



ISSN: 0976-3031

Available Online at <http://www.recentscientific.com>

CODEN: IJRSFP (USA)

International Journal of Recent Scientific Research  
Vol. 10, Issue, 07(G), pp. 33793-33797, July, 2019

**International Journal of  
Recent Scientific  
Research**

DOI: 10.24327/IJRSR

## Research Article

### ADJUSTMENTS OF COLLEGE STUDENTS ON SELECTED DIMENSIONS

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DOI: <http://dx.doi.org/10.24327/ijrsr.2019.1007.3750>

#### ARTICLE INFO

##### Article History:

Received 4<sup>th</sup> April, 2019

Received in revised form 25<sup>th</sup> May, 2019

Accepted 23<sup>rd</sup> June, 2019

Published online 28<sup>th</sup> July, 2019

##### Key Words:

College students, Adjustments, Dimensions.

#### ABSTRACT

The main objective of the study was to know the level of adjustments and to assess and compare the adjustments made by college students with respect to five dimensions- home, health, social, emotional and educational. Survey method was adopted for the study. The researcher surveyed the colleges in Bangalore city and finally Narayana College offering pre-university course for both boys and girls was selected. The sample consisted of 140 college students studying in the first year pre-university course between the age group of 16- 18 years of which 70 were boys and 70 girls were selected by purposive random sampling technique. The standardized scale on adjustment inventory for college students developed by K P Sinha and R.P.Singh (1971) was used for the study. The data obtained by the respondents was tabulated and statistically analyzed by applying percentage, mean, standard deviation, Chi- Square, 't' test and 'F' test. The findings revealed that, higher percentage of the respondents belong to 16 years of age group and were from nuclear family. Majority of both male and female respondents had average level of adjustments. There is a significant difference in the overall mean score of respondents towards adjustments further majority of female respondents had higher mean score percentage as compared to male respondents. There exists a significant difference in adjustments among male and female respondents on the five dimensions classified for the study. Further, the study revealed that there is a positive and significant difference found between male and female respondents with regard to home, social, emotional, educational aspects whereas, in the dimension of health the test found to be non significant.

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#### INTRODUCTION

Adolescence is a transitional phase of growth and development between childhood and adulthood. It is a period of adjusting to a new pattern of life and new social expectations. It is an age when one faces a lot of problems in various areas and trying to adjust to the different lifestyles. Paranmeswaran (2004) defines adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behavior or action.

In this rapid changing world adjustment is a persistent feature of human personality. Unless a person is not able to adjust himself to the environment he/she cannot develop his/her wholesome personality. A person of adjusting nature can lead a cheerful and wholesome life but a less adjusting nature always leads a depressed and unhealthy life. Adjustment is a process by which an individual learns certain ways of behavior to cope with the situation which he/she attains through harmony with his/her environment.

#### Adjustments

- **Home adjustment** is adjustment towards home conditions such as home atmosphere, family finance, sibling relationship, attitude of parents and adolescent's social life.
- **Health adjustment** is the ability to adjust physically and mentally in different type of atmosphere without causing any impact on health.
- **Social adjustment** is proper understanding of social needs, requirements and group goals and meeting respectively to the social requirements of the home, peer groups, culture and the community.
- **Emotional adjustment** referred to as personnel adjustment or psychological adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors.
- **Educational adjustment** is excellence in all academic discipline in class as well as in extracurricular activities in the college. It is the knowledge or skill

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gained in various subjects and performing well in the examination.

Problems of adolescents with special reference to Indian context any period of development is likely to be accompanied by many potential difficulties. Some of the outstanding problems of Indian adolescents are:

- Adjustment difficulties with parents,
- Childhood - adulthood conflict,
- Adjustment difficulties with school and college discipline,
- Adjustment difficulties with community and
- The ideal and reality conflicts.

Parental guidance is very much important in this regard, which includes deliberate expression of affection, concern about the adolescent's problems, harmony in the home, participation in family activities, availability to give organized help when needed or asked for, setting clear and fair rules, understanding peer influences on self-esteem, adjustment to college environment can help the adolescents to a great extent.

In the light of the above discussion an attempt was made by the researcher to study the adjustments of college students in the selected dimensions.

**METHODOLOGY**

**Objectives**

1. To study the level of adjustments of college students on selected dimensions.
2. To assess and to compare the adjustments of male and female college students with respect to five dimensions:
  - Home
  - Health
  - Social
  - Emotional
  - Educational

**Hypothesis**

1. College students will have average level of adjustments.
2. There is a significant difference among male and female students in the selected five dimensions of adjustments; home, health, social, emotional and educational.

