

A Comparative Study of Adjustment of Graduate Level Students

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Abstract: In the present study adjustment of graduate level students has been studied. Sample of the study has been chosen from 300 students studying in different colleges of Gwalior city. In the home and educational adjustment there is significant difference is found between boys and girls, and in emotional and social adjustment. There is not any significant difference is found in both groups.

I. INTRODUCTION

“Adjustment is the process of which a living organism maintains a balance between its needs and the circumstance that influences the satisfaction of these needs.” Accordingly, the process of adjustment has two primary or main elements: one the needs of the living organism; and two, the conditions of circumstances that influence these needs, these needs can be bio-genie, originating in society, personal or communal, or arising from any other conceivable source. On the other hand, circumstances influencing these needs also can either be inside the individual or outside him. Factors within the individual that influence these needs are his physical and mental states; capacities, attitudes, interests, etc. For example, most weakly constituted individuals cannot fulfill their own psychological motives, and thus their needs are definitely affected by their lack of strength. Factors arising within the environment are usually geographical conditions, social conditions, political and cultural influence. And these conditions and circumstances can help as well as deter the fulfillment of the individual’s requirements. In this manner the nature influence upon the person’s need can be of two kinds – favorable and unfavorable. Positive or favorable influences help in the fulfillment of needs while unfavorable influences hinder their satisfaction.

Adjustment is a process for harmonious relationship between a person and his environment. It is process of interaction between a person and his environment. The process consists of two components: (1) Person’s needs or his demands, and (2) His environment, it is physical and social environment.

A person is said to be adjusted when he is relatively happy, efficient and has a ‘proper degree of social feelings’ Piaget (1952) has studied the adjustment as process from different angles. He used the term accommodation and assimilation to represent the alteration of oneself or environment as a means of adjustment. If a person maintains his values and conduct in the changing social environment is called assimilator. If a person changes his values and beliefs according to social context with altered values and beliefs of the society, is known as accommodator.

Jodl, Kathleen, M., Schnabel, Kai, Eccles & Jacquelymes, (2001), Patterns of adjustment associated with academic competence and depressive symptoms in adolescence. The present study examined patterns of adaptation associated with academic competence and depressive symptoms over time in an ethnically diverse sample of largely middle-class African and European-American adolescents (N=1248), Maryland Adolescent Development in Context (MADIC). Four waves of data were obtained from adolescents and their parents in the 7th, 8th and 11th grades, and at age 19. Measures of adjustment included GPA, educational expectations/ aspirations, academic self-concept, globe self-esteem and depressive symptoms at each wave. Our results suggest that adolescents who are depressed and struggling academically in the 7th grade may be especially vulnerable during the transition to adulthood. Low achieving and depressed 7th graders reported a decrease in academic self-concept in the 11th grade followed by a sharp increase in depressive symptoms at age 19. A

possible source of such difficulties may be lack of clarity surrounding the passage to adulthood in our society. Skowron, Elizabeth, A.,(2004), Differentiation of self, personal adjustment, problem solving, and Ethnic Group belonging among persons of colour. This study focused on examining the cross-cultural validity of Bowen family systems theory (M. Bowen, 1978), namely differentiation of self for individuals of colour. Ethnic minority men and women completed measures of differentiation of self, ethnic group belonging and 3 indices of personal adjustment. Initial support for the cross-cultural utility of Bowen family systems theory was observed. Higher levels of differentiating of self predicted better psychological adjustment, social problem-solving skills, and greater ethnic group belonging among persons of colour. Raju, M.V.R., Rahamtulla, T., Khaja, (2007), Adjustment problem among school students. The present study is intended to examine the adjustment problems of school students from urban and rural schools of Visakhapatnam district. The variables included for the study a part form adjustment (family, social, academic, financial and emotional) are age gender, class, type of school etc. The major findings of the study have shown 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. Parental education and occupation of the school children also significantly influenced adjustment. Ochoa, Gonzalo, Musitu, Lopez, Estefania, Estevez, Emlar, Nicolas, P., (2007), Adjustment problem in the family and school contexts, attitude towards authority and violent behavior at school in adolescence. Findings showed indirect paths by which adolescent's self-concept (family and school domain), acceptance by peers, and attitude toward authority, seemed to be influenced by the quality of interactions with parent and teachers, and also were closely associated with violent behavior at school. Mahmoudi, Armin, (2011), Influence gender on adjustment and self-esteem among adolescents, results revealed that male students found to have higher levels of self-esteem compared to female students. Further, gender had no differential influence over adjustment scores in home, health emotional and social areas.

II. METHOD

Sample

The sample study would be done for initially 300 (three hundred only) students studying in government or private colleges at graduate level of Gwalior city.

Tools

Adjustment Test: Adjustment Test questionnaire developed by Dr. D.N. Shrivastava. Dr. Govind Tiwari

Hypothesis

1. There is no significant difference between graduate level boys and girls on home adjustment.
2. There is no significant difference between graduate level boys and girls on educational adjustment.
3. There is no significant difference between graduate level boys and girls on emotional adjustment.
4. There is no significant difference between graduate level boys and girls on social adjustment.

III. DISCUSSION AND RESULTS

Table no. 1: Table showing comparison of Home Adjustment of boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significant level
Boys	150	15.16	3.15			
				298	2.08	.05
Girls	150	15.88	2.81			

Table no. 2: Table showing comparison of Educational Adjustment of boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significant level
Boys	150	14.47	3.33			
				298	2.27	.05
Girls	150	15.29	2.91			

Table no. 3: Table showing comparison of Emotional Adjustment of boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significant level
Boys	150	12.35	3.51			
				298	0.43	N.S.
Girls	150	12.52	3.34			

Table no. 4: Table showing comparison of Social Adjustment of boys and girls.

Groups	N	Mean	S.D.	D.F.	't' value	Significant level
Boys	150	15.35	3.16			
				298	1.61	N.S.
Girls	150	15.91	2.82			

Table no. 1 indicates that the mean scores of boys and girls in home adjustment are 15.16 and 15.88 whereas S.D. scores are 3.15 and 2.18 respectively. The 't' ratio is found 2.08. Which is significant at 0.05 level of confidence? Table no. 2 indicates that the mean scores of boys and girls in educational adjustment are 14.47 and 15.29 whereas S.D. scores are 3.33 and 2.91 respectively. The 't' ratio is found 2.27 which is significant at .05 level of confidence. Table no. 3 indicates that the mean of boys are 12.35 and 12.52 whereas S.D. scores are 3.51 and 3.34 respectively. The 't' ratio is found 0.43 which is not significant at 0.01 level confidence. Table no. 4 indicates that the mean of boys and girls in social adjustment are 15.35 and 15.91 whereas S.D. scores are 3.16 and 2.82 respectively. The 't' ratio is found 1.61 which is not significant at 0.01 level confidence.

From the above findings we can say that there were significant difference found in Home and Educational Adjustment no significant differences were found with regard to emotional and social adjustment of boys and girls.

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