

ADJUSTMENT BEHAVIOR OF COLLEGE STUDENTS IN CHENNAI

S. Srilakshmi

Ph.D. Research Scholar, Lady Willingdon IASE, Chennai, Tamil Nadu.

Abstract:

Adolescence is a period of rapid change and adjustment. In the social sphere it holds a greater significance and also marked with the increase in friendly relationship. Objectives of the study were 1) to find out the level of adjustment behavior of college students, 2) to find out the significant difference between boys and girls, type of college, type of family, parental income, type of management. The study was limited to various types of Arts & Science colleges in Chennai City of Tamil Nadu State & Sample was restricted to 300 college students. Stratified random sampling technique was used for the study. A total of 300 students were selected from 6 different colleges in Chennai city and out of the 300 students 155 girls and 145 were boys selected in 2 Government colleges, 2 Aided colleges and 2 Private colleges. Adjustment Behavior Inventory constructed by H.M. Bell (1962) was used. The study revealed that the level of adjustment behavior of college students is moderate in nature, there is no significant difference between boys and girls, type of family, parental income in their adjustment behavior, and there is significant difference on the adjustment behavior of co-education and boys college and behavior of type of college i.e. Aided and Govt. college

KEYWORDS:

Adolescence , Adjustment Behavior , social sphere .

INTRODUCTION

Adolescence is a period of rapid change and adjustment. In the social sphere it holds a greater significance and also marked with the increase in friendly relationship. The adolescent tend to choose friends of their own age mental level and from the same socio economic group the individual is provided with a wide area of interest and appropriate for making different area of adjustment like home, health, social, emotional and education. Adolescence is a period in which they have to adjust not only with the parents but also at college, school and the community. In order to adjust effectively with his environment a good mental health is very essential.

REVIEW OF RELATED LITERATURE

Chemers, Martin M., Garcia Ben F. et al (2007) found that the academic self efficacy and first year college students performance and adjustment. In this study they examines the effect of academic efficacy and optimism on students academic performance, stress, health, and commitment to remain in school results reveal that academic self efficacy and optimism were strongly related to performance and adjustment both directly on academic performance and indirectly through expectations and coping perceptions on classroom performance, stress, health and overall satisfaction and commitment to remain in school.

Destefano, Thomas J. Mellott, Ramona N. Jerry D, et al. (2008) found that a preliminary

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Assessment of the impact of counseling on student adjustment to college. In a study compares adaptation to college for students receiving counseling at a university counseling center with adaptation by control counterparts. Students receiving counseling initially reported lower adaptation scores as measured by the student adaptation to college questionnaire after counseling, scores no longer differentiated between the two groups results suggest that counseling students were affected positively by this experience.

Lopen, Frederick, G. et al. (2008) found that the marital conflict and family coalition patterns on college student adjustment. This study explored effect of marital conflict, family coalition type, and student gender on psychological separation and college adjustment among 554 college students whose parents are married and living together. Student from partially distressed families reported significantly lower conflictual independence from both parents and significantly lower college adjustment scores compared to students from low-conflict homes.

Mattanah, Jonathan, F., Hancoc, K., Gregory, R., Brand, Bethany, L, et al. (2007) found that the parental attachment, separation – individuation and college students. The present study proposes that the relation between parental attachment and college adjustment is mediated by healthy. The authors gathered data on maternal and paternal attachment, separation individuation and 3 dimensions of college adjustment in a sample of 404 college students using structural equation modeling results supported a model in which separation supported a model in which separation individual fully mediated the link between attachment and college students for both men and women. Implications of these results are discussed for individuation within relatedness models of adolescent development and for counseling college students in distress.

OBJECTIVES OF THE STUDY

- To find out the level of adjustment behavior of college students.
- To find out the significant difference between boys and girls in their adjustment behavior.
- To find out the significant difference on the adjustment behavior of college students studying in different type of college.
- To find out the significant difference on the adjustment behavior of college students belonging to different type of family.
- To fine out the significant difference on the adjustment behavior of college students from different parental income.
- To find out the significant difference on the adjustment behavior of college students studying indifferent type of management.

HYPOTHESES OF THE STUDY

1. The level of adjustment behavior of college students is moderate in nature.
2. There is no significant difference between boys and girls in their adjustment behavior.
3. There is no significant difference on the adjustment behaviour of college students studying in different type of colleges.
4. There is no significant difference on the adjustment behaviour of college students belonging to different type of family.
5. There is no significant difference on the adjustment behavior of college students from different parental income.
6. There is no significant difference on the adjustment behaviour of college students studying in different type of management.

Sample: Stratified random sampling technique was used for the study. A total of 300 students were selected from 6 different colleges in Chennai city and out of the 300 students 155 girls and 145 were boys. The investigator selected 2 Government colleges, 2 Aided colleges and 2 Private colleges.

Tool: Adjustment Behavior Inventory by H.M. Bell (1962).

