

Professed Effects Of Adjustment: A Study Of Social Adjustment Based On Gender And Locale Of Residence

Dr. Chitra V. S.

Associate Professor of English, Mahatma Gandhi College, University of Kerala, Thiruvananthapuram.

Abstract

Based on their gender and place of residence, the study sought to determine the social adjustment among students in colleges in the Thiruvananthapuram area. 120 adolescents between the ages of 18 and 20 who were studying in institutions of the Thiruvananthapuram district made up the sample. Out of the total sample of 120 students, the sample consisted of 60 male and 60 female students, as well as 60 students from rural and urban areas. Data was collected using Personal Data Sheet, and Adjustment Inventory for Students by A.K.P. Sinha and R.P. Singh (1995). The data were analysed statistically using the mean, standard deviation, t-test, and Pearson Product Moment correlation coefficient. When adjustment scores were compared by gender, there was also a significant difference between male and female students (t-value 4.363). The findings also showed that there was no statistically significant difference between students from rural and urban areas in terms of their scores on social adjustment.

Keywords: Adjustment, Mean, Standard deviation, Gender, Locale, Adjustment Inventory.

Introduction

The idea of adjustment predates the existence of the human species on earth. A person adapts to social expectations in addition to adopting physical conditions. A person's ability to adjust, which derives from the Latin term *ad-justare*, is the extent to which he or she attempts to deal with internal conflict, unmet needs, and dissatisfaction while also bringing inner and exterior demands into harmony. It is the process by which one strikes a balance between requirements and environmental constraints. Shaffer defines an adjustment as the process by which a living creature maintains a balance between its needs and the external factors that affect how those needs are met (Shaffer, 1961). According to Encyclopedia Britannica (Vol. I), adjustment is the process of behaviour by which all species maintain a balance between their wants and demands and environmental impediments. As a result, it involves having a harmonious relationship with the environment and being able to meet the majority of one's physical and social demands as well as needs. (Edited by Benjamin W. Wolman for the Dictionary of Behavioural Science.) Thus, we might define adjustment as the process of maintaining equilibrium between one's bodily, social, and psychological demands and the

external factors that affect how well those needs are met. In other terms, adjustment is a condition in which a person achieves harmony. Accordingly, the term "adjustment" is all-inclusive and refers to a person's compliance with their surroundings and their daily obligations. "The idea of adjustment suggests a continuous exchange between the individual and his surroundings, each imposing demand on the other. When a person concedes and accepts circumstances he cannot change, adjustment can sometimes be achieved. It can occasionally be accomplished when the surrounding circumstances give in to the person's positive actions. Most of the time, adjustment is a compromise between these two extremes, and maladjustment is when a satisfactory compromise cannot be reached. (White, 1956). Adjustment is essentially the process of solving problems, which involves using intellectual skills like perception, learning, memory, thinking, forgetting, etc., as well as successfully utilizing available resources and opportunities in the environment. He is regarded as maladjusted and shunned by the group because of his mores customs, norms, etc.

Adjustment can be psychologically understood from two different perspectives: as an accomplishment or as a process.

Adjustment as an achievement: The ability of a person to carry out his responsibilities effectively under various conditions is referred to as adjustment. For the advancement of the country, business, the military, education, and other societal endeavours require effective and well-adjusted men. If we view adjustment as success, then we must establish the standards by which to assess the quality of adjustment.

Adaptation as a process: The process of adjustment is crucial for psychologists, educators, and parents. At birth, the infant is totally reliant on others to meet his wants, but as he gets older, he gradually learns to control those needs. His ability to adjust is greatly influenced by how he interacts with the environment in which he lives. When a child is born, the world is a big confusing mess for him. He is unable to distinguish between the numerous items in his environment, but as he gets older, he develops the ability to express the specifics of his surroundings through the processes of sensation, perception, and conceptualization. Infancy limits a child's ability to respond and think beyond the immediate, tangible elements of his surroundings. The next step is the abstraction process. Young children lack the ability to exercise self-control. They attempt to grasp anything that seems dazzling to their senses. They only evolve on an innate level. The child's internal requirements and external demands, in particular, determine the character of the adjusting process.

