# A STUDY ON ADJUSTMENT OF COLLEGE STUDENTS

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## Abstract

*The purpose of the present study was to promote social justice and equity of college students and find out differences if any in terms of Gender, Type of Locality, Type of Family, Type of Degree, and Family Income. The samples for the study comprised of 300 college students in Thiruvannamalai District. Survey method was adopted and simple random sampling technique was used to carry out the present study. The investigator has used descriptive and differential statistical methods for analyzing the collected data. It was found that there is significant difference in the Adjustment students in Relation College to their Gender, Type of Degree, Family Income and further there is no significant difference in the Adjustment of college students in relation to their Type of Locality and Type of Family. A similar study could be conducted for the college students like professional courses.*

**Key words:** *Adjustment, Professional courses, Equity of College students*

**Introduction:**

**"Education is the manifestation of perfection already in man". – Swami Vivekananda.**

Adjustment is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondent. Thus, when we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. Adjustments as the maintenance of a harmonious relationship man his environment. 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 establishment of a satisfactory relationship, as representing harmony, conformance, adaption or the like (1951). An individual's adjustment is adequate, wholesome or healthful to the extent that he has established harmonious relationship between himself and the conditions, situations and persons who comprise his physical and social environment (1956). Adjustment, in all its meanings implies a satisfactory adaptation to the demands of day – to – day life.

**Joshi and Pandey (1964) Areas or dimensions of an individual's adjustment:**

1. Health and physical development
2. Finance, living conditions and employment
3. Social and recreational activities
4. Courtship, sex and marriage
5. Social psychological relations
6. Personal psychological relations
7. Moral and religious
8. Home and family
9. Future-vocational and educational
10. Adjustment to school and work

**Measurement of Adjustment**

Measurement as an instrument of inquiry is now frequently used in behavioral sciences, the following five different type of measuring techniques are used: (i) Testing techniques: can only be used to assess the characteristics of individuals at the conscious. (ii) Projective techniques: only at the unconscious level. (iii) Inventory techniques: are the most popular because they have many advantages compared to other techniques. (iv) Socio- metric techniques: are used in the measurement of social relationships. They can provide clues to the level of social adjustment. (v) Scaling techniques: opinions are collected from some other person or persons about the adjustment pattern of a particular individual known to the respondents.

**Review Of Related Study :** Kulhen (1952) Emphasized the role of intelligence on adolescents pace of adjustment, and holds that there is tendency for those who have higher intelligence test scores to achieve higher level and to make a better total life adjustment.

Pandey (1968) conducted a multidimensional study exploring personality correlates of adjustment problem among adolescents. He concluded that emotional maturity of ego-strength, submissiveness, expressiveness, conventionality, selfsufficiency,society residences, concernedness, higher super-ego strength, carefulness, premise, sensitivity, help seeking, imaginative a life, group dependency, low sentiments, formation of low urgic tensions and higher intelligence are the outstanding characteristics of the generally better adjusted adolescents personality make up.

Goyal, C. (1988) was interested in the effects of drive, frustration and adjustment on learning and speed of performance especially interaction of female college students. The favorable factors indentified included drive, low levels of aggression, resignation and regression and high levels of adjustment and fixation, some interaction and adjustment were also found to be significant.

Anderman, Eric, M. (2002) examined a study of emotional and social adjustment of rural and urban high school students. The study examined health adjustment of adolescents having school level differences in the relation between schools belonging the various outcomes.

**Statement of the Problem**

The present study is entitled as "A Study on Adjustment of College Students".
To find out whether any significant difference exists in Adjustment of college students with respect to their:

(i)Gender, (ii) Type of Locality, (iii) Type of Family, (iv) Type of Degree (v) Type of Income.

**Hypotheses**

There no significant difference in the Adjustment with respect to the following background variables: (i) Gender, (ii) Type of Locality, (iii) Type of Family, (iv) Type of Degree (v) Type of Income.

**Method**

Survey method is adopted for this study.

**Tools used in the study**

The tool on Adjustment inventory was adopted and modified by the researcher
Mrs. S. Menaga from the standardized tool developed by Hugh, Bell (1986).

**Sample of the Study**

About 300 samples were collected from the selected population. College students from different locality in and around Thiruvanaamalai District were taken into consideration as sample for the present study. Random Sampling technique was adopted to collect the data for the present study.

**Statistical Techniques Used**

In the present study, following statistical techniques were used:

1. Descriptive Analysis (Mean, Standard Deviation)
2. Differential Analysis (t-values, F-ratio).

**ANALYSIS AND INTERPRETATION OF THE DATA**

The data is analyzed using SPSS package. The collected data were subjected to statistical analysis. The mean standard for the variable Adjustment were computed for the entire sample.