Analysis of Data

Hypothesis 1: The level of adjustment behavior among college students is moderate in nature

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Table 1: Level of Adjustment Behavior of College Students

Groups	Adjustment Behavior Range	N	Percentage
Low	30 to 77	79	26.33
Moderate	78 to 125	145	48.33
High	126 to 200	76	25.33
Total		300	100.00

From Table 1, it is seen that the level of adjustment behavior of college students is moderate in nature. Hence Hypothesis-1 stating that the level of adjustment behavior of college students moderate in nature is accepted.

Hypothesis 2: There is no significant difference between men and woman in their adjustment behavior

Table 2: Adjustment Behavior with respect to Gender

Groups	N	Mean	SD	SEM	CR-value	Remark
Men	153	103.385	36.896	2.983	1.03	Not Significant
Women	147	108.299	45.777	3.776		

From Table-2, it is observed that the women students show better adjustment than the men it is not statistically proved. Hence the Hypothesis-2 stating that there is no significant difference between men and women in their adjustment behavior is accepted.

Hypothesis 3: There is no significant difference on the adjustment behavior of college students studying in different type of colleges.

Table 3: Adjustment Behavior with respect to Type of Colleges

Source	df	Sum of Square	Mean Square	F-Ratio	Remark
Between Group	2	60835.57	30417.78	19.905	0.01
Within group	297	4538511.60	1528.119		
Total	299	514687.17			

From Table-3, it is observed from the F-ratio that the groups are differing each other on their adjustment behavior based on their type of college in which they are studying. Hence the null Hypothesis-3 is rejected and further analysis has been done to analyze the difference in their adjustment behavior based on type of colleges.

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Table 4: Comparison between the Mean Scores of Students Studying in Different Type of Colleges in their Adjustment Behavior Scores

Category	N	Mean	SD	SEM	CR-value	Remark
Co-Ed	129	110.168	37.759	4.144	4.22	0.01
Boys	83	90.542	29.683	2.613		
Co-edu	129	124.027	50.761	5.411	6.12	0.01
Girls	88	90.542	29.683	2.613		
Boys	83	110.168	37.758	4.144	2.02	0.05
Girls	88	124.027	50.761	5.411		

From Table-4, it is observed that all the groups are differing each other on their adjustment behavior based on the type of college in which they are studying.

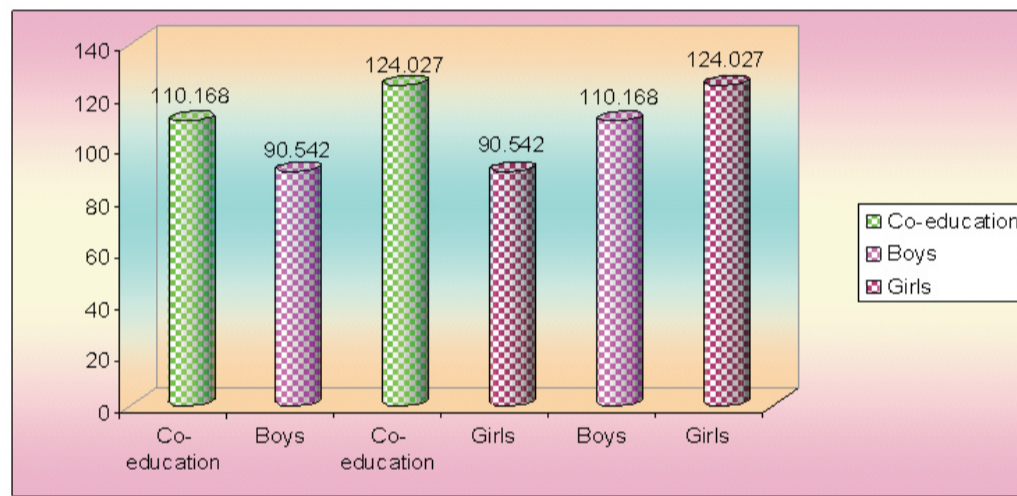


Figure 1: Comparison between the Mean Scores of Students Studying in Different Type of College in their Adjustment Behavior Scores

Hypothesis 4: There is no significant difference on the adjustment behavior of college students belonging to different type of family.

Table 5: Adjustment Behavior with respect to Type of Family

Type of Family	N	Mean	SD	SEM	CR-value	Remark
Nuclear	184	105.739	43.275	3.19	0.03	NS
Joint	116	105.879	38.671	3.59		

From Table-5, it is observed that the mean score obtained by the students belonging to different type of family more or less same and it is not statistically proved. Hence Hypothesis-4 stating that there is no significant difference on the adjustment behavior of college students belonging to different type of family is accepted.

Hypothesis 5: There is no significant difference on the adjustment behavior of college students from different parental income.

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Table 6: Adjustment Behavior with respect to Parental Income

Source	Sum of Square	df	Mean Square	F-Ratio	Remark
Between group	17518.82	2	8759.41	5.232	0.01
Within group	497168.35	297	1673.96		
Total	514687.17	299			

From Table-6, it is observed from the F ratio that groups are differing each other on their adjustment behavior based on their parental income. Hence Hypothesis-5 is rejected further analysis has been done to analyze the difference in their adjustment behavior based on their parental income groups.