Hurlock (1978) stated that social adjustment constitutes someone's success in adjusting themselves to others in general and to a group in specific. It is in line with Schneiders (1964) who stated that social adjustment is the ability of children to give responses precisely about social reality, situation, and circumstances. In addition, Schneiders also asserted that the social adjustment ability of a kid can be observed through three factors: (1) the ability to social adjustment at home and in the family which can be indicated by his ability in establishing a good relationships with other family members, taking for granted the parents' authority, and being able to be responsible and helping the family to reach the family goals; (2) the social adjustment at school which can be determined from his

ability in establishing a good relationship with the school members, adjusting himself to the regulations and rules applied in the school, and being able to be responsible and helping the school to reach its vision and mission; (3) the social adjustment in the society which can be seen through his ability in establishing a relationship with people, being able to be responsible and obeying the norms of law applied in the society, so that the social goals can be reached. Social adjustment means those types of relationships which involve the accommodation of the individual to circumstances in his environment for the satisfaction of his needs and motives. Social adjustment is very important for success in life. It is an adjustment which is responsible for the organization of behaviour to life situations at home, at school and at work.

Review of Literature

Kurvilla (2006) reported that urban was well adjusted than rural students in all areas of adjustment problems. 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. Basu, S. (2012) conducted a study on the adjustment of secondary school students and found that the adjustment of female secondary school students is significantly better than that of male secondary school students. Kaur (2012) investigated the problems of adjustment in relation to achievement, sex and locality. He found that girls have more adjustment power than boys while locality does not influence adjustment power. Chauhan (2013) conducted a study on the adjustment of college school students of the Durga district. The t-test results indicate that there is a significant difference in adjustment among college school students and female students have good adjustment levels when compared to male students. Makwana (2013) conducted a study on Adjustment of the Secondary School Students in Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural students, boys and Girls and Urban and Rural Girls. But there is a significant difference in the Adjustment of Urban & Rural boys at 0.05 level. Mansingbhai

& Patel (2013) conducted a study on Adjustment and Academic Achievement of College School Student and their results revealed that male adolescent differs significantly in health, social and emotional adjustment as compared to 24 female adolescents. Devika (2013) conducted a comparative Study of the Adjustment of Secondary School Students and analysis revealed that the level of adjustment of secondary school students is average. It was also found that a significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment. Agnihotri (2013) studied Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students and concluded that the average scores of academic adjustment are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students. Paramanik, Saha & Mondal (2014) conducted a study on the Adjustment of secondary school students with respect to gender and residence and the study revealed that there is no significant difference between adjustments of students residing either in urban or rural areas. Makwana & Kaji (2014) conducted a study on the Adjustment of Secondary School Students in Relation to their Gender and the result shows that there is no significant difference in Home, School and Emotional adjustment of boys and girls in secondary school students. But there is a significant difference in social adjustment of boys & girls secondary school students at 0.05 levels. It means boys are social adjustment better than girls. Nema & Bansal (2015) investigates Correlates of Home Health Social-Emotional Adjustment among Adolescence Girls and results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students. Singh (2015) conducted a study on Adjustment among Senior Secondary School Students in relation to Emotional Intelligence and Mental Health and results of the study revealed a significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health. Rani (2015) made a Comparative Study of the Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls. Sherafat and

Murthy (2016) in a study found that private school students are more adjusted than government school students on overall adjustment measures. Alam (2017) conducted a study to examine the effect of the adjustment on the senior secondary school students of the Aligarh district. The sample of 220 11th-class students was 25 selected from government and private 10+2 schools located in the located in rural and urban areas of the district. The findings of the study revealed that there is a significant difference in adjustment of senior secondary school students across gender (male and female), locale (rural and urban), academic stream (science and social sciences) and types of school (government and private).

