

## A Comparative Study on Adjustment Levels among Female College Students

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### ABSTRACT

In psychology, *Adjustment is that condition of a person who is able to adapt with his physical occupational and social environment.* And in other words, adjustment refers to the behavioural process of balancing conflicting needs, or needs challenged by obstacles in the environment. Humans and animals regularly adjust to their environment. Successful adjustment is crucial to having a high quality of life. Those who are unable to adjust well are more likely to have clinical anxiety. For living a happy and prosperous life adjustment is a pre-requisite condition. In every sphere of life, starting from birth till death we need healthy adjustment. We conducted the present study with the purpose to compare adjustment of Indian and Foreign Female Students of Nizam College.

**Keywords:** *Adjustment, Isolation, Homesickness, Adaptation, Self – Doubt*

**A**djustment: the concept of adjustment is originated from the biological term adaptation. But psychologist use this term for varying conditions adjustment means the reaction to the demand and pressure of social environment imposed upon the individual. Definitions James Drever Adjustment means the modification to compensate for or meet special needs Shaffer Adjustment is the process by which a living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs. Adjustment is the interaction between a person and his environment. How one adjust in a particular situation upon one's personal character and also the circumstance of the situation. The word adjustment means the behaviour that permits people to meet the demands of the environment. It is also defined as a response to stress and adjust. Different psychologists and the leaders of educational thoughts defined the process of adjustment in different terms.

Psychologist have viewed adjustment from two important perspective – Adjustment as achievement – means how efficiently an individual can perform his duties under different circumstances Adjustment as process – it explains the ways and means of an individuals adaptation to his self and environment without reference to the quality or it outcomes.

The concept of adjustment was first given by Darwin, who used it as adaptation“ to survive in the physical world.

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Adjustment and adaptation are frequently used in the same sense. Initially,, adaptation “was used by person at meant to attempt to survive in physical conditions of environment. later on, psychology come out with the new term Adjustment with a broader concept. New Adjustment means behavioral reaction to personal demands and social adjustment is commonly used in our everyday life.

It is equally popular in the discipline of psychology, sociology and education. Life is a continuous series of change and challenges. Everyone is facing such situations for his survival or growth. Different persons use different ways to satisfy these needs. The strategy used by the individual to manage this is called adjustment.

Sometimes, the efforts of the individual are successful and satisfying, then it is a case of good adjustment. But if a person meet frustration in his efforts continuously, the personality adjustment may not be proper, then it might be a case of maladjustment.

### *Adjusting to college life*

College can be exciting and difficult all at the same time. Students must learn to make lots of decisions and cope with changes regarding their social life, parents, academic standing, or future plans. So, understand that if you’re feeling stressed, you’re not alone. Here are some tips to help you get adjusted, whether you are a freshman, transfer, commuter, or returning student.

### *Freshmen*

Suddenly, perhaps for the first time in your life, you’re moving away from everything familiar to you and beginning to make your way as a young adult entirely surrounded by strangers. It’s a lot of changes all at once.

**Feeling Homesick.** Freshmen struggle with homesickness whether they are half an hour away from home or across the country. Keep in touch with your family and old friends, but make sure not to isolate yourself from making new friends at school. As time passes and campus feels more comfortable, your homesickness will lessen.

**Getting Along with Your Roommates.** Many freshmen have never had to share such a small space with someone before — let alone a perfect stranger! Living with someone can be challenging. Work through conflicts before they blow up. Regularly communicate with your roommate(s). And remember, you don’t have to be best friends. Often roommates get along best when they have different circles of friends.

**Establishing Yourself.** Four years in high school is a long time to establish and identify yourself as a talented individual, whether your talents may be sports, music, drama, or academics. Freshmen may feel as if they are just another face in the crowd. As you get to know other students, keep in touch with your support network at home. They will assure you that you are unique!

**Battling Perfectionism.** Many students struggle with perfectionism as freshmen. Study habits that may have worked in high school most likely will need to be adapted to fit the different academic climate of college. In addition, grade expectations usually need to be realistically lowered with the increased challenge of a college-level education.