**Testing of Hypotheses**

Hypothesis – 1: There is no significant difference in the Adjustment of the College students with regard to their Gender.

**Table: 1 Showing the Mean, S.D and 't' Value of College students Adjustment with regard to their Gender.**

| Gender | N | Mean | SD | 't' Value | Level Of Significance |
|--------|-----|-------|-------|-----------|----------------------|
| Male | 144 | 79.05 | 16.97 | 3.9858 | Significance |
| Female | 156 | 69.06 | 25.27 | | |

It is inferred from the above table that there is significant difference between male and female with regard to their Adjustment.

Hypothesis – 2: There is no significant difference in the Adjustment of the College students with regard to their Type of Locality.

**Table: 2 Showing the Mean, S.D and 't' Value of College students Adjustment with regard to their Type of Locality.**

| Type of Locality | N | Mean | SD | 't' Value | Level Of Significance |
|------------------|---|------|-----|-----------|----------------------|

| | | | | | |
|---|---|---|---|---|---|
| Urban | 172 | 75.74 | 18.72 | 1.7138 | Not Significant |
| Rural | 128 | 71.31 | 26.07 | | |

It is inferred from the above table that there is no significant difference Urban and Rural college students with regard to their Adjustment

Hypothesis – 3: There is no significant difference in the Adjustment of the college students with regard to their Type of family.

**TABLE: 3**

**Showing the Mean, S.D and 't' - Value of college students Adjustment with regard to their Type of Family**

| Type of Family | N | Mean | SD | 't' value | Level of Significance |
|---|---|---|---|---|---|
| Nuclear family | 175 | 75.23 | 18.96 | 1.2748 | Not Significant |
| Joint family | 125 | 71.92 | 26.08 | | |

It is inferred from the above table that there is no significant difference in the adjustment of the college students with regard to their Type of family.

Hypothesis – 4: There is no significant difference in the Adjustment of the college students with with regard to their Type of Degree.

**TABLE: 4**

**Showing the Mean, S.D and 't' Value of college students Adjustment with regard to their Type of Degree**

| Type of Degree | N | Mean | SD | 't' value | Level of Significance |
|---|---|---|---|---|---|
| UG | 133 | 79.12 | 17.42 | 3.7420 | Significant |

| | | | |
|---|---|---|---|
| PG | 167 | 69.66 | 24.66 |

It is inferred from the above table that there is significant difference in the Adjustment of the college students with regard to their Type of degree.

Hypothesis – 5: There is no significant difference in the Adjustment of the college students with regard to their Family Income.

**TABLE: 5**

**Showing the group difference of college student's Adjustment with regard to their Family Income**

| Sources of Variance | Sum of squares | df | Mean of squares | 'F' Ratio | Level of Significance |
|---|---|---|---|---|---|
| Between Groups | 6587.7768 | 2 | 3293.8884 | 6.9397 | Significant |
| Within  Groups | 140969.580 | 297 | 474.6451 | | |
| Total | 147557.360 | 299 | | | |

It is inferred from the above table that there is significant difference in the adjustment of the college students with regard to their Family Income.

**Major Findings**

1. There is significant difference in the Adjustment of the college students with regard to their Gender.

2. There is no significant difference in the Adjustment of the college students with regard to their Type of Locality.

3. There is no significant difference in the Adjustment of the college students with regard to their Type of Family.

4. There is significant difference in the Adjustment of the college students with regard to their Type of Degree.

5. There is significant difference in the Adjustment of the college students with regard to their Family Income.

**Suggestion for Further Research**

1.      A study of the adjustment problems of college and university students can be conducted.

2.      A study of the adjustment problems may be conducted on maladjusted students.

3.      A comparative study can be conducted on adjustment problems of teachers and students.

4.      This study can also be undertaken for the adjustment of professional and non – professional students.

**Educational Implications**

Students are facing educational adjustment problems. It means they are not able to utilize their capabilities, capabilities and potentialities in a proper way. Special courses should be introduced in the college so that the students can become self – reliant, self – confident and well adjusted in the society, college as well as home also. Therefore schools should organize competitive programmes for students so that they can explore their talent and capabilities  in a proper way.

**Conclusion**

**“Education is the development of capacities which enable man to control his environment”.**

-   **John Dewey**

The problems of adjustment of the adolescents studying at high school stage are with respect to home, health, social, emotional and school environment. Most of the students suffer from frustrations, conflicts, complexes, anxieties and worries. They experience difficulty in physical, mental, emotional, social and other adjustments. However, whatever is needed is an understanding of the adjustment problems of them and then does our best to help them in difficulties. To keep the pupils in making adjustment with the changing environment is one of the important aims of education. Adjustment refers to a harmounious relationship between the person and his environment through which his needs are satisfied in accordance with social demands. The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. 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.

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