It is clear from the review of related literature that various studies have demonstrated a link between emotional intelligence and adjustment. The topic has generated a great deal of discussion, particularly about the adolescent student community. Further, the review of the related works of literature indicates the inconsistencies in the findings of the earlier research. This compels the present researcher to carry out this investigation to ascertain the relationships and differences between the variables at hand. The present investigation will fill the void of knowledge. The aim of the present study, therefore, is to contribute to the body of literature on the topic with adolescent students in the cultural setting of Kerala for which related studies were very few and develop insight into potential areas for future investigation.

Research Problem

The present research is done to study the level of adjustment among college students.

Objectives

The study is conducted with the following objectives:

1. To study the level of adjustment of college school students.
2. To compare the level of adjustment of male and female college school students.
3. To compare the level of adjustment of college school students based on the locale of residence.

Hypothesis

1. There will be a significant difference in the level of adjustment of male and female college school students.
2. There will be a significant difference in the level of adjustment of college school students based on their locale of residence.

Definition of key terms

Level of Adjustment- Adjustment in the present study is the adjustment score as obtained by the students in three areas of adjustment i.e., Emotional, Social and Educational through the adjustment inventory prepared by Dr A.K.P. Sinha and Dr R.P. Singh.

Emotional Adjustment: It refers to an individual's adaptation in emotional relationships within and with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour.

Social Adjustment: It refers to an individual's adaptation to social relationships with other people, both inside and outside the school, as reflected in the individual's attitudes and behaviour. Educational adjustment is the ability of the students to cope with the curricular and co-curricular activities of the school.

Sample

In the case of a very large finite population (here students at the college level), it becomes practically impossible within the stipulated time to collect data from all the members to study the population characteristics. It is far easier and quicker to collect data from a sample of students and to generalize the results of the sample study to the entire population.

The sample for the present investigation consisted of 120 college students (60- female; 60 - male) who were selected randomly from different colleges in the Thiruvananthapuram district. Again, they were subdivided based on the locale of residence viz., rural and urban.

Methodology

The researcher used the following tools for collecting the data to study the topic at hand.

Personal Data Sheet: A personal data sheet is developed by the investigator to collect the demographic data of the sample such as class, gender, age, the locale of residence etc.

Adjustment Inventory for Students by A.K.P.

Sinha and R.P. Singh (1995): It is a five 5-point scale ranging from "excellent" to "very poor" and provides scores for Emotional, Social and Educational adjustment. The inventory contains 60 items, with 20 items in each area of adjustment. 20 items measure emotional adjustment, 20 items measure social adjustment and 20 items measure educational adjustment. Emotional adjustment: High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retiring. Low scores indicate aggressive behaviour. Educational Adjustment: Individuals scoring high are poorly adjusted to their curricular and co-curricular programmes. Persons with low scores are interested in school programmes. The high score at each sub-scale and the total test is considered as the syndrome for maladjustment. The tool is highly reliable and valid. The reliability coefficient 38 determined by split-half, test-retest and K-R formula are 0.95, 0.93 and 0.94 respectively.

Data Analysis Techniques

Statistical Techniques are employed to give a concise picture of the whole data for its better comprehension and in this study suitable statistical procedures and techniques were applied to analyze the data. The following statistical techniques were used in the study:

Descriptive statistics: Mean and Standard Deviation, to study the nature of the distribution of scores. **Inferential statistics:** t-Value to investigate the significance of differences among the groups.

The present study is carried out to assess the emotional intelligence of college students. The data collected using suitable tools were processed and analyzed using appropriate statistical techniques. The details of the analysis carried out to throw light on the objectives of the study are presented under the following major heads:

- Analysis of the responses made by respondents to the Adjustment inventory.
- Comparison of social adjustment of male and female college students.
- Comparison of social adjustment of urban and rural college students (locale of residence)