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**Managing Your Time.** Only three hours of class a day? It can be hard to budget all your time to get assignments done, especially with added responsibilities such as jobs. Set aside a certain time each day to spend studying. Studying with other classmates can help you meet people and get better grades. And then enjoy your free time without guilt!

### ***Transfer Students***

Transfer students, in a sense, are having the freshman experience for the second (or third) time around. In addition to the typical “freshmen” stressors, transfers must cope with some unique challenges.

**Fighting Isolation.** Many transfers feel isolated. Orientation groups are usually made up of other transfers, and it may be difficult to meet other students. Participate in on-campus activities or join extracurricular clubs.

**Finding Support Networks.** Transfers may not receive the same help and guidance that incoming freshmen receive. These students have been placed in a strange environment, but schools tend to focus more on freshmen’s needs. Talk with a CF, your academic advisor, or the campus counseling center (x4454) for answers to your questions.

**Bonding With Other Students.** Transfers may feel as if they “missed out” on the freshman bonding time at their new school. It may seem as if everyone else has established his or her group of friends. Give it time — good friendships aren’t made over night.

### ***Commuter Students***

Off-campus living definitely has its advantages — an escape from a stressful academic environment, more freedom and personal space, and peace and quiet. But commuting students must make adjustments coming back to campus as well.

**Building a Social Life.** Commuters may find it hard to navigate the social waters of a university since they are usually absent on weekends. Make plans to meet up with friends or classmates for social activities on the weekends.

**Participating in Campus Life.** Commuters don’t experience some aspects of campus life, such as dorm living. Feel more connected by spending time on campus even when you don’t have class. Study at the library, and use university facilities such as the gym or dining hall instead of going off-campus.

### ***Returning Students***

Returning to campus after a summer away is an adjustment. Many students have gotten re-acquainted with the comforts of home, such as good food and old friends. In addition, returning students deal with:

- ***Balancing Academic Loads.*** More upper-level classes might mean more studying and less free time. But this isn’t inevitable! With some time management and focused studying, you will be able to adjust to the increasing academic demands.
- ***Deciding on the Next Step.*** Thinking about the future is a source of anxiety for many returning students, whether it’s choosing a major, thinking about studying abroad for a semester, or deciding on post-graduation plans. It can be especially distressing if you feel directionless. This is a common feeling. A visit to your career center may be able to give you some guidance.

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### *The following are tips for students to help with the adjustment:*

- The first few weeks on campus can be a lonely period. You may have concerns about forming friendships. It may seem that everyone else is self-confident and socially successful. The reality is that everyone is having the same concerns.
- If you allow sufficient time, you can usually find peers in the university to provide structure and valuable support. It's important to remember to be yourself when meeting new people.
- Meaningful, new relationships should not be expected to develop overnight.
- Increased personal freedom can feel both wonderful and frightening. You can come and go without anyone "hassling" you. At the same time, things are no longer predictable. New kinds of procedures and people can create a sense of being on an emotional roller-coaster. This is normal and to be expected.
- Living with roommates can present special, sometimes intense problems. Negotiating respect of personal property, personal space, sleep, and relaxation needs can be a complex task. The complexity can increase when roommates are of different ethnic/cultural backgrounds with very different values. Communicating your needs calmly, listening with respect to your roommate's concerns, and being willing to compromise to meet each other's most important needs can promote resolution of issues.
- It's unrealistic to expect that roommates will be your best friends. Roommates may work out mutually satisfying living arrangements, but the reality is that each may tend to have his or her own circle of friends.
- Leaving home to attend college is both exciting and challenging. For many students part of the challenge of college is dealing with feelings of homesickness.
- Remember that homesickness is a normal and common response, even for students who have previously spent time away from home.
- Understanding why these feelings develop can be helpful in dealing with them. Home is often a place where one feels accepted and secure. Support from parents, family, and friends, familiarity with one's surroundings, and confidence in one's ability to be successful and meet challenges all contribute to a sense of self-assurance and security.
- Remember that homesickness is a temporary feeling for most students. Give yourself some time to adjust to your new surroundings.
- Get involved with other students, classes, and student activities.
- Call or write home but avoid getting into the habit of going home every weekend. This is especially important during the beginning of the school year.
- Talk out your feelings with a friend or residence hall counselor.
- If these feelings persist or become so intrusive as to impair your daily activities or class obligations, you may benefit from talking to a counselor with special training in helping students adjust to the college environment.