**Selection of sample and sampling technique**

Purposive random sampling technique was adopted for the study. A total number of 140 first year P.U.C students between the age range of 16-18 years of which 70 were male and 70 were female constituted the sample. They were drawn randomly for the study from Narayana Pre-University College, Kempapura, Bangalore city.

**Tool**

The adjustment inventory for college students developed and standardized by Prof. A. K. P. Sinha and R. P Singh (1971) was used to find out the adjustments made by college students. The inventory measures the adjustments in 5 areas namely home, health, social, emotional and educational. The questionnaire

consisted of two parts Part-A and Part-B. Part-A consisted of basic data formulated by the investigator based on the need of study with regard to demographic details viz., name, class, age, gender, religion, number of siblings, type of family, occupation of parents, educational qualification of parents and income of the family. Part-B related to specific data related to adjustments scale comprising 102 statements with 'yes' and 'no' options.

**Procedure**

The research was conducted in four phases.

**Phase I:** The researcher surveyed the various pre university colleges in Bangalore city. As per the requirements of the study where there is co-education three colleges were selected and given the requesting letter to the Principal to give permission to collect the data from the students.

An official permission was obtained by the Principal of Narayana Pre-university College, Kempapura Bangalore to collect the required data from the students.

**Phase II:** The students who were studying in 1<sup>st</sup> year pre-university course 140 in number of which 70 males and 70 females were randomly selected in the class.

**Phase III:** Rapport was built by the researcher with the students through formal talk and explaining about the significance of the study. Questionnaire and adjustment inventory scale was administered to them. The respondents were given clear instruction about how to use the booklet and not to mark anything in the booklet and instructed to mark only on the separate answer sheet which was provided to them, to mark or draw a circle around yes or no response what is true concerning about their personality and adjustments. There was no time limit given, as and when they finished, the questionnaire was collected.

**Phase IV:** The data collected from the respondents subjected to tabulation and analysis.

**RESULTS AND DISCUSSION**

The data was tabulated and analyzed by applying percentage, mean, standard deviation, Chi-square and F test. Figure - 1 shows the classification of respondents by age group.

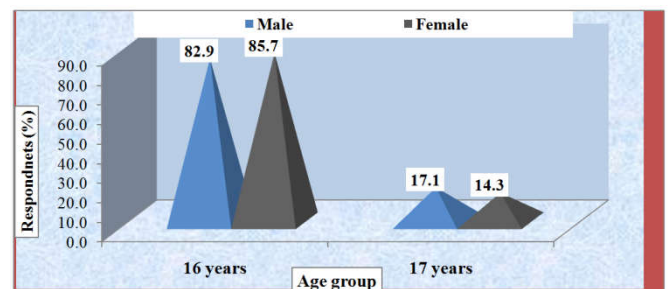


Figure 1 Classification of Respondents by Age group

Figure-1 shows the classification of respondents by age group. It is inferred that among males 82.90 percent of them belongs to 16 years of age group and 17.10 percentage of them were from 17 years of age group. Among females majority (85.70%) of them belongs to 16 years of age group followed by 14.30 percent belongs to 17 years of age group.

Figure-2 shows the classification of respondents by type of family. A higher percentage of male respondents (80.00%)

were from nuclear family whereas 20.00 percent were from joint family. In case of females majority of them (82.90%) were from nuclear family and only 17.10 percent were from joint family background.

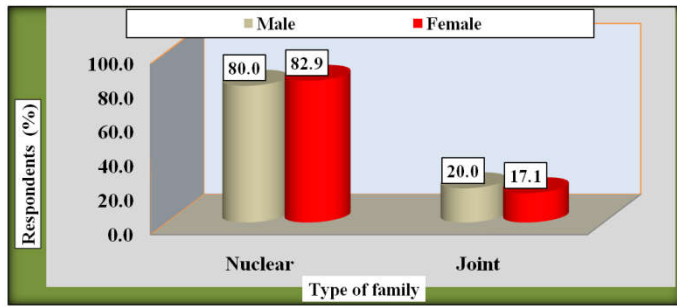


Figure 2 Classification of Respondents by Type of Family

The table-1 depicts the overall adjustment level of respondents.

Table 1 Classification of Respondents by Overall adjustment level

Overall adjustment level	Respondents						'χ <sup>2</sup> ' Test
	Male		Female		Combined		
	N	%	N	%	N	%	
Average	40	57.20	21	30.00	61	43.60	24.45*
Unsatisfactory	26	37.10	21	30.00	47	33.60	
Very unsatisfactory	04	5.70	28	40.00	32	22.80	
Total	70	100.0	70	100.0	140	100.0	

\*Significant at 5% level,  $\chi^2 (0.05, 2df) = 5.991$

The above table indicates overall opinion level towards adjustments among male and female respondents. It is clear from the table that, a higher percentage of male respondents (57.20 %) had average level followed by 37.10 percent of them showed unsatisfactory and only 5.70 percent of them showed very unsatisfactory adjustments level. Contradictory to the findings of the present study carried out by Akande., (2018) revealed that, secondary school students showed low level of adjustments.

