

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Shimony Agrawal^{1*}

ABSTRACT

In this continually evolving world, change is the most imperative component of our identity. The term alteration alludes to degree by which an individual adapts to inward strains, needs, clashes and can bring coordination between his internal requests and those forced by the external world. Adjustment is a way of managing various demands of life. . Entering school is a defining moment for school first year recruits in their adulthood. The progress from school to school can be rationally and in addition physically troubling. Students deal with a unique amount of stressors when they enter college. Introductory months of school are loaded with apprehension and attempting to fit in the new condition. Colleges and schools should ensure their understudies are balanced in the new condition by giving help at whatever point vital.. The main objective of the study was a comparative analysis of adjustment level with respect to overall adjustment level, gender and living environment. This research has been conducted using Adjustment Inventory for College Students (AICS). The total population is comprised of 240 college-going students. The data majority of the population scored poorly on Emotional Adjustment. Also, female students faced more adjustment problems as compared to male students. However, no significant change was noticed in living environment of the students.

Keywords: *Adjustment, College Students, Freshmen Year, Senior Year*

In this constantly changing world, adjustment is the most important feature of our personality. The term adjustment refers to degree by which an individual copes with inner tensions, needs, conflicts and is able to bring coordination between his inner demands and those imposed by the outer world. Lazarus (2001) [20] defined adjustment as ways of managing and coping with various demands and processes of life. Good (1959) [13] stated that adjustment is the process of finding and adopting modes of behavior suitable to the environment or changes in the environment.

The term adjustment was originally used as “adaptation” in Darwin’s (1859) “Theory of Evolution”. Darwin maintained that the species who are fit enough to adapt and adjust to the changing environment survived (Survival of the fittest). Adjustment and Adaptation together represent an apt understanding of human behaviour.

¹(Research Scholar, Dept. of Psychology, Pandit Deendayal Petroleum University, Ahmedabad, Gujarat, India)
**Responding Author*

Received: November 15, 2018; Revision Received: December 17, 2018; Accepted: December 26, 2018

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Entering college is a turning point for college freshmen in their adulthood. It is an opportunity as well as a challenge for them. The transition from school to college can be mentally as well as physically distressing due to lack of proper adjustment. Students deal with a unique amount of stressors when they enter college. Initial months of college are full of nervousness and trying to fit in the new environment. The young adults face a lot of stress which adversely affects their physical and mental health, thereby leading to maladjustment. They have to adjust with their own personality changes as well as changing socio-economic conditions. Being emotionally and socially adjusted enhances our well-being and promotes social security and support.

The transition to college involves moving to a larger platform; interacting with peers from a diverse geographical as well as ethnic background (Santrock,2004)[27]. If they are unable to adapt to their new environment, they might face difficulties in their academics as well as mental developments (Wang, Chen, Zhao & Xu, 2006) [35].Universities and colleges should make sure their students are well adjusted in the new environment by providing help whenever necessary. Lack of adjustment leads to feelings of loneliness and homesickness (Prancer et al., 2009) [24]. Most of these difficulties arise due to expectations of the students and reality of college life.

LITERATURE REVIEW

Studies have shown that adjustment in college is a major concern since it can have a negative effect on students. Students succeed in college only when they are well adjusted socially, emotionally as well as academically. Research has shown that students who are well adjustment in their environment are less likely to change their field of study, seek career counselling or fail courses. Such students are active on a social level too by participating in extracurricular activities, being elected in student board. According to (Bragg, 1994) [4] many college freshmen encounter challenges during their transition from adolescence to adulthood and poor adjustment can cause them to drop out of college.

Adjustment in college is closely related to individual traits, social support, and relation with parents. First year students are required to navigate a new social environment, adapt to new responsibilities, become productive members of the university, deal with separation from friends and family and make new career choices. How students navigate and go about these challenges is reflected in their orientation programs. Researchers have examined a variety of factors as predictors of student's adjustment to college environment. These include demographic information (McDonald and Vrana 2007)[23], personality traits (Aspinwall and Taylor 1992)[1] , coping styles (Jantzer 2006) [17] social support (Schneider and Ward 2003) [28] and student parent relationships (Hickman and Andrews 2003[16]; Schultheiss and Blustein 1994 [29]).

