

Adjustment of College Students in Context to Gender and Family Type



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Abstract

The purpose of the present study was to investigate the impact of Gender and Family Type of the College Students on Adjustment. The sample size was 120 students (30 male and 30 female, 30 students from joint family and 30 students from nuclear family). Participants were selected from different educational streams (Arts/Commerce/Science). All were taken from various Gujarati medium colleges of Ahmadabad city of Gujarat state. In each group there were equal numbers of students. Personal Data Sheet and Bell's Adjustment Inventory were used to collect required data. Data were analyzed by 2X2 ANOVA. Findings of the study revealed that gender and family type affect on adjustment of college students. Whereas, insignificant interaction effect on adjustment of college students observed between gender and family type. Female students have high adjustment than the male students. Students of joint family have good adjustment than students of nuclear family.

Keywords: Adjustment, Gender, Family Type and College Students.

Introduction

Today is the era of tension, anxiety, stress and frustration. Everybody is running. In reality the time is "hurry and worry". Life is continues everlasting struggle till the last breath of life. This time is of computer age which bound to make students behave like a machine demanding extreme concentration and speedy reaction. Present century is defined by mental disorder and disturbed interpersonal relationships. If a person is not able to adjust himself to the environment, he is not able to develop healthy personality.

Adjustment is the combined influence of several forces in the adolescence's environment that operate to produce a well-adjusted or poorly adjusted personality. According to Lindgren (1965), the term adjustment means that the person must accommodate themselves in order to meet certain demands of their environment. According to Fredenberg, adjustment involves contact with the environment which may result in a change in one's behavior, or a change in the environment or both. The process of adjustment starts from the birth of the child and continues throughout life. Living a well adjusted life in today's society is not easy. We survive the challenges of adolescents to face the decisions of young adulthood, gaining independence from our families, establishing careers, building relationships, facing the responsibilities of marriage and parenting all this in high tech word with its ever changing mix of progress, pressure, prejudice and pollution. To improve our adjustment we must look for the most effective, appropriate and acceptable methods of dealing with our problems and do this, we must increase our self-awareness and problem awareness.

After completing higher secondary school many students join colleges and other institutions. College is a time where one has to adjust with many profound transitions in preparation of an exciting and fulfilling future. They have to adjust with their own changes in personality and also with socio-economic environment and family also. The family is the oldest social institution known to man. Although it's specific structure has differed in different times and places. Family is the significant basic group in our society and direct social environment to which a child is developed. A child learns to adjust in different fields of life according to the morals and traits provided by his or her family. Family environment plays a significant role in socio, emotional and educational adjustment. Adolescents, who have emotional bonding with their family with trust, are less affected by the problems. We may better understand how family relationship affects personal adjustment and the satisfaction of psychological needs.

Review of Literature

Mildred, Odwar and Ara (2011) observed that female students were better adjusted than male students. Basu (2012) aimed to investigate the adjustment abilities of secondary school students and found that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, types of family structure and medium of instruction in school. 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. Priyanka Sharma and Nisha Saini health (2013), studied on health, social and emotional problems of college students. The findings of the study 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 they differ significantly 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. Menaga and Chandrasekaran (2015) studied on to promote social justice and equity of college students and find out differences if any in terms of gender, type of locality, type of family, type of degree, and family income. It was found that there is significant difference in the adjustment of students in relation to their gender, type of degree, family income. Further there is no significant difference in the adjustment of college students in relation to their type of locality and type of family. Rahila Rehman and Harender Singh studied (2015) family type and adjustment level of adolescents. Result showed that adolescents of joint family were found more adjusted. The girls were found better adjusted than boys. Bhagat (2016) showed that overall adjustments of girls are greater than boys. Girls are found emotionally and educationally more adjusted than their counterparts. Madhu Gupta (2017) investigated the adjustment of students in relation to academic achievement and gender. The findings of the study revealed that academic achievement and gender has significant effect on the adjustment of the students. Significant interaction effect of academic achievement and gender on the adjustment of the students was also found.

Objective of the Study

To explore the main and interaction effect of gender and family type of students on adjustment.

Hypotheses

1. There is no significant difference between the mean scores of adjustment of male and female students.
2. There is no significant difference between the mean scores of adjustment of students of joint family and nuclear family.
3. There is no significant interaction effect between gender and family type of students in relation to their score of adjustment.