In case of female respondents 40.00 percent of them showed very unsatisfactory and equal percentage of them (30.00%) showed average and unsatisfactory level of adjustments.

Combined result showed that majority of both male and female respondents (43.60 %) had average level of adjustments thereby accepting the hypothesis set for the study. On statistical analysis the results found to be significant association with the Chi-square value being 24.45. Hence, it can be concluded that the level adjustments among male and female respondents has positive and significant association.

Table 2 Overall adjustment scores of Male and Female Respondents

Gender	Sample (n)	Statements	Max. Score	Scores				Student 't' Test
				Mean	SD	Mean(%)	SD(%)	
Male	70	102	102	45.17	8.84	44.30	8.70	3.61*
Female	70	102	102	51.81	12.59	50.80	12.30	
Total	140	102	102	48.49	11.34	47.50	11.10	

\*Significant at 5% level,  $t (0.05, 138df) = 1.96$

It is inferred from the above table 2 that, majority of female respondents had higher mean score percentage (50.80) as compared to male respondents (44.30%). The study supports

the findings of the study conducted by Thanikaivel., (2016) revealed that mean adjustment score of girls was higher than those from boys which indicated that the girls were better adjusted than boys.

The statistical results showed that there is a significant difference in the overall mean score of respondents towards adjustments with t- value being 3.61. Hence, the hypothesis set for the study is accepted.

Table 3 Dimension wise Mean score on adjustment response among Male and Female Respondents

No.	Dimensions	Adjustment score (%)						Student 't' Test
		Male (n=70)		Female (n=70)		Total (n=140)		
		Mean	SD	Mean	SD	Mean	SD	
1	Home	39.70	13.10	43.10	14.70	41.40	14.00	1.44 <sup>NS</sup>
2	Health	36.60	14.60	45.60	22.50	41.10	19.40	2.82*
3	Social	47.30	9.90	52.00	11.10	49.60	10.70	2.63*
4	Emotional	45.90	11.80	53.80	15.60	49.90	14.40	3.39*
5	Educational	48.20	14.90	54.80	13.60	51.50	14.60	2.77*

\*Significant at 5% level, NS: Non-significant,  $t (0.05, 138df) = 1.96$

Table 3 shows dimension wise mean scores on adjustments among male and female respondents. It is clear from the table that, the mean score of female respondents (43.10%) found to be slightly higher when compared to male respondents (39.70) in the area of Home. However in the aspect of home the statistical test found to be non-significant (with t-value being 1.44) thereby rejecting the hypothesis set for the study.

On statistical analysis it was found that in the area of health there is a significant difference with gender among respondents. Female respondents (45.60) found to be higher in mean score percent when compared male respondents (36.60). The t-test value found to be 2.82 which is significant at 5 % level. A higher mean score obtained by female respondents (52.00%) as compared to male respondents (47.30%) in the social category. There is a significant difference found in the social aspect among male and female respondents, with t-value being 2.63 which is significant at 5% level.

There was a positive and significant difference found between male and female respondents in the area of emotional. Female respondents showed slightly higher mean score (53.80%) towards the aspect when compared to male respondents (45.90%). The t-value found to be 3.39 which is significant at 5% level. In the educational aspect mean score obtained by female respondents (54.80%) was higher as compared to male respondents (48.20%). On statistical analysis it was found with regard to educational aspect found to be significant with t-value being (t=2.77).

The combined results showed that the higher mean score percentage was found in the educational dimension (51.50%) followed by emotional aspect (49.90%) and social (49.60). Whereas moderate mean score was found in the dimension of home (41.40) and health aspect (41.10). This shows that adolescents irrespective of their gender had positive and favorable opinion towards adjustments.

With regard to the aspect on home the results revealed that, majority of both male and female respondents fully agreed by responding that home plays very important role and females think that true love and affection is lacking in home. It was also observed that male respondents agreed to the statement that

home become full of problems for them due to lack of money. Male and female respondents fully agreed that their parents objected having some of their friends with whom they are always. Respondents agreed that their parents get irritated soon as they quarrel with their siblings. Many of them responded that senior family members made them unhappy as they pass comments on their dress and appearance and male respondents agreed that they get little help from home. Both of them felt inferior because their friends home atmosphere is happier than them. Some of them were happy, satisfied with their parents and atmosphere at home.