With growing human needs, individuals are facing difficulty in adjusting to the environment. Humans being social animals, need to adjust with the values of society. An individual feels restlessness, loneliness, irritating when he can't adjust to the social environment. Unless a person adjusts well into the society, he can't develop a wholesome personality. Nowadays, students are so stressed that they cannot adjust well in the society. Education trains students for healthy adjustment and hence education and adjustment are linked to each other. Therefore, it is important for educators to understand the factors contributing to the good mental health of adolescents' and college students. Fregusson & Woodward (2000) [9]found that children of low socioeconomic families are at risk from a variety of adjustment

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

problems. Surekha (2008) [30] found that private school students are better adjusted than government school students.

After completing school, transition to college is stressful experience. Students have to adjust with their own personality changes as well as adjust with the changing socio economic environment too. United States Department of Education, (2001)[33] in a study concluded that lack of proper adjustment makes college student at a risk of dropping out or not graduating. Belch, Gebel and Mass (2001) [2] in their study found that more adjusted students have average and more success in college. Hence showing how academic adjustment made difference in retention of students. Gerdes and Mallinckrodt, (1994)[12] found that students face changes in emotional, social and academic adjustment in the shift from high school to college. Adjustment problems, loneliness and depression are more common in college students nowadays.

The problem of adjustment is crucial to the modern world. The age of adolescence is more vulnerable to most of the psychological as well as social problems. College students in their transition from late adolescence to early adulthood face difficulties in adjusting in the new and complicated surroundings which haven't encountered before. It's not only academics with which the students are concerned; they are equally affected by social and emotional changes as well. Most of the adjustment difficulties arise due to differences in expectations of students and realities of college life. Students are required to meet the adult standards of life while their emotional life is still that of an adolescent. As first and second year students are more prone to adjustment problems, counselling and educational professionals should focus more attention on research on stress, coping and college adjustment.

Enochs and Roland (2006) [7] examined the relationship between living environment, gender, overall adjustment to college and social adjustment in freshmen's academic and overall adjustments. The study found that girls faced lower adjustment level than boys regardless of living environment.

Jones and Frydenberg (1999) [18] showed that students face high levels of anxiety at the beginning of first year in post-secondary education than during examinations. According to various studies, perceived social support appears to be positively correlated with the quality of adjustment of first year students (Feenstra et al. 2001[8]; Hays and Oxley,1986 [10] ; Holmbek and Wander 1993 [11]; Wang et al. 2006 [35]; Zea et al. 1995 [36]). The transition to higher education is a time of many life changes during which students face new environments and deal with moving away from friends and families (Boyer et al. 2001 [3]; Coulon 1997 [5]; Tinto 1993 [22]; Vollraht 2000 [34]).

According to Tinto (1993) [31], Social Adjustment involves the student fitting in the social community of the institution. Academic failure can be caused by unsuccessful social adjustment. Social isolation and withdrawal are also caused by poor social adjustment. Mayo, Murguia and Padilla (1995) [21] found that successful social adjustment indirectly contributes to a higher grade point average. Thereby, establishing a relation between academic and social adjustment.

Grayson (1989) [14] in his study emphasised on a very important aspect of adjustment in the transition to college. Becoming a first year undergraduate after being a final year student at school shows the transfer from the most powerful group to students to the youngest and powerful group. There are some positive aspects in the transition to college. Students are

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

likely to feel grown-up, challenged intellectually by academic work, have opportunities to explore different lifestyles and enjoy greater independence from parental monitoring (Heaven, 2000)[15]. When students fail to adapt to the new environment of a college campus, they easily become prone to depression and anxiety. Higher rates of psychological problems have been recorded in first year university students (McDermott & Pettijohn, 2011)[22]. Thinking independently can be a new experience for students who are used to rely on the teacher as the ultimate authority (Titley, 1980[32]; Robinson, 2009[26]).

Tinto (1993)[31] proposed three stages that students face in their transition to college: Separation, Transition and Incorporation. Students whose expectations were fearful reported more stress, depression and adjustment than other students. Dyson and Renk (2006)[6] in their study ,on relationship among gender role, level of depressive symptoms and level of stress shown by college freshmen, showed that all these factors are a important in the transition to college. Males showed problem-focused coping and females showed emotion-focused coping.

Kapoor, Rita (1987) [19] in their study ,on factors responsible for high and low achievement at Junior and High School level, found that high achievers had better home, health, social, emotional and school adjustment. The overall adjustment scores of high achievers were higher than low achievers. Rani Mohanraj and Latha (2005) [25] investigated the relationship between family environment, home adjustment and academic achievement in adolescents. They found that family environment influenced home adjustment as well as academic achievement. Boys and Girls differed in their perceptions regarding home environment.

RESEARCH GAP

This research has rarely been used to assess the adjustment level of students in colleges in India. As seen from the above studies, it can be inferred that entering college is a stressful experience and many psychological, emotional, social, health as well as educational issues arise due to it. Another reason is proper research hasn't been conducted on specifically students in Gujarat. This research will be beneficial to the new as well as existing universities emerging in Gujarat. Also, gender comparison in terms of adjustment isn't a well researched area. Based on this research gap, objectives and hypotheses have been derived.

Objective

1. Comparative analysis of adjustment problems in freshmen year and senior year students.
2. Comparative analysis of adjustment problems in males and females.
3. Comparative analysis of adjustment problems in students living in home to those living in hostel or on their own.

Hypotheses

- H1:** There exists a significant difference in adjustment problems faced by Freshmen year and Senior year students.
- H0:** There exists no significant difference in adjustment problems faced by Freshmen year and Senior year students.
- H2:** There exists a significant difference in adjustment problems faced by Freshmen and Senior year male and female students.
- H0:** There exists no significant difference in adjustment problems faced by Freshmen and Senior year male and female students.
- H3:** There exists a significant difference in adjustment problems faced by Freshmen and Senior year students living in hostel and those living in their home.

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

H0: There exists no significant difference in adjustment problems faced by Freshmen and Senior year students living in hostel and those living in their home.

METHODOLOGY

Tool Description

1. Tool Description This research was conducted using the Adjustment Inventory for College Students (AICS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh. This questionnaire assess the students on the basis of 5 components: Home, Health, Social, Educational and Emotional. It has 102 items:

- Home contains 16 items,
- Health contains 15 items,
- Social contains 19 items,
- Educational contains 21 items
- Emotional contains 31 items.

Each item has two options i.e. Yes or No. The positive questions are scored 1 if the response is Yes and 0 if the response is No. The negative questions are scored 1 if the response is No and 0 if the response is Yes. The criteria for adjustment is based on scores gained in this inventory.

Home Adjustment: It is student's behaviour towards their home conditions pertaining to parameters such as home atmosphere, relationship with family members, finance etc. Low scores on this indicate satisfactory adjustment. Individuals scoring high tend to unsatisfactory towards their home surroundings.

Health Adjustment: The ability to adjust physically and mentally in any atmosphere without having any impact on health. Low scores in this indicate satisfactory adjustment and high show unsatisfactory adjustment.

Social Adjustment: 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. Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.

Emotional Adjustment: It refers to maintenance of emotional equilibrium by internal and external stressors. It is also referred as personnel or psychological adjustment. Individuals scoring low are emotionally stable and high scores indicated unstable emotion.

Educational Adjustment: Individuals scoring low are interested in educational activities and those scoring high are poorly adjusted towards curricular and co-curricular programmes.

2. Sample Size A total of 240 students were asked to fill this questionnaire. Out of which 120 are freshmen year students and 120 are senior year students. The questionnaire took 20 minutes to fill. The students had to fill consent forms prior to the completion of the questionnaire.

3. Sampling technique The data in this study has been collected using Stratified Random Sampling. This method involves division of population into smaller groups called strata. A

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

random sample from each strata is taken in a number proportional to the strata. These are then pooled to form a random sample.

4. Test applied ANOVA: It is a statistical test used to determine variance between/among 2 variables. Two- Factor Anova actually measures 3 hypotheses i.e. determine any differences caused by each of the factors on the variable and also the interaction between the factors. Anova Two-Factor with Replication is used in this study to find the relation between males and females as well as the living environment.