Method

Participants

The sample chosen for this research is the first year graduate students. The sample size was 120 students (30 male and 30 female, 30 students from joint family and 30 students from nuclear family). Participants were selected from different educational streams (Arts/Commerce/Science). In each group there were equal numbers of students. All were taken from various Gujarati medium colleges of Ahmadabad city of Gujarat state.

Instruments

Bell's Adjustment Inventory: Bell's adjustment inventory developed by Dr. R. K. Ojha was used as tool. There are four areas in this inventory. They measure home, health, social and emotional adjustment. There are 35 questions in each section. Two options are given against each question. They are 'yes' and 'no'. High score represent mal adjustment. It has high reliability and validity.

Procedure

In order to fulfill the objectives of the study, the researcher has selected 120 college students. College students were contacted through reference of the particular principal of the college. Students were purposively selected from various colleges of Ahmedabad. After the sample selection each participants who expressed interest to participate in the study were approached by the researcher and explained purpose of the study to participants and also informed that their information will be used for the research purpose only and it will remain confidential. After establishing rapport, Bell's Adjustment Inventory was administered to every subject. Data collected by using self report format of data collection at participant's convenience. The responses of inventory have scored as per scoring key. The obtained data from 120 subjects were analyzed with the help of ANOVA.

Results and Discussion

In order to examine the Main and Interaction effect between Gender and Family Type of college school students, ANOVA was conducted.

Table: 1 Showing Results of ANOVA on Score of Adjustment of Various Groups

Source of Variance	Sum of Square	DF	Mean Square	F
A Gender	559.01	1	559.01	19.73*
B Family Type	2125.21	1	2125.21	74.99*
A X B	57.39	1	57.39	2.03NS
SSW	3287.31	116	28.34	
Total	6028.92	119		

*P<.01, NS=Not Significant

Table: 2:- Showing Mean Scores of Adjustment of Variable – A (Gender)

Gender A	Male A1	Female A2
MEAN	472.97	456.26
N	60	60

Table 3:- Showing Mean Scores of Adjustment of Variable-B (Family Type)

Family Type B	Joint Family B1	Nuclear Family B2
MEAN	448.33	480.9
N	60	60

Data inserted in Table 1 reveals that in case of main effects, 'F' ratio of 19.73 for gender is significant at 0.01 levels. So, the null hypothesis no 1 is rejected. It means that male students significantly differ on adjustment score as compare to female students. So, it can be concluded that gender plays significant effect on adjustment. Table no 2 shows that the mean score of male students is 472.97 and the mean score of female students is 456.26. So, it can be concluded that adjustment of female students is higher than male students by getting low mean score. The possible reason for the derived reason may be due to cultural and social influence and also parent's brought up style. In our culture polite attitude is expected from girls as compare to boys. Parents also brought up their daughters as they behave respectfully in family and society. The nature of girls may be also play significant role for their good adjustment. Mildred, Odwar and Ara (2011) Kaur (2012) Rahila Rehman and Harender Singh (2015) and Bhagat (2016) indicated that female students have good adjustment than male students.

It can be seen from the table 1 that in case of main effects, 'F' ratio of 74.99 for family type is significant at 0.01 levels. So, the null hypothesis no 2 is rejected. It means that students of joint family significantly differ on adjustment score as compare to students of nuclear family. So, it can be concluded that family type plays significant effect on adjustment. Table no 3 shows that the mean score of students of joint family is 448.33 and the mean score of students of nuclear family is 480.9. So, it can be concluded that adjustment of students of joint family is higher than students of nuclear family by getting low mean score. In nuclear family there are only mother and father. In some cases in nuclear family it may be possible that mother and farther both are employs. In this case, some adjustment problems increase in children as they cannot get proper guidance and responsiveness. In joint family there are other relative members like grandmother, grandfather etc. They can teach such morals, give attention and direction to children. So, students of joint family have good adjustment than the students of nuclear family. Harender Singh (2015)

indicated that students of joint family were found more adjusted. It is observed from table 1 that in case of interaction effects, 'F' ratio of 2.03 for gender and family type is not significant at 0.05 levels. So, the null hypothesis no 3 is accepted. It means that gender and family type do not significantly interact each other on adjustment score.

Conclusion

In the light of findings it can be concluded that gender and family type affect on adjustment of college students at.01 level. Whereas, insignificant interaction effect on adjustment of college students observed between gender and family type. Female students have high adjustment than the male students. Students of joint family have good adjustment than students of nuclear family.

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