Analysis of the responses made by respondents to the Adjustment Inventory

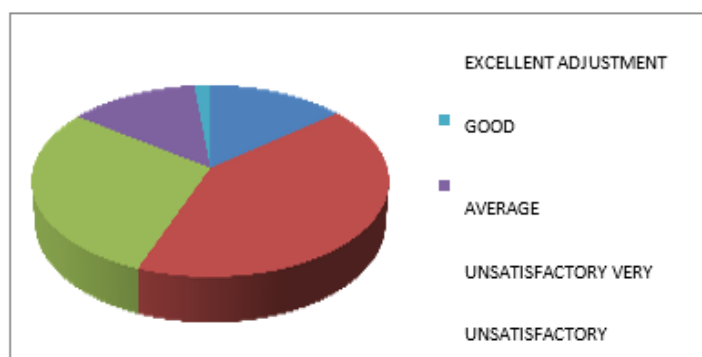
One of the yet major objectives of the

investigation was to study the adjustment level of college students. To achieve the objective, the adjustment scores for the total sample and the subsamples were calculated as per the guidelines in the Adjustment inventory.

Table 1: Percentage of students (Total) in different categories of adjustment

Category	No. of students	Percentage
EXCELLENT ADJUSTMENT	17	28.33333
GOOD	50	83.33333
AVERAGE	35	58.33333
UNSATISFACTORY	16	26.66667
VERY UNSATISFACTORY	2	3.333333
TOTAL	120	100

Figure 1: Pie diagram representing the percentage of students in different categories of Adjustment



From Table 1 and Figure A, it was observed that 83.33% of respondents had a good adjustment level, 58.33 % had an average level of adjustment, and 28.33% had a high adjustment. Only 2 students (3.33%) fell in the category of a

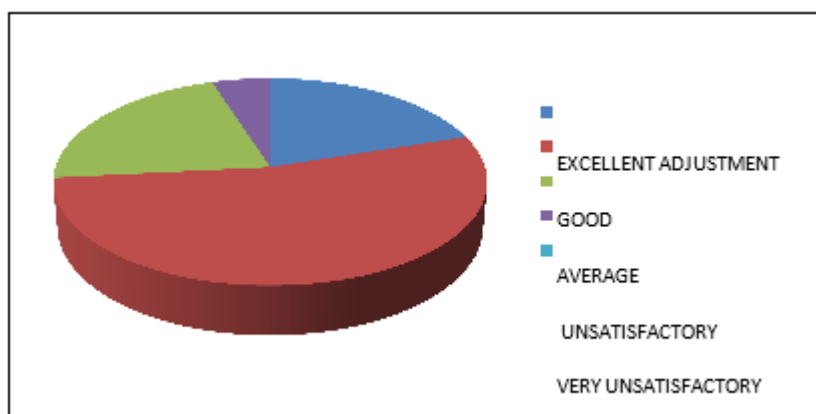
very unsatisfactory score which equalled maladjustment behaviour.

Table B: Percentage of female college students in different categories of adjustment

Category	No. of students	Percentage
EXCELLENT ADJUSTMENT	12	20
GOOD	32	53.33333

AVERAGE	13	21.66667
UNSATISFACTORY	3	5
VERY UNSATISFACTORY	0	0
TOTAL	60	100

Figure 2: Pie diagram representing the percentage of female college students in different categories of Adjustment



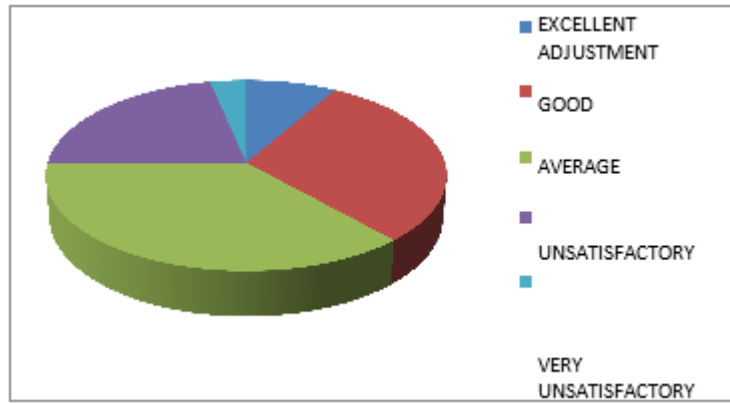
From Table 2 and Figure B, it was observed that 53.33% of female students showed a good level of adjustment; 20% and 21.67 % of female college students had average levels of adjustment respectively. 20% displayed excellent adjustment scores. None of the

respondents fell in the category of very unsatisfactory adjustment which is maladjusted behaviour.

