



A STUDY ON SOCIAL, EMOTIONAL AND EDUCATIONAL ADJUSTMENT PROBLEMS OF COLLEGE STUDENTS

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Abstract: In the present study an attempt has been made to study the adjustment problems of college students especially in the three dimensions- Social, Emotional and Educational Adjustment. A total number of 178 college students (112 boys and 66 girls), studying in two degree colleges of Barpeta District were selected randomly. The tool for data collection was Adjustment Inventory for College Students by Prof. A. K. P. Sinha and Prof. R. P. Singh (2005). The statistical techniques, Simple Percentage, Mean, Standard Deviation and t-test were used to test the significance of the difference between the variables. The result of the study revealed that the level of adjustment of college students is Average. There exists significant difference between boys and girls college students in emotional adjustment and there exists no significant difference between boys and girls college students in Social and Educational adjustment. Again, there exists significant difference between Arts and Science college students in Social and Emotional adjustment and there exists no significant difference between Arts and Science college students in Educational adjustment.

Keywords- Adjustment, Adjustment Problems, Educational Adjustment, Emotional Adjustment, Social Adjustment.

I. INTRODUCTION

Education is a process by which knowledge, character and behaviour of an individual are shaped and moulded. It helps young people to grow and develop along certain lines, to acquire knowledge and skill and to learn certain ways of thought and feelings so that they may be able to adjust in social life. Education and adjustment are related with total life process of an individual. Adjustment problem starts right from the birth and continues till death. The present society is a dynamic society and an ever-changing society and with the passage of time, the needs of human beings are increasing and growing day by day tremendously which needs to be fulfilled. Everybody in the society is in the race of competition and therefore the society become more complex. This poses serious threat to the adjustment of the individuals particularly to the adolescents/ college students. The problem of adjustment is a crucial problem of the modern world. Education aims at human development. The general aim of education is to prepare an individual to lead life successfully. Education should enable us to overcome problems and obstacles which we face in life. Education trains an individual to adjust the society. Hence, adjustment has become an important topic in academic circles and needs more attention.

II. CONCEPT OF ADJUSTMENT

Adjustment is a special feature of living organism. It is a necessary characteristic to be able to live peacefully in this world. The concept of adjustment was originally a biological one and was a cornerstone in Darwin's theory of evolution (1859). In biology the term usually employed was adaptation. The biological concept of adaptation has been borrowed by the psychologist and renamed adjustment. The dictionary meaning of the word 'adjustment' is, to fit, to make suitable, adapt, arrange, modify or harmonize. When we make an adjustment between two things, we adapt or modify one or both of them to correspond to each other. Thus, adjustment may be defined as a process of altering behaviour to reach a harmonious relationship with the environment.

Some of the definitions of adjustment are-

Webster (1951), states that Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance, adaptation or the like.

Gates and Jersild (1948), defined Adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.

Carter V. Good (1959), defined Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment.

III. AREAS OF ADJUSTMENT

The major areas of adjustment are-

SOCIAL ADJUSTMENT: Social adjustment requires the development of social qualities and virtues in an individual. Social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family, neighbors', playmates, class-fellow, teachers and the members of the society. Social adjustment is the adjustment in the social situation. This means a harmonious relationship with the students and teachers, 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: Emotional adjustment referred to as personnel adjustment or psychological adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors. Emotion may be defined as the stirred up or the excited or the disturbed state of our mind and body. Our emotions control our behaviour. Emotion is a dynamic inner adjustment in the organism that operates for the satisfaction and welfare of the individual. An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time. Parents and teachers are more responsible for the emotional adjustment of the children.

EDUCATIONAL ADJUSTMENT: Education is a systematic process of development of knowledge, habits, skills and attitudes which makes individual good citizen. The concept of Educational adjustment refers to the maintenance of relationship of the individual student with objects and conditions available in the corresponding educational environment. Educational adjustment means how an individual is imparting his duties towards his education and whether he is able to achieve his/her goal or not.

IV. REVIEW OF RELATED LITERATURE

Review of related literature is the base for deciding the research problem, selecting objectives and formulating hypotheses. The review of related literature enables the researcher to define the limits of his/her field. It also helps to avoid unnecessary duplication of the study. It acquaints one with the methods of investigation, with facts, concepts, theories, bibliographies etc. In the present study, the subject related investigations are accepted

from the direct sources like dissertation, journals, project, thesis etc. Following are some of the review of related literature so far consulted by the investigator.

Raju, M. V. R. and Rahamtulla, T. Khaja (2007) conducted a study on Adjustment Problems among School Students and found that adjustment of school children is primarily dependent on the school variables like the class in which they are studying, the medium of instruction present in the school, and the type of management of the school.