DEMOGRAPHIC DETAILS

The total population in this research is of 240 college students aged from 18 to 21. These students are categorised into gender and living environment based on the objective and hypothesis. The data is collected from various colleges in Gujarat.

Table 1.1: Demographic Details for Freshmen Year Students

Freshmen Year		
Gender	Male	60
	Female	60
Living Environment	Home	60
	Hostel	60

Table 1.2: Demographic Details for Senior Year Students

Senior Year		
Gender	Male	60
	Female	60
Living Environment	Home	60
	Hostel	60

FINDINGS

- H1:** There exists a significant difference in adjustment problems faced by **Freshmen year and Senior year students.**
- H0:** There exists no significant difference in adjustment problems faced by **Freshmen year and Senior year students.**

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Table 2.1: Anova Two-Factor Test Results: Adjustment level of Freshmen and Senior year students

SUMMARY	Home	Health	Social	Emotional	Educational	Total
<i>Freshmen Year (Total Adjustment)</i>						
Count	120	120	120	120	120	600
Sum	638	573	1081	2045	835	5172
Average	5.31666667	4.775	9.00833333	17.0416667	6.95833333	8.62
Variance	7.96610644	7.7052521	13.5881653	28.6957283	12.6621148	33.9688815
<i>Senior Year (Total Adjustment)</i>						
Count	120	120	120	120	120	600
Sum	589	619	1107	2051	938	5304
Average	4.90833333	5.15833333	9.225	17.0916667	7.81666667	8.84
Variance	9.56295518	6.52093838	13.4027311	29.99993	17.3946779	34.96601
<i>Total</i>						
Count	240	240	240	240	240	
Sum	1227	1192	2188	4096	1773	
Average	5.1125	4.96666667	9.11666667	17.0666667	7.3875	
Variance	8.76971757	7.12022315	13.4507671	29.2256625	15.1504707	
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	14.52	1	14.52	0.98441613	0.32131266	3.84928502
Columns	23688.195	4	5922.04875	401.498643	6.256E-219	2.3794077
Interaction	51.4716667	4	12.8679167	0.87240941	0.47978806	2.3794077
Within	17552.3333	1190	14.7498599			
Total	41306.52	1199				

INTERPRETATION:

If the p -value < 0.05 , then Null Hypothesis is rejected and Alternate Hypothesis is accepted. The variance measured is Total Adjustment in Freshmen Year students in comparison to Total Adjustment in Senior Year students. Here, the p value is 0.32 i.e greater than 0.05 Hence, Null Hypothesis is accepted. Therefore, there exists no significant difference in adjustment problems faced by Freshmen year and Senior year students.

H2: There exists a significant difference in adjustment problems faced by Freshmen and Senior year **male and female students.**

H0: There exists no significant difference in adjustment problems faced by Freshmen and Senior year **male and female students.**

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Table 2.2: Anova Two-Factor Test Results: Adjustment Level of Male and Female Students

SUMMARY	Home	Health	Social	Emotional	Education	Total
<i>Male</i>						
Count	60	60	60	60	60	300
Sum	596	564	1117	1970	960	5207
Average	9.93333333	9.4	18.6166667	32.8333333	16	17.3566667
Variance	17.3175141	17.3966102	25.0539548	62.4124294	36.9830508	103.922531
<i>Females</i>						
Count	60	60	60	60	60	300
Sum	631	628	1071	2126	813	5269
Average	10.5166667	10.4666667	17.85	35.4333333	13.55	17.5633333
Variance	19.0675141	13.1683616	30.8076271	50.5548023	25.1669492	114.781929
<i>Total</i>						
Count	120	120	120	120	120	
Sum	1227	1192	2188	4096	1773	
Average	10.225	9.93333333	18.2333333	34.1333333	14.775	
Variance	18.1254202	15.4408964	27.8442577	57.7131653	32.3271008	
<i>ANOVA</i>						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	6.40666667	1	6.40666667	0.21504018	0.64301635	3.85726813
Columns	47376.39	4	11844.0975	397.547903	7.589E-166	2.38703676
Interaction	438.443333	4	109.610833	3.67909475	0.00570544	2.38703676
Within	17577.8	590	29.7928814			
Total	65399.04	599				

INTERPRETATION:

If $p\text{-value} < 0.05$, then the Null Hypothesis is rejected and Alternate Hypothesis is accepted. The variance measured here is adjustment of Male students in comparison to Female students. Here, the $p\text{-value}$ is 0.64 i.e greater than 0.05. Hence, the null hypothesis is accepted. Therefore, there exists no significant difference in adjustment problems faced by Freshmen and Senior year male and female students. This signifies that gender doesn't play a role in adjustment problems faced by the adolescents.