Hypothesis 6: There is no significant difference on the adjustment behavior of college students studying in different type of management.

Table 7: Adjustment Behavior with respect to Type of Management

Source	Sum of Square	df	Mean Square	F-Ratio	Remark
Between group	62086.964	2	310436.48	20.37	0.01
Within group	452600.222	297	1523.90		
Total	514687.186	299			

From Table-7, it is observed from the F ratio that the groups are differing each other on their adjustment behavior based on their type of management. Hence Hypothesis-6 is rejected further analysis has been done to analyze the difference in their adjustment behavior based on their groups.

Table 8: Comparison between the Mean Scores of Aided, Unaided and Government College Students in their Adjustment Behavior

Category	N	Mean	SD	SEM	CR-value	Remark
Aided	104	96.538	32.53	3.19	0.23	NS
Private	101	95.455	33.75	3.35		
Aided	104	96.538	32.53	3.19	5.16	0.01
Govt	95	126.915	49.43	5.07		
Private	101	95.455	33.73	3.35	5.23	0.01
Govt	95	126.915	49.43	5.07		

From the above table it is observed that all the groups are differing each other on their adjustment behavior based on their type of management except the students studying in Aided and private college.

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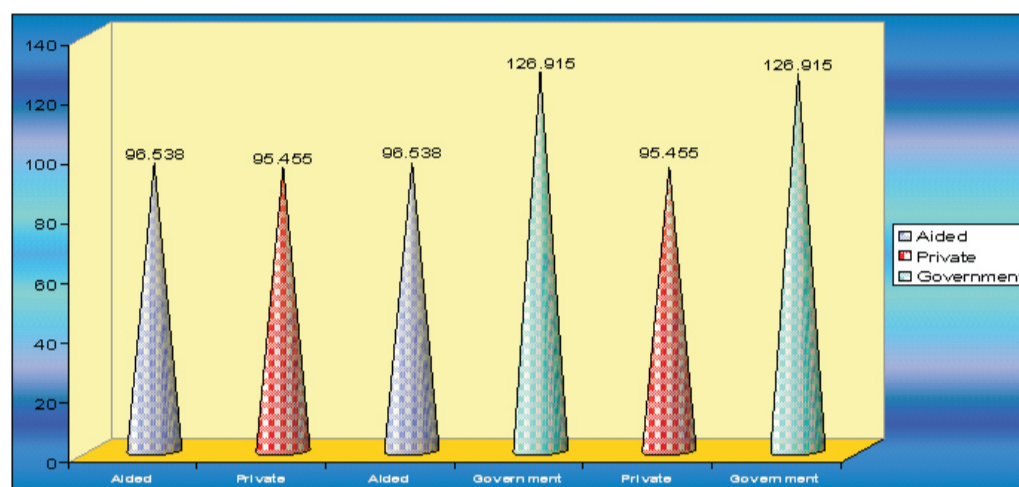


Figure 2: Comparison between the Mean Scores of Aided, Unaided and Government College Students in their Adjustment Behavior

FINDINGS

1. It is found that the level of adjustment behavior of college students is moderate in nature.
2. It is found that there is no significant difference between boys and girls in their adjustment behavior
3. It is found that there is significant difference on the adjustment behavior of co-education and boys college.
4. It is found that there is no significant difference on the adjustment behavior of college students belonging to different type of family
5. It is found that there is no significant difference on the adjustment behavior of low and average parental income. It is found that there is significant difference on the adjustment behavior of Average and High parental income.
6. It is found that there is significant difference between Art and science college students in their adjustment behavior of Aided and Govt. college.

EDUCATIONAL IMPLICATIONS

The present study denotes the adjustment behavior of college students. Man is a social being if the adjustment behavior is not good then the person cannot freely in the society especially in the present for developing world. Development of adjustment abilities among college students is a complex task therefore in colleges students should be encouraged to participate in curricular and co-curricular activities to develop adjustment ability among them. The concept of mental health is closely related to the concept of adjustment. The teacher should know that if an individual has satisfactory personality adjustment he is also likely to have good mental health. Thus the normal, well adjusted, well integrated and mature person is bound to have positive mental health. A well adjusted person or a mentally healthy person can get along with other people. This means he has an understanding of other people's motives and problems. He appreciates many differences that he finds in people more over, he can give and accept love, can form friendships which are satisfying and lasting and which give him a feeling of belongings.

CONCLUSION

The purpose of the present study was to study the adjustment behavior and its various dimensions of the study are sure to find some usefulness in the field of education. It is found that the level of adjustment behavior of college students is moderate in nature. It is found that there is no significant difference between boys and girls, type of family, parental income in their adjustment behavior. And found that there is significant difference on the adjustment behavior of co-education and boys college and behavior of type of college i.e. Aided and Govt. college. The above findings of the study can serve as a database for further research.

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