his birth onwards. The child at the time of his birth, is absolutely dependent on others for the satisfaction of his needs, but gradually with the age he learns to control his needs. His adjustment largely depends on his interaction with the external environment in which he lives, when the child is born, the world, for him is a big buzzing, blooming confusion. He cannot differentiate among the various objects of his environment through the process of sensation, perception and conception. The child in his infancy can respond and think about only concrete objects of his environment. The process of obstruction comes afterwards. The young children lack the capacity of self control of the instinctive impulses. Anything which appears to their senses bright they try to take hold of it. Their development is purely on instinctive level. The nature of adjective process is decided by a number of factors, particularly internal needs and external demands of the child. When a conflict occurs between internal needs and external demands, in such conditions, there are three alternatives, one, the individual may inhibit or modify his internal needs or demands and second, he can alter the environment, and can satisfy his demands and third alternative, is that he can use some mental mechanism to escape from the conflicting situation and may be able to maintain the balance of his personality. Piaget (1952) was studied the adjustive process from different angles. He used the term accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. A person who carries his values and standard of conduct without any change and maintains these in spite of major change in the social climate is called assimilator. The man who takes his standard from social context and change his beliefs in accordance with the altered values of the society, is called accommodator. Now the question arises which of the above- referred process of adjustment is more effective? It is very difficult to answer this question in the clear cut terms. Because relative merits of either of the adjustive process requires, making value judgment. The human being, in order to adjust successfully in his society, has to resort to both the devices. Very significant funding have been made regarding adjustment process by Freud, Adler and Jung. Adjustment is a continuous process that tends to bring out more or less changing attitudes throughout the individual's life. Some adjustment connotes happiness and freedom from personal problems. While for others, it means an unhappy conformity to group demands and expectations. Adjustment is a lifelong process and can be defined as a person's interaction with his environment. It is a process in which an individual learns certain ways of behavior through which he enters a relationship of harmony or equilibrium with his environment. He thereby tries to lead a life acceptable to society (Mohan and Singh, 1989).

Sharma G.R. (1978) conducted a study of factors underlying adjustment problem of professional and non-professional college students. The scope of study was limited to five – adjustment areas home, schools, health, educational and emotional. The study revealed that the non- professional college students had more problems than the professional college students in the area of home problems. The arts students had greater problems in home and health areas than the engineering students. The science students had greater problems in area of home than medical students.

The aesthetic and social interest 27 and socio- economic status contributed significantly towards the well adjustment of professional college students. Dutta et al (1998) conducted a study on social adjustment of students on 200 adolescents drawn equally from Assam Agricultural University and Kendriya Vidyalaya district of Jorhat, Assam. Sample of 50 boys & 50 girls of age group 19-21 years was selected. Adjustment inventory for college students developed by Sinha and Singh (1980) was administered results revealed that no significant difference among the boys and girls in the area of social adjustment. Sahney, S.P (1984): A comparative study of personality, adjustment and values of delinquent and Non-Delinquents. The objective of the study were to find out differences between delinquents and non-delinquents boys in relation to psychoticism, extraversion/ introversion and neuroticism, to find out the extent to which the delinquents differed from the non-delinquents in respect of personality characteristics, to find out difference in adjustment of delinquents and non-delinquents in home, emotional, health, social and total adjustment and to find out difference in preference of values of delinquents and non-delinquents. The sample of the study comprised two groups of 105 boys each, viz, delinquents and non-delinquents. The delinquents were selected from the certified school of Hosiarpur (Punjab State) and the non-delinquents from a school of Jalandhar (Punjab State). The subjects were administered the following tools: Eysenck Personality Inventory (1970), Jesness Inventory to measure level of delinquency (1966), Bell Adjustment Inventory (1937), and Rokeach Value Questionnaire (1967). The findings of the study are that the delinquents showed significant differences from non-delinquents in respect of extraversion/ introversion, social maladjustment and automism and denial. The delinquents showed significantly part adjustment on home, health, emotional, social and total adjustment. As regards values the delinquent's different in their preference of 31 values as compared to non-delinquents. Marred difference was observed on values of Broadminded, capable. Clean, Forgiving, Honest, Responsible, Obedient, and self-controlled in case of delinquents. Thakkar (2003) studied academic achievement, adjustment and study habits of rural and urban students and found that there was no significant relationship in academic achievement and study habits for rural and urban students; there was positive significant difference between rural and urban students in adjustment areas of home, family, emotional and total but in the areas of social and educational adjustment the difference was not significant; there was no significant correlation between academic achievement and adjustment among rural and urban locality; a positive significant difference between low and high achieving students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. On the urban locality, there was no significant difference between low achieving and high achieving students in all the five dimensions of adjustment; there was no significant difference between rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys in the areas of home, family, personal, emotional and health 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.