### *Coping with the Holidays*

The holidays can represent a much-needed break from classes, indulgence in home-cooked food, and at times, STRESS! Your expectations for the holiday break may differ significantly from your parents'. When a student leaves for college, the family dynamics often change. Adjusting to these changes can be challenging for students and their family.

***Here are some tips for coping when going home:***

- Let your family know about your plans before you arrive home. Your parents will have an idea of what you would like to do and are less likely to plan all of your time for you. If you will be splitting time with various family members, establish your plans ahead of time and inform everyone.
- Understand that you will have to make compromises with your time.
- Make certain your plans include your family in some way. This will help them feel included in your life and less likely that they will try to plan extra activities for you in order to get a chance to see you.
- Discuss the differing expectations you may have with your family regarding house rules. You cannot expect your parents to forget all the parental concerns they have been practicing for many years.
- Although you can negotiate new rules (e.g., curfew), you cannot expect your parents to grant all of your requests.
- Prepare your parents in advance if you will have less than stellar grades to report. There is no use in prolonging the inevitable. Be honest and take responsibility for your performance.
- If you do not feel comfortable going home, find a friend who is willing to adopt you or make your own special plans.

## **REVIEW OF LITERATURE**

Related studies help in acquiring information about the studies done in the field. The knowledge of related literature enables us to know the means of getting to the frontier in the field of our problems until we have learnt what others have done in our area, we cannot develop a research project that will contribute to furthering knowledge in this field.

- ***Raju and Rahamtulla (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 presents in the school, and the type of management of the school.
- ***Hussain, Kumar and Husain (2008)*** studied Academic Stress and Adjustment among High School Students and found that magnitude of academic stress was significantly higher among the public-school students whereas Government school students were significantly better in terms of their level of adjustment.
- ***Adhiambo, Odwar and Mildred (2011)*** conducted a study on the relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya and their results showed that there were no significant differences between girls and boys in school adjustment.
- ***Devi (2011)*** conducted a study on a study of Adjustment of Students in relation to Personality and Achievement Motivation and found that achievement motivation has no effect on the adjustment.
- ***Velmurugan and Balakrishna (2011)*** investigated self-concept of higher secondary students in relation to social adjustment and found that the level of social adjustment among the higher secondary school student is high.
- ***Louis & Emerson (2012)*** conducted a study on Adolescent Adjustment in High School Students: A Brief Report on Mid-Adolescence Transitioning and their findings revealed that there were problems noted across emotional, social and educational domains in both boys and girls. However, there were no significant gender differences.

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- **Basu (2012)** studied Adjustment of Secondary School Students and the findings of the study reveal that there exist highly significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.
- **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.
- **Chauhan (2013)** conducted a study on adjustment of higher secondary school students of durg district and results indicated that there is significant difference in adjustment of higher secondary school's students and female students have good adjustment level when compared to the male students.
- **Gupta (2013)** conducted a study on Problems of Adjustment of Senior Secondary School Students and their results confirmed all the hypothesis of significant difference between the problems of adjustment among senior secondary school students.
- **Mansinghai & Patel (2013)** conducted a study on Adjustment and Academic Achievement of Higher Secondary School Student and their results revealed that male adolescent differs significantly on health, social and emotional adjustment as compare to female adolescent.
- **Devika (2013)** conducted a Comparative Study of the Adjustment of Secondary School Students and analysis revealed that level of adjustment of secondary school students is average. It was also found that significant difference exists in the emotional adjustment of boys and girls and no significant difference was found between male and female secondary school students with regard to Family, Social, Educational and Financial adjustment.
- **Makwana (2013)** conducted a study on Adjustment of the Secondary School Students among Urban and Rural Area in Ahmