

To assess home and educational adjustment in college going students across gender : A comparative study of Lucknow city

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ABSTRACT

College going situation is the most important period of human life which is called the transitional period of life. It is during college students that rapid physical growth and changes in physiological processes take place. College students are also a period of progress towards mental, intellectual and emotional maturation. Present study was undertaken to assess the home and educational adjustment in college going students across the gender. The study was conducted in Lucknow city by selecting the total 120 sample comprising 60 male and 60 female respondents. The information was collected using a self-prepared interview schedule along with adjustment inventory. Data were analysed in terms of frequency, percentage and chi-square test. From the findings of the study, it can be concluded that no significant differences were found in the home adjustment of students with respect to their gender and there were significant differences in educational adjustment across the gender.

INTRODUCTION

College students, in a transitional period from late adolescence to early adulthood, meet quite a few new and ever-complicated surroundings which they have never encountered before. They experience a wide variety of difficulties in making satisfactory adjustments to college life. Personality problems are frequently precipitated in college students by stresses met in attempted adjustments to perplexing situations. The adjustment to home is very essential otherwise it may lead to deterioration in family relationship and peer group relationship outside home. Not only parental relationships influences the adjustment or maladjustment of children but relationship with grand parents and other relatives are also equally important.

As students experience more freedom and responsibility in college, relationships with parents and other significant people change (Baumeister and Leary, 1995). Freshmen, as well as their parents, may fear losing aspects of their relationship with each other. Frequent calls home from freshmen are

common, especially during the first few months away at college. It may be very hard to say goodbye at the end of holiday or semester breaks. It may also be difficult to re-adjust to rules at home, such as curfews, chores or responsibilities for younger siblings (Beyers and Goossens, 2002).

College is more than a study place. Culture is transmitted and skills being taught. It is a world of varied human contacts that demands adjustment on the part of child. It is world where friendships are made and those who do not easily may friends feel isolated. They are not self-bound particularly; minority and economically less favoured groups may feel lack of status and acceptance. Level of academic achievement during college students and educational attainment later in life are strong predictors of variety of well-being in adulthood. A well-adjusted adolescents meets his/her college environment with the initiative of full sharing with others and for the optimum development of himself/herself students perceptions of their teachers interest in their education also seem to have implications for their expected and aspired educational

attainment.

Female students often have more difficult time adjusting to the colleges and/or university environment. This could be due to the difference in their developmental process. Female students tend to rely on relation and socialization experiences to aid in adjusting to college and/or university more than their male counter parts. Female students who perceive themselves as having a high sense of personal authority would also fare better in perceived college and/or university adjustment. Since numerous studies have indicated that female students face unique problems and have more difficulties in adjusting to college environment than their counterparts, it is of great importance to assist these students in order to cope with life challenges at the college.

Hence, the present study was carried out with the objective to assess home and educational adjustment in college going students across gender.

Hypothesis:

- H_0 : There is significant difference between home adjustment across gender.
- H_1 : There is no significant difference between home adjustment across gender.
- H_0 : There is significant difference between educational adjustment across gender.
- H_1 : There is no significant difference between educational adjustment across gender.

METHODS

The descriptive research study has been used. For this study, a sample of 120 (60 male and 60 female) college going

students were selected from Lucknow city, Jay Narayan College (KKC) and Babasaheb Bhimrao Ambedkar University through purposive random sampling method. All the male and female college going student's age ranged between 18-25 years. Adjustment inventory for college students (AICS) developed by Sinha and Singh (1971). The inventory comprised of 102 items in relation to five areas of adjustment (home 16, health 15, social 19, emotional 31 and educational 21 items). The test is helpful in screening the poorly adjusted students who may need further psycho-diagnostic study.

The data were coded, tabulated and analysed using frequency, percentage and chi-square was used to compare the adjustment across gender.