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Table 2.3: Anova Two-Factor Test Results: Adjustment Level of Female Students

SUMMARY	Home	Health	Social	Emotional	Educational	Total
<i>Female (Freshmen Year)</i>						
Count	60	60	60	60	60	300
Sum	311	292	494	1017	383	2497
Average	5.18333333	4.86666667	8.23333333	16.95	6.38333333	8.32333333
Variance	7.91497175	5.64293785	12.3514124	22.3533898	11.0539548	31.7713601
<i>Female (Senior Year)</i>						
Count	60	60	60	60	60	300
Sum	320	336	577	1109	430	2772
Average	5.33333333	5.6	9.61666667	18.4833333	7.16666667	9.24
Variance	11.7175141	6.37966102	14.5115819	26.1861582	12.3785311	37.8017391
<i>Total</i>						
Count	120	120	120	120	120	
Sum	631	628	1071	2126	813	
Average	5.25833333	5.23333333	8.925	17.7166667	6.775	
Variance	9.73942577	6.09635854	13.8010504	24.6585434	11.772479	
<i>ANOVA</i>						
<i>Source Variation of</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	126.041667	1	126.041667	9.65909706	0.00197484	3.85726813
Columns	13066.3233	4	3266.58083	250.331673	1.423E-125	2.38703676
Interaction	37.1166667	4	9.27916667	0.71110113	0.58454067	2.38703676
Within	7698.91667	590	13.0490113			
Total	20928.3983	599				

INTERPRETATION:

If the p-value < 0.05, then Null Hypothesis is rejected and Alternate Hypothesis is accepted. The variance measured here is comparison of adjustment levels students freshmen and senior year female students. Here, the p-value is 0.001 i.e. less than 0.05. Hence, null hypothesis is rejected and alternate hypothesis is accepted. Therefore, there exists a significant difference in adjustment levels of Freshmen and Senior year female students.

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

Table 2.4: Anova Two-Factor Test Results: Adjustment Level of Male Students

SUMMARY	Home	Health	Social	Emotional	Educational	Total
<i>Male (Freshmen Year)</i>						
Count	60	60	60	60	60	300
Sum	327	281	587	1028	452	2675
Average	5.45	4.68333333	9.78333333	17.1333333	7.53333333	8.91666667
Variance	8.11610169	9.88107345	13.8336158	35.5073446	13.8124294	36.1034002
<i>Male (Senior Year)</i>						
Count	60	60	60	60	60	300
Sum	269	283	530	942	508	2532
Average	4.48333333	4.71666667	8.83333333	15.7	8.46666667	8.44
Variance	7.20310734	6.3759887	12.2090395	30.3830508	21.8463277	31.9261538
<i>Total</i>						
Count	120	120	120	120	120	
Sum	596	564	1117	1970	960	
Average	4.96666667	4.7	9.30833333	16.4166667	8	
Variance	7.83081232	8.0605042	13.1394258	33.1862745	17.8991597	
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	34.0816667	1	34.0816667	2.14123754	0.1439187	3.85726813
Columns	10841.0933	4	2710.27333	170.277442	7.395E-97	2.38703676
Interaction	108.826667	4	27.2066667	1.7093042	0.1463097	2.38703676
Within	9390.91667	590	15.9168079			
Total	20374.9183	599				

INTERPRETATION:

If the p-value < 0.05, then Null Hypothesis is rejected and Alternate Hypothesis is accepted. The variance measured here is comparison of adjustment levels students freshmen and senior year male students. Here, the p-value is 0.14 i.e greater than 0.05 Hence, null hypothesis is accepted. Therefore, there exists no significant difference in adjustment levels of Freshmen and Senior year **male** students.

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

H3: There exists a significant difference in adjustment problems faced by Freshmen and Senior year students living in **hostel** and those living in their **home**.