Table C: Percentage of male higher secondary students in different categories of adjustment

Category	No. of students	Percentage
EXCELLENT ADJUSTMENT	5	8.333333
GOOD	18	30
AVERAGE	22	36.66667
UNSATISFACTORY	13	21.66667
VERY UNSATISFACTORY	2	3.333333
TOTAL	60	100

Figure 3: Pie diagram representing the percentage of male higher secondary students in different categories of Adjustment



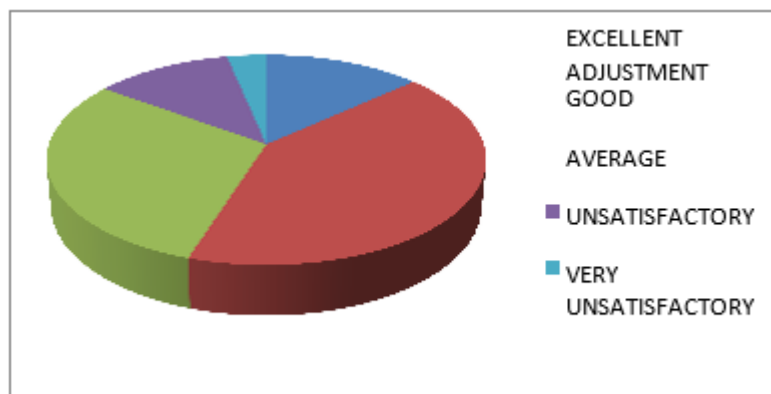
From Table C and Figure 3, it could be seen that 36.67% of male students showed an average level of adjustment and 30% displayed good adjustment scores. Interestingly, 21.67% came under the category of unsatisfactory adjustment and 3.33% in the “very unsatisfactory

adjustment”. Out of the total sample, maladjustment scores are shown by male higher secondary students even though it came close to a negligible number.

Table D: Percentage of urban college students in different categories of adjustment

Category	No. of students	Percentage
EXCELLENT ADJUSTMENT	8	13.33333
GOOD	25	41.66667
AVERAGE	18	30
UNSATISFACTORY	7	11.66667
VERY UNSATISFACTORY	2	3.333333
TOTAL	60	100

Figure 4: Pie diagram representing the percentage of urban college students in different categories of Adjustment



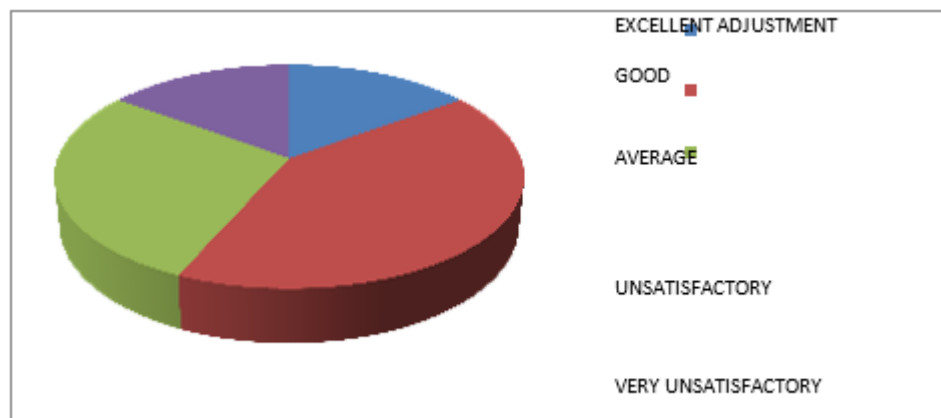
From Table D and Figure 4, it is evident that 41.67% of students from urban backgrounds showed good levels of adjustment and 30% displayed average adjustment scores. Interestingly, 11.67% came under the category of unsatisfactory adjustment and 3.33% in the

„very unsatisfactory adjustment“. Out of the total sample, maladjustment scores are shown by urban male college students even though it came close to a negligible number.