Objective of the study

The purpose of the present study is the difference related to the adjustment of college students in relation to their gender.

Hypothesis:

1. There is no significant difference between adjustments of college students in relation to their gender.
2. There is no significant difference between adjustments of college students in relation to their area.

Method:

Sample: The present study was carried out on college students of Ahmedabad district Gujarat Elements of the study are 120 college students out of which 60 were boys and 60 were girls college students.

Tool : In the present investigation measure the Adjustment “Adjustment Inventory for College Students” by A.K.P.Sinha and R.P.Singh was used. The adjustment inventory for college students consists 102 items with “Yes” or “No” response pattern. The reliability factor is Split Half 0.94, test-retest 0.93, Hoyt’s method 0.94 and K-R Formula-20 0.92 validity is n item analysis validity coefficients were determined for each items by bi-serial correlation method and only such items were retained which yielded bi-serial correlation with both the criteria (i) total score, and (ii) area score, significant at .001 level.

Procedure: The boys and Girls who were studying in college students of different areas in Ahmedabad District, were randomly selected & A.K.P.Sinha and R.P.Singh ‘Adjustment Inventory for college students’ was given & data was collected. The obtained data from 120 boys and girls were analyzed with the help of mean, SD and ‘t’ test.

Results & Discussion:

Table 1 Mean, SD and 't' value of adjustment of college students among boys and girls.

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Boys	60	48.10	18.83	7.95	3.82	2.079	0.05
Girls	60	40.15	22.86				

Significant at 0.05 level.

The above result table No. 1 we can see that 't' test was used to know the level of adjustment college school students among boys and girls. where boys mean was 48.10 & SD was 18.83 and girls mean was 40.15 & SD was 22.86 and difference between their 't' values was 2.079 it was a significance at 0.05 level. The result shows that there is significant mean difference adjustment of college student in boys and girls. Thus the null hypothesis, 1 which states "there is no significant difference in the adjustment" Here null hypothesis was rejected and result shows that the adjustment is high boys than girls. Because The reasons for home environment, family supports, joint family culture, responsibility awareness, government policy impact and social involvement than girls students.

Table No: 2 Mean, SD and 't' value of adjustment of college students among urban and rural area students

Variable	No.	Mean	SD	Mean diff	SED	't'	Sig
Urban	60	40.80	21.71	6.65	3.84	1.729	NS
Rural	60	47.45	20.39				

Non significant at 0.05 level.

The above result table No.2 we can see that 't' test was used to know the level of college adjustment college students among urban and rural area students. where urban mean was 40.80 & SD was 21.71 and rural area mean was 47.45 & SD was 20.39 and difference between their 't' values was 1.729. The result shows that there is no significant mean difference home, health, social, emotional and educational adjustment of college student in urban and rural. Thus the null hypothesis, 2 which states "there is no significant difference in the adjustment of college students with respects to their adjustments" no difference between urban and rural area students.

Conclusion:

1. There is a significant mean difference in adjustment of college students in relation to their gender.
2. There is no significant mean difference in adjustment of secondary school students in relation to their area

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