OBSERVATIONS AND ANALYSIS

Table 1 shows that there was no relationship between home adjustment across the gender. Male *i.e.* 21.67 per cent had excellent home adjustment as compared to female *i.e.* 20 per cent. Both male and female, 28.33 per cent had equal level of home adjustment *i.e.* good. Male *i.e.* 28.33 per cent had average home adjustment level as compared to female. The percentage of females was more who had unsatisfactory and very unsatisfactory adjustment as compared to male. The null hypothesis was accepted. It means that gender had no influence on home adjustment. The findings of study were in line to the study conducted by Mahmoudi (2011) which showed gender had no differential influence over adjustment scores in home, health, emotional, and social areas.

Table 2 shows that there was significant difference between educational adjustment across gender. Both male and female had equal 6.67 per cent, who had excellent educational

Level of home adjustment	Male (n=60)	Female (n=60)	Total (n=120)
Excellent	13(21.67%)	12(20%)	25(20.83%)
Good	17(28.33%)	17(28.33%)	34(28.33%)
Average	17(28.33%)	10(16.67%)	27(22.5%)
Unsatisfactory	7(11.67%)	14(23.33%)	21(17.5%)
Very unsatisfactory	6(10%)	7(11.67%)	13(10.83%)
Total	60(100%)	60(100%)	120(100%)

$\chi^2 = 4.27$ NS ($p > 0.05$) NS=Non-significant

Level of educational adjustment	Male (n=60)	Female (n=60)	Total (n=120)
Excellent	4(6.67%)	4(6.67%)	8(6.67%)
Good	10(16.67%)	12(20%)	22(18.33%)
Average	28(46.67%)	15(25%)	43(35.83%)
Unsatisfactory	16(26.67%)	18(30%)	34(28.33%)
Very unsatisfactory	2(3.33%)	11(18.33%)	13(10.83%)
Total	60(100%)	60(100%)	120(100%)

$\chi^2 = 10.44$ * S ($p < 0.05$) S= Significant

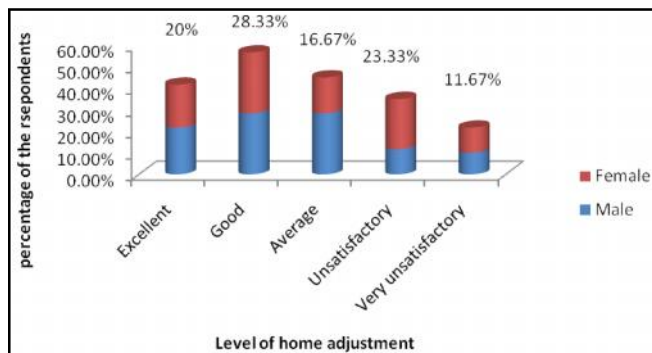


Fig. 1 : Home adjustment level across gender

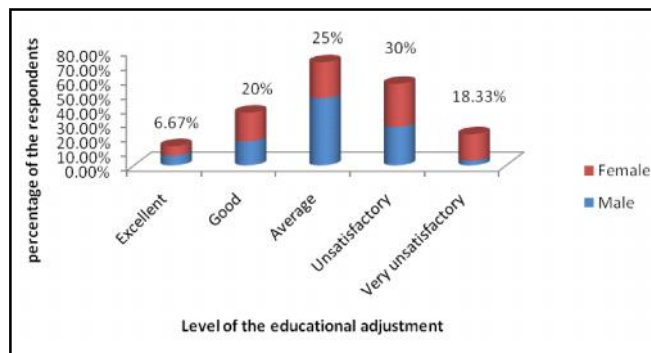


Fig. 2 : Educational adjustment level across gender

adjustment. Female 20 per cent had good educational adjustment as compared to male (16.67 %). Male (46.67 %) had average educational adjustment as compared to female (25 %). Female (30 %) also had unsatisfactory educational adjustment as compared to male (26.67 %). Female (18.33 %) had very unsatisfactory adjustment as compared to male (3.33 %). The null hypotheses were rejected. It means that gender had influence on educational adjustment. The findings of this study were at contradictory with the study conducted by Gehlawat (2011) which showed no significant differences were found in the emotional, social, educational and the total adjustment of students with respect to their gender.

Conclusion:

From the results it is concluded there were no significant differences in home adjustment across the gender. Male and female were almost having equal home adjustment. Also there were significant differences in educational adjustment across the gender. Male had good educational adjustment as compared to female.

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