Hussain, Kumar and Husain (2008) conducted a study on Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the Public school students where as Government school students were significantly better in terms of their level of adjustment.

Devi, Nirmala (2011) investigated A Study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment, Extraversion has positive effect on social, educational and general adjustment and Neuroticism has negative effect on the emotional, social, educational and general adjustments.

Sangeeta and Chirag (2012) investigated A Study of Adjustment Problems of College Students in relation to Gender, Socio-Economic Status and Academic Achievement and found that college students have a satisfactory level of adjustment and there is a significant relationship between academic achievement and adjustment of college students. The study revealed significant differences in the college adjustment in relation to gender and socio economic status.

Yellaiah (2012) investigated A Study of Adjustment on Academic Achievement of High School Students and concluded that adjustment and Academic Achievement cause significant difference between male and female students, Government and Private Schools students and Rural and urban school students do not cause any significant difference between Adjustment and Academic Achievement.

Sharma, Priyanka and Saini, Nisha (2013) conducted a study on Health, Social and Emotional Problems of College Students and revealed that Girls are average in the dimensions of health and social adjustment and unsatisfied in emotional areas. Boys are average in the dimensions of social adjustment and unsatisfied in health and emotional areas. There is no significant difference between health, social and emotional adjustment of Girls and Boys. There is a significant difference between health and emotional adjustment of urban and rural college students but they do not differ significantly in social adjustment.

Choudhury, Dipti (2015) investigated A Study of Adjustment of Students at +2 Stages in relation to their Academic Achievement and found that students belongs to the category of 'academic consistency' are better adjusted than the students belonging to the category of 'academic fluctuation' and students under the category of 'academic deterioration' are less adjusted than the students of 'academic improvement' category.

Nidhi and Kermene, Muntazir Maqbool (2015) studied on Adjustment Problems of College Students in relation to Gender, Socioeconomic Status and Academic Achievement and concluded that college students have average adjustment, there was no significant difference in the adjustment problems of male and female college students. The students having low socio-economic status have more adjustment problems than that of high socio-economic college students.

Singh, Garima and Mishra, Sunita (2015) studied assessment of home, health and social adjustment in college going students across gender: A comparative study of Lucknow city and concluded that no significant differences was found in the home adjustment of students with respect to their gender and there was significant differences in health and social adjustment across gender.

Chakrabarty, Nabanita (2016) investigated Adjustment Problems of Adolescence Girls-A Study on Kamrup District (Rural) of Assam and the results revealed that there is no significant difference of problems of adjustment between the adolescent girls studying in English medium and Assamese medium schools.

Bhagat, Pooja (2016) conducted Comparative study of adjustment among secondary school boys and girls and the results of the study showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Boys are found socially more adjusted.

Wadhawan, Kompal (2018) conducted A Study of Emotional, Social and Educational Adjustment of Senior Secondary Students of Panchkula and found that overall adjustments of girls are better than boys. Girls are found to be emotionally, socially, educationally more adjusted than their counterparts. Urban students are found to be more emotionally, socially, educationally adjusted than their rural counterparts.

V. The objectives of the present study are-

1. To study the level of adjustment of college students with special emphasis on social, emotional and educational adjustment.
2. To make a comparative study of adjustment of college students on the basis of gender i.e. boys Vs girls in different adjustment areas (social, emotional and educational).
3. To make a comparative study of social, emotional and educational adjustment of Arts and Science college students.

VI. The hypotheses are-

1. H₀₁: There exists no significant difference in social, emotional and educational adjustment of boys and girls college students.
2. H₀₂: There exists no significant difference in social, emotional and educational adjustment of Arts and Science college students.

VII. DELIMITATION OF THE STUDY

- The study is delimited to Barpeta District only.
- The study is delimited to Provincialised Degree College only.
- The study is delimited to Arts and Science 12th standard college student only.

