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. 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.

Adjustment is a process by which a living organism maintains a balance its needs and the circumstances that influences the satisfaction of these needs, the process of adjustment starts right from the birth of the child and continues till his death. The main purpose of education is to train children for life's personal, social and economic problems.

Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adjustment is a continuous process to produce harmonious relationship between a man and his environment. Adjustment implies proper degree of social feelings and sense of social responsibility. Adjustment is a state, which promotes happiness and efficiency in an environment. Adjustment is a process through which a man can change his environment according to his needs. Adjustment leads to the modification of one’s behaviour and attitude. Dutta et al., (1998) found that results revealed that no significant difference among the boys and girls in the area of social adjustment. Denir Urberg (2004) examined the relation of friendship with the emotional and social adjustment for students with a positive relationship. But, females are more adjustment than males in social relationship.

Enochs and Roland (2006) studied male and female university students in the first year, where he studied the nature of the environment, gender and the relation with level adjustment of social in the university, the result indicate out that males are more adjusted than females. Lama (2010) reported that there is a great tendency for female students to experience adjustment problems more than males. This finding implies that male students are better adjusted in overall adjustment on the campus as compared to female students. Ramaprabou (2014) investigated results revealed that family environment has significant effect on the adjustment patterns of the students.

Objectives
1. To examine the difference between male and female on adjustment among college students.
2. To examine the difference between arts and science courses on adjustment among college students.
3. To examine the difference between ages of 18-20 years and 21-24 years on adjustment among college students.

**Hypotheses**

1. Male and female would differ significantly on adjustment among college students.
2. Arts and science courses would differ significantly on their adjustment among college students.
3. Ages of 18-20 years and 21-24 years would differ significantly on their adjustment among college students.

**Sample**

Sample for the present study consists of 60 students studying both male and female at different colleges in Chittoor District of Andhra Pradesh State. The sample of respondents was drawn using the stratified random sampling technique.

**Variables Studied**

In the light of the hypotheses formulated, the following variables are studied.

**Dependent Variable**

Adjustment

**Independent Variables**

1. Gender
2. Nature of course
3. Age

**Tool**

The Adjustment inventory was designed by A.K.P. Sinha and R.P. Singh (1968) which consists of 60 items (high score indicates poor adjustment) was used in the present study and their age ranges from 18-24 years.

**Statistical Analysis**

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD’s and ‘t’ tests.

**RESULTS AND DISCUSSION**

**Table I** Means, SD’s and ‘t’ Value for the adjustment scores of male and female.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Gender</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>42.17</td>
<td>9.10</td>
<td>5.08**</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>31.56</td>
<td>7.58</td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis–1: Male and female would differ significantly on their adjustment among college students.**

Table-I shows that the ‘t’ value of 5.08 is significant at 0.01 level. It reveals that there is significant difference between male and female on their adjustment. Hence, Hypothesis–1 which predicted that male and female would differ significantly on their adjustment is accepted as warranted by the results. It is proved that male (M = 42.17) have poor adjustment than female (M = 31.56).

**Table II** Means, SD’s and ‘t’ Value for the adjustment scores of arts and science course.

<table>
<thead>
<tr>
<th>Nature of Course</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>39.57</td>
<td>7.92</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>31.50</td>
<td>8.25</td>
<td></td>
</tr>
</tbody>
</table>

**Hypothesis–2: Arts and science courses would differ significantly on adjustment among college students.**

Table-II clearly shows that the ‘t’ value of 4.27 is significant at 0.01 level. It indicates that there is significant difference between arts and science course studying on their adjustment. Hence, Hypothesis–2 which predicted that arts and science course would differ significantly on their adjustment among college students is accepted as warranted by the results. It is proved that students studying of arts course (M = 39.57) have poor adjustment than the students studying of science course (M = 31.50).

**Table III** Means, SD’s and ‘t’ Value for the adjustment scores of 18-20 years and 21-24 years.

<table>
<thead>
<tr>
<th>Adjustment</th>
<th>Age</th>
<th>Mean</th>
<th>SD</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18-20</td>
<td>38.26</td>
<td>7.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>21-24</td>
<td>31.41</td>
<td>8.10</td>
<td>2.03*</td>
</tr>
</tbody>
</table>

* Significant at 0.05 level

**Hypothesis–3: Ages of 18-20 years and 21-24 years would differ significantly on their adjustment among college students.**

Table-III indicates that the ‘t’ value of 2.03 is significant at 0.05 level reveals that there is significant difference between age of 18-20 years and 21-24 years on their adjustment among college students. Hence, Hypothesis–3 which predicted that ages of 18-20 years and 21-24 years would differ significantly in their on adjustment among college students is accepted as warranted by the results.

**CONCLUSIONS**

1. Male have poor adjustment than female.
2. Students studying of arts course have poor adjustment than the students studying of arts course.
3. The students age of 18-20 years have poor adjustment than the students age of 21-24 years.

**References**