H0: There exists no significant difference in adjustment problems faced by Freshmen and Senior year students living in **hostel** and those living in their **home**.

Table 2.5: Anova Two-Factor Test Results: Adjustment Level of students living in Hostel and Home

SUMMARY	Home	Health	Social	Emotional	Educational	Total
<i>Home</i>						
Count	60	60	60	60	60	300
Sum	638	577	1057	2017	869	5158
Average	10.6333333	9.61666667	17.6166667	33.6166667	14.4833333	17.1933333
Variance	10.0666667	14.3420904	23.2234463	47.2573446	28.050565	100.049454
<i>Hostel</i>						
Count	60	60	60	60	60	300
Sum	589	615	1131	2079	904	5318
Average	9.81666667	10.25	18.85	34.65	15.0666667	17.7266667
Variance	16.1522599	17.3771186	28.129661	56.4686441	31.3514124	112.413333
<i>Total</i>						
Count	120	120	120	120	120	
Sum	1227	1192	2188	4096	1773	
Average	10.225	9.93333333	18.2333333	34.1333333	14.775	
Variance	13.167437	15.827451	25.8442577	51.6963585	29.5371849	
<i>ANOVA</i>						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Sample	42.6666667	1	42.6666667	1.56621359	0.21125371	3.85726813
Columns	47376.39	4	11844.0975	434.774682	2.666E-174	2.38703676
Interaction	77.25	4	19.3125	0.70892578	0.58602977	2.38703676
Within	16072.7333	590	27.2419209			
Total	63569.04	599				

INTERPRETATION:

If $p\text{-value} < 0.05$, then the Null Hypothesis is rejected and Alternate Hypothesis is accepted. The variance measured here is adjustment level in students staying in hostel in comparison to those staying at home. Here, the p value is 0.21 i.e greater than 0.05. Hence, null hypothesis is accepted. Therefore, there exists no significant difference in adjustment problems faced by Freshmen and Senior year students living in hostel and those living in their home. Hence, living environment plays no role in defining the adjustment problems faced by adolescents.

DISCUSSION AND CONCLUSION

From the findings it can be inferred that there exists no significant difference between the overall adjustment of Freshmen and Senior students in terms of their gender and living environment.

This can be because of the positive and welcoming environment of the institution that all students have adjusted well. From the findings it can be inferred that the institution’s orientation programme has been well planned and executed by making sure students have had positive interactions with their peers. Also, the curriculum of the university has been designed in a way that students have a great learning experience without any high amount of stress. A good adjustment level requires a great support from family as well as teachers. The faculty of the institution played a great role in making sure the students have mingled well with the college-environment.

However, we can note a difference existing in Female students. From the Graph 1, it can be inferred that Senior year female students have relatively higher adjustment problems in comparison to Freshmen year students. Also, Senior Year have higher mean in Health, Social, Emotional as well as Educational Adjustment. This leads to the conclusion that female students face significantly more adjustment issues as compared to male students.

Table 3: Mean Table

Table 2: Mean Table					
	Home	Health	Social	Emotional	Educational
Male (FY)	5.4	4.6	9.7	17.1	7.5
Male (SY)	4.8	4.7	8.8	15.7	8.4
Female (FY)	5.18	4.8	12.3	22.3	11.03
Female (SY)	5.3	5.6	9.6	18.4	7.1
Home	10.6	9.6	17.6	33.6	14.8
Hostel	9.8	10.2	18.8	34.6	15.06

As per the Table 8, it can be inferred that Freshmen year female students as well as those staying in Hostel and Home have lower Social Adjustments.

Almost all categories have lower Emotional Adjustment. Freshmen year as well as Senior year students have low Educational Adjustment. Students as they begin college are less emotionally mature and face difficulty in adjusting emotionally with the changing demands of the environment. Our emotions affect our learning, decision-making, relationship and health. College life for most freshmen is emotionally challenging. The security and comfort of their old relationships is lost, bringing feelings of loss, or separation despite being surrounded by their peers. This is the stage where students need to connect with their peer on an emotional level. The uncertain relational challenges of their school or family life likewise entangles their passionate change. Additionally, the examination arrangement of college is totally unique in relation to that of

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

High School. Lower scores in scholarly can be a stressor for understudies. Unfit to discover individuals one loves or can relate with prompts depression and loneliness and thwart with the adjustment procedure. The constant stress due to unable to adjust with college life takes a toll on emotional adjustment.