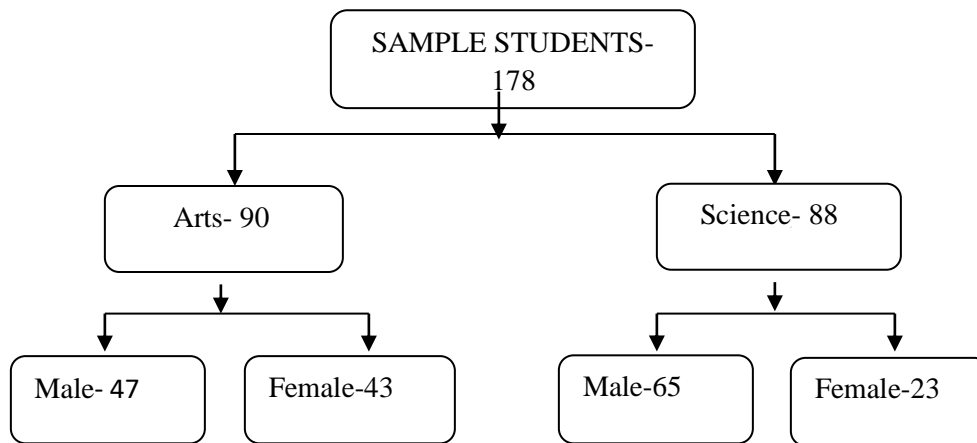
VIII. METHODOLOGY

Research methods are of utmost importance in a research process. The selection of a method and the specific design within that method appropriate in investigating a research problem will depend upon the kind of data that the problem entails. In order to accomplish the objectives of the present study, the descriptive survey method was considered appropriate for gathering data related to the adjustment problems of college students.

IX. POPULATION, SAMPLE AND SAMPLING TECHNIQUE

The population of the study comprises 594 students of 12th standard from two degree colleges of Barpeta District of Assam. For the present study a sample of 178 (112 boys and 66 girls) college students which is 30% of the total population of 12th standard studying in two degree colleges namely B. H. College and Nabajyoti College of Barpeta District having both Arts and Science stream has been taken up by adopting purposive and stratified random sampling technique.

X. SAMPLE DISTRIBUTION FOR THE STUDY



XI. VARIABLES

Dependent Variable: Social, Emotional and Educational Adjustment of college students.

Independent Variables: (i) Gender-Boys and Girls.

(ii) Stream-Arts and Science.

XII. TOOLS EMPLOYED AND IT'S DESCRIPTION

The tool used to measure the adjustment problems of students is-Adjustment Inventory for College Students (AICS-SS) by A. K. P. Sinha and R. P. Singh (2005).

The inventory has 71 items which measure adjustment of college students in the following areas i.e. (i) Social (19)

(ii) Emotional (31)

(iii) Educational (21)

Each item has two options for answering i.e. 'Yes' or 'No'. The responses were scored as per manual. One (1) score is awarded to each item.

- (i) Social Adjustment: Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.
- (ii) Emotional Adjustment: High scores indicate unstable emotion. Individuals with low scores tend to be emotionally stable.
- (iii) Educational Adjustment: Individuals scoring high are poorly adjusted toward curricular and co-curricular programmes. Persons with low scores are interested in the educational activities.

XIII. STATISTICAL TECHNIQUES USED

In the present study, the following statistical techniques were used-

- (i) Simple Percentage
- (ii) Mean
- (iii) Standard Deviation

(iv) T-test

XIV. TABULATION, ANALYSIS AND INTERPRETATION OF DATA

The tabulation of Data, its Statistical Analysis and Interpretation of data were as shown below.

Objective No. 1: To study the level of adjustment of college students with special emphasis on social, emotional and educational adjustment.

Table-1**Raw Scores and Percentage of college students in different adjustment areas**

Sl No.	Description of Adjustment	Areas of Adjustment					
		Social Adjustment		Emotional Adjustment		Educational Adjustment	
		No. of Students	Percentage	No. of Students	Percentage	No. of Students	Percentage
1	Excellent	10	5.62%	8	4.49%	8	4.49%
2	Good	27	15.17%	33	18.54%	22	12.36%
3	Average	58	32.58%	71	39.89%	86	48.32%
4	Unsatisfactory	48	26.97%	46	25.84%	52	29.21%
5	Very Unsatisfactory	35	19.66%	20	11.24%	10	5.62%
Total		178	100%	178	100%	178	100%

Interpretation of Table-1

From Table-1, it has been observed that in Social Adjustment area 5.62% College students have been placed in Excellent Category, 15.17% in Good Category, 32.58% in Average, 26.97% in Unsatisfactory and 19.66% in Very Unsatisfactory Category. Again, in Emotional Adjustment area 4.49% College students have been placed in Excellent Category, 18.54% in Good Category, 39.89% in Average, 25.84% in Unsatisfactory and 11.24% in

Very Unsatisfactory Category. In Educational Adjustment area 4.49% College students have been placed in Excellent Category, 12.36% in Good Category, 48.32% in Average, 29.21% in Unsatisfactory and 5.62% in Very Unsatisfactory Category. Therefore, it is concluded that majority of college students have Average level of adjustment in the above mentioned three areas of adjustment i.e. Social, Emotional and Educational Adjustment area.

Objective No. 2: To make a comparative study of adjustment of college students on the basis of gender i.e. boys Vs girls in different adjustment areas (social, emotional and educational).