In case of health dimension, majority of the respondents agreed that it is difficult for them to sleep sometimes even when there is no noise disturbance, also agreed to the statement that they feel quite tired by the end of the day, many of them responded that they had major operations due to that they feel dizzy often as they feel tired when they get up in the morning. Most of the respondents disagreed they have been affected with skin diseases to the statement that they were sick for a long time in their childhood and disagreed to the statement that. Sometimes they worry because of physical morbidity and disagreed to the statement that their health always trouble them. Most of them agreed that being infected with a contagious disease frightens them many a times.

In the dimension of social majority of female respondents fully agreed to the statement that they avoid meeting their friends in a public place as they were shy in nature because it is difficult for them to speak in public. Most of the female respondents agreed that they feel loneliness even when they are among the people. Majority of male respondents agreed that most of the time they were unable to answer a question in class of being afraid of speaking. Most of them cross the road to avoid meeting strangers. Both of them agreed that they get confused very much when teacher comes to their home suddenly. Majority of the female respondents responded that they have a difficulty starting up a conversation with a strangers. Many of the male respondents disagreed that they hesitate in coming into a room where some people are sitting and talking among themselves. Both of them agreed that they often feel loneliness and many times they were careful in speaking something that hurts others. Majority of female respondents do not ask questions to the speaker in a meeting whereas males responded that they do ask their doubts to get it clear. Males easily makes friends whereas female respondents responded that they take some time to accept others as friends. Majority of them agreed that they likes to work in group as they think that they get more knowledge working in a group.

Under emotional dimension, both male and female respondents fully agreed to the statement that they often day dream because of that they feel difficult sometimes. Majority of female respondents agreed that they get discouraged easily. Many of the male respondents agreed that they get excited in debates as they enjoy in participating in such activities. Some female respondents believe that they were nervous in certain situations. Majority of both respondents disagreed that it displeases when something is said against them. Most of female respondents agreed that they were unable to sleep because of some disturbed thoughts in their mind as they worry on insulting experience for long time as they get afraid of telling their problems to their teacher. Most of the male respondents

disagreed that they cry easily over simple things as they don't feel gloomy when they get less marks in the examination. Many of the male respondents do not get fear that they might jump when they climb to high place as they get angry easily. Many of the female respondents feel unhappy because of inferiority feeling as they worry about expected problems to come and most of them feel perplexed that people on the road were looking at them. Both of the respondents disagreed that they get disturbed because of criticism as they completely disagreed to the statement that their emotional being rise or fall without any obvious cause. Most of them agreed that they get frightened in the darkness when they were alone. Most of both respondents disagreed towards the statement that they quarrel with their classmates over little things as they don't grieve when a teacher praises any student.

In the educational dimension, majority of the respondents fully agreed that many of their friends have better educational background. Most of them often worry because of poor memory. Majority of female respondents agreed that they were more interested in the cinema actors than in the learned people. Most of the male respondents agreed that they forget easily what they have read as they expressed that they worry over what their future job will be. Both of them disagreed towards the statement that their friends getting better results in examination because they have better facilities. They responded that they don't get afraid of appearing for examination as it was not difficult for them to grasp the subject matter taught in the class. Many of them disagreed towards the statement that they find it difficult in writing the notes during class hours. Majority of them agreed that it is difficult for them to keep up progress in class as they think that classroom is meant for competition anybody can score good marks if they study hard. Most of the male respondents responded that they know how to prepare for the examination whereas females responded that they find it little difficult for the exam preparation. Many of the females agreed that they get encouragement from their class teachers towards education where as males disagreed to the statement. Both male and female respondents disagreed to the statement towards the selection of subjects which are appropriate for them as they have been forced to take up the course by the parents as well as teachers.

There is not much variation in the mean score obtained from male and female respondents in the dimension of home classified for the study and the test found to be not significant. Therefore the hypothesis postulated for the study in this area is rejected. Further the study revealed that there is a positive and significant difference found between male and female respondents with regard to health, social, emotional and educational aspects therefore in these four areas the hypothesis postulated for the study is accepted. The study supports the findings of Pathak., (2015) revealed that girls and boys differ significantly in the dimension of health, social and emotional adjustments.

## CONCLUSION

The findings revealed that, majority of both male and female respondents had average level of adjustments and there is a significant difference in the adjustments of male and female

college going students in the five dimensions classified for the study.

To conclude, healthy adjustments is necessary for normal growth of adolescents in their life and also in education. Education trains them for healthy adjustment in various life situations of the present and future. This logic implies that education and adjustments are interlinked and complementary to each other. Therefore, it is imperative for educators, parents and researchers to understand the problems faced and adjustments to be made by them which contribute to their good mental health.

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### How to cite this article:

Supriyasri P and. Roopa K. S.2019, Adjustments of College Students on Selected Dimensions. *Int J Recent Sci Res*. 10(07), pp. 33793-33797. DOI: <http://dx.doi.org/10.24327/ijrsr.2019.1007.3750>

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