Table 5: Percentage of rural college students in different categories of adjustment

Category	No. of students	Percentage
EXCELLENT ADJUSTMENT	9	15
GOOD	25	41.66667
AVERAGE	17	28.33333
UNSATISFACTORY	9	15
VERY UNSATISFACTORY	0	0
TOTAL	60	100

Figure E: Pie diagram representing the percentage of rural college students in different categories of Adjustment



From Table 5 and Figure E, it is evident that 41.67% of students from rural backgrounds showed a good level of adjustment as the urban students and 28.33% displayed average adjustment scores. We have 15% each for “excellent adjustment” and “unsatisfactory adjustment”, thus an equal percentage representing the two extremes. There is no one in the category of very unsatisfactory adjustment

or maladjustment.

Comparison of Adjustment of male and female college students

The statistical indices and the results of the tests of significance for the adjustment of male and female college students are given in Table 6.

Table 6: Statistical indices and the results of the test of significance for the adjustment of male and female college students

Variable	Gender	N	Mean	SD	t-value	Level of significance
Adjustment	Female	60	10.3	5.8868	4.363	Significant at 0.01 level
	Male	60	16.1	8.4486		

The above table shows that the calculated t-value (4.363) is greater than the tabled t-value (2.58). Therefore, it is concluded that the two groups viz., male and female college students differ significantly in respect of the variable under consideration i.e., adjustment. Gender-wise comparison of adjustment scores revealed a significant difference between male and female college students. From the mean scores, it is evident that the mean score of boys (16.1) is greater than the mean score of girls (10.3) indicating a high level of unsatisfactory adjustment among male college students when compared to female students. For the adjustment inventory, scoring is such that higher values indicate unstable and maladjusted behaviour and

lower values are an indicator of stable and highly adjusted behaviour. Since the t-value is significant, H1(Hypothesis 1)- There will be a significant difference in the level of adjustment of male and female college school students- is accepted.

Comparison of Adjustment of urban and rural college students (locale of residence)

The statistical indices and the results of the tests of significance for the adjustment of rural and urban college students (based on the locale of residence) are given in Table 7.

Table 7: Statistical indices and the results of the test of significance for the adjustment of rural and urban college students

Variable	Gender	N	Mean	SD	t-value	Level of significance
Adjustment	Rural	60	12.683	7.084	0.7234	Not Significant at 0.05 level
	Urban	60	13.717	8.509		

Table 7 shows that the calculated t-value (0.7234) is smaller than the tabled t-value (1.96). Therefore, it is concluded that the two groups viz., rural and urban college students do not differ significantly in respect of the variable under consideration i.e., adjustment. Locale of residence-wise comparison of EI scores revealed a non-significant difference between rural and urban college students. From the mean scores, it is evident that the mean score of urban students (13.717) is slightly greater than the mean score of rural students (12.683) indicating slightly unsatisfactory among urban college students. Since the t-value is not significant, H2(Hypothesis 2) - There will be a significant difference in the level of adjustment of college school students based on their locale of residence - is rejected.

Conclusion

In terms of adjustment scores, it was discovered that female students had better adjustment than male students, which is consistent with research findings from Basu, Kaur (2012) and Chauhan (2013) and in contrast to Lama (2010), who claimed that male students had better overall adjustment than female students. The findings in this area concurred with those of research by Paramanik, Saha, and Mondal (2014) and Makwana & Kaji (2014), which found no discernible difference in the adjustments of pupils living in urban or rural areas. The findings of Kurvilla's (2006) study, which claimed that students in urban areas were better adjusted than those in rural areas, were in conflict with the study.

There was no discernible difference between students from urban and rural areas in terms of their emotional intelligence and adjustment scores. This may be due to the urbanisation process that is currently encroaching on rural areas; no community is immune to urbanization's influence. The first responsibility of the parents and teachers should be to know the areas where students lack adjustment and try to give better conditions for proper adjustment in every sphere. The school should provide facilities for students for their better adjustment in all three areas of emotional adjustment, social adjustment and educational adjustment.

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