Table-2

Mean, Standard Deviation and t-value of Boys and Girls college students in different areas of adjustment to test the significance of the difference between Means

Areas of Adjustment	Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Social	Boys	112	9.55	3.52	1.68	N S
	Girls	66	8.61	3.61		
Emotional	Boys	112	14.14	6.22	2.45	*
	Girls	66	11.71	6.48		
Educational	Boys	112	8.41	3.23	1.82	N S
	Girls	66	7.41	3.74		

*Significant at 0.05 level

**Significant at 0.01 level

N S= Not Significant

Interpretation of Table-2

Table-2 indicates that the mean and standard deviation of the Social adjustment of boys is 9.55, 3.52 and of girls is 8.61, 3.61 respectively. The obtained t-value is 1.68, not significant at 0.05 levels. Hence it is concluded that there exists no significant difference between boys and girls college students in Social adjustment area and null hypothesis is accepted in this area. Again Table-2 shows that the mean and standard deviation of the Emotional adjustment of boys is 14.14, 6.22 and of girls is 11.71, 6.48 respectively. The obtained t-value is 2.45, significant at 0.05 levels. Hence it is concluded that there exists significant difference between boys and girls college students in Emotional adjustment area and null hypothesis is rejected in this area. Again Table-2 indicates that the mean and standard deviation of the Educational adjustment of boys is 8.41, 3.23 and of girls is 7.41, 3.74 respectively. The obtained t-value is 1.82, not significant at 0.05 levels. Hence it is concluded that

there exists no significant difference between boys and girls college students in Educational adjustment area and null hypothesis is accepted in this area.

Objective No. 3: To make a comparative study of social, emotional and educational adjustment of Arts and Science college students.

Table-3

Mean, Standard Deviation and t-value of Arts and Science college students in different areas of adjustment to test the significance of the difference between Means

Areas of Adjustment	Gender	N	Mean	Standard Deviation	t-value	Level of Significance
Social	A	90	8.01	3.07	4.73	**
	S	88	10.42	3.65		
Emotional	A	90	12.32	6.47	1.96	*
	S	88	14.18	6.25		
Educational	A	90	7.61	4.01	1.71	N S
	S	88	8.48	2.72		

*Significant at 0.05 level

**Significant at 0.01 level

N S= Not Significant

A=Arts S=Science

Interpretation of Table-3

Table-3 indicates that the mean and standard deviation of the Social adjustment of Arts College students is 8.01, 3.07 and of Science College students is 10.42, 3.65 respectively. The obtained t-value is 4.73, significant at 0.05 and 0.01 levels. Hence it is concluded that there exists significant difference between Arts and Science College students in Social adjustment area and null hypothesis is rejected in this area. Again Table-2 shows that the mean and standard deviation of the Emotional adjustment of Arts College students is 12.32, 6.47 and of Science College students is 14.18, 6.25 respectively. The obtained t-value is 1.96, significant at 0.05 levels. Hence it is concluded that there exists significant difference between Arts and Science College students in Emotional adjustment area and null hypothesis is rejected in this area. Again Table-2 indicates that the mean and standard deviation of the Educational adjustment of Arts College students is 7.61, 4.01 and of Science College students is 8.48 and 2.72 respectively. The obtained t-value is 1.71, not significant at 0.05 levels. Hence

it is concluded that there exists no significant difference between Arts and Science College students in Educational adjustment area and null hypothesis is accepted in this area.

XV. MAJOR FINDINGS OF THE STUDY

1. The level of Adjustment of the college students is Average.
2. There is no significant difference between Boys and Girls College Students with reference to Social Adjustment. Girls are found more adjusted than Boys.
3. There is significant difference between Boys and Girls College Students with reference to Emotional Adjustment. Girls are found more adjusted than Boys.
4. There is no significant difference between Boys and Girls College Students with reference to Educational Adjustment. Girls are found more adjusted than Boys.
5. There is significant difference between Arts and Science College Students with reference to Social Adjustment. Arts students are found more adjusted than Science students.
6. There is significant difference between Arts and Science College Students with reference to Emotional Adjustment. Arts students are found more adjusted than Science students.
7. There is no significant difference between Arts and Science College Students with reference to Educational Adjustment. Arts students are found more adjusted than Science students.

XVI. CONCLUSION

On the basis of the present study it can be concluded that the college students have an average level of adjustment problems. In comparison to boys, the girls, college students are more adjusted in social, emotional and educational adjustment area. The girls and boys college students differ significantly in emotional adjustment and do not differ significantly in social and educational adjustment. The study also concluded that the Arts and Science college students differ significantly in social and emotional adjustment and do not differ significantly in educational adjustment.

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