LIMITATION

Despite intensive research and work gone behind this study, it has a few limitations. It is limited to only college students in the age group 18-21 years only primarily studying in Gujarat. Also, it only meant for college-going students who can read and write in English.

RECOMMENDATION

From the findings it is recommended that universities should continue creating a friendly and positive environment for it's new students as well as existing students. They should create a curriculum that can be applied to all students. The infrastructure should be such that students get all the necessary facilities. Universities should integrate positive emotional skill building into their orientation programmes.

A lot of students are facing low Emotional Adjustment. Universities can arrange counselling sessions for students in the beginning of the year. This will help them deal effectively with the changes in their environment as well as mental developments. Universities should increase their outreach to students with innovative programs which help them deal with their emotions healthily. Universities should help students develop skills of emotional intelligence-ability to reason with their emotions to achieve goals.

When students are aware of their emotions, they make decisions on how to manage these emotions instead of negatively acting out. Once they start identifying their emotional pattern, they can reflect on how and what triggers their emotions and develop strategies. So when they are anxious or pressured, they can use these strategies to calm themselves. Hence, when these students discover new aspects of themselves in college life, their positive emotional skills makes them share their experiences.

REFERENCES

1. Aspinwall, L. G., & Taylor, S. E. (1992). Modeling cognitive adaptation: A longitudinal investigation of the impact of individual differences and coping on college adjustment and performance. *Journal of Personality and Social Psychology*, 63, 989-
2. Belch, H. A., Gebel, M., & Mass, G. M. (2001). Relationship between student recreation complex use, academic performance, and persistence of first-time freshmen. *NASPA Journal*, 38 (2), 254-268
3. Boyer, R., Coridian, C., & Erlich, V. (2001). L'entree dans la vie etudiante. Socialisation et apprentissage. *Revue Francaise de Pedagogie*, 136, 97-105.
4. Bragg, T. A. (1994, June). Investigating first-semester freshman adjustment to college using a measurement of student psychosocial adjustment. Paper presented at the annual forum of the Association of Institutional Research, New Orleans, LA.
5. Coulon, A. (1997). *Le me'tier d'eiudiant: Ventree dans la vie universitaire*. Paris: PUF.
6. Dyson, R, & Renk, K. (2006). Freshmen adaptation to university life: depressive symptoms, stress, and coping [Electronic version]. *Journal of Clinical Psychology*, 62(10), 1231-1244.

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

7. Enchos, W.K, and Roland, C.B. (2006). Social adjustment of college freshmen: the importance of gender and living environment. *College Student Journal*, Vol. 40, Issue 1, pp 63-72.
8. Feenstra, S. J., Banyard, L. V., Rines, E. N., & Hopkins, R. K. (2001). First-year students' adaptation to college: The role of family variables and individual coping. *Journal of College Student Development*,
9. Fergusson, D. M., Woodward, L. J., & Horwood, L. J. (2000). Risk factors and life processes associated with the onset of suicidal behaviour during adolescence and early adulthood. *Psychological Medicine*, 30(1), 23-39.
10. Hays, R. B., & Oxley, D. (1986). Social network development and functioning during life transition. *Journal of Personality and Social Psychology*, 50, 305-313.
11. Holmbek, G. N., & Wandrei, M. L. (1993). Individual and relational predictors of adjustment in first year college students. *Journal of Counselling Psychology*, 40, 73-78.
12. Gerdes, H. & Mallinckrodt, B. (1994). Emotional, Social and Academic adjustment of college freshmen: a Longitudinal study of retention. *Journal of counselling 7 development*, 72 (11-13), 1-14
13. Good, C.V. (1959) *Dictionary of education* (P.6) Newyork: M C Graw-Hill Book Company
14. Grayson, P. A. (1989). *The college psychotherapy client: An overview*. New York: Guilford Press.
15. Heaven, P. C. L. (2000). *The Social Psychology of Adolescence*. Basingstoke; Palgrave.
16. Hickman, G. P., & Andrews, D. W. (2003). Humor and college adjustment: The predictive nature of humor, academic achievement, authoritative parenting style on the initial adjustment of male and female first- year college students. *Journal of the First-Year Experience*, 1
17. Jantzer, A. M. (2006). Retrospective reports of bullying victimization, college adjustment, and the role of coping. Unpublished dissertation, Southern Illinois University at Carbondale.
18. Jones, B., & Frydenberg, E. (1999). Who needs help and when: Coping with the transition from school to university. Annual Conference of the American Educational Research Association, 19-23 of April 1999, Montreal, Canada.
19. Kapoor Rita. A Study of Factors Responsible for High and Low Achievement at the Junior High School Level. *Fourth Survey of Educational Research*, 1987; I:829.
20. Lazarus R (2001), *Patterns of adjustment and human Effectiveness (Students Edition)*, Tokyo: M C Graw Hill Book Co. Inc.
21. Mayo, J. R., Murguia, E., & Padilla, R. (1995). Social integration and academic performance among minority university students. *Journal of College Student Development*, 36, (6), 542-552.
22. McDermott, L. A., & Pettijohn, T. F. (2011). The influence of clothing fashion and race on the perceived socioeconomic status and person perception of college students. Poster presented at the 23rd Annual Association for Psychological Science Convention, Washington, D.C.
23. McDonald, S.D., & Vrana, S.R. (2007). Interracial social comfort and its relationship to adjustment to college. *Journal of Negro Education*, 76, 130-141
24. Prancer, S. M., Hunsberger, B., Pratt, M. W., & Alisat, S. (2009). Cognitive complexity of Expectations and adjustment to university in the first year. *Journal of Adolescent Research*, 15, 38-57. <http://dx.doi.org/10.1177/0743558400151003>

A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students

25. Rani Mohanraj, Latha. Perceived Family Environment in Relation to Adjustment and Academic Achievement. *Journal of the Indian Academy of Applied Psychology*, Chennai. 2005; 31(1-2):18-23.
26. Robinson, J. (2009). "International students and American university culture: Adjustment Issues", Paper presented at the meeting of the Washington Area Teachers of English to Speakers of Other Languages Annual Convention, Arlington, VA.
27. Santrock, J. W. (2004). *Child Development*. 10th Ed. New York: McGraw-Hill.
28. Schneider, M. E., & Ward, D. J. (2003). The role of ethnic identification and perceived social support in Latinos' adjustment to college. *Hispanic Journal of Behavioral Sciences*,
29. Schultheiss, D. E. P., & Blustein, D. L. (1994). Role of development and adjustment. *Jou*
30. Sukrekha, 2008. Relationship between Studies adjustment and academic achievement. *Edu.Track* 7(7), 26-31
31. Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2nd ed.). Chicago: University of Chicago Press.
32. Titley, B. S. (1980). Initial Choice College Major: Are the "Undecided" Undecided? *Journal of College Student Personnel*, 21, 293-298
33. United States Department of Education, (2001), Descriptive summary of 1995-96 beginning post secondary students: six years later. Retrieved from <http://nces.ed.gov/pubs2003/2003151.pdf>
34. Vollrath, M. (2000). Personality and hassles among university students: A 3-year longitudinal study. *European Journal of Personality*, 14, 199-215.
35. Wang, A., Chen L., Zhao, B., & Xu, Y. (2006). First-year Students' Psychological and Behavior Adaptation to College: The Role of Coping Strategies and Social Support. *US-China Education Review*, 3, 27-36.
36. Zea, M. C., Jarama, S. L., & Bianchi, F. T. (1995). Social support and psychosocial competence: Explaining the adaptation to college of ethnically diverse students. *American Journal of Community Psychology*, 23, 509-531.

Acknowledgments

The author(s) profoundly appreciate all the people who have successfully contributed to ensuring this paper is in place. Their contributions are acknowledged however their names cannot be able to be mentioned.

Conflict of Interest

There is no conflict of interest.

How to cite this article: Agrawal, S (2018). A Comparative Study of Adjustment Problems of Freshmen and Senior Year Students. *International Journal of Indian Psychology*, 6(4), 57-71. DIP:18.01.087/20180604, DOI:10.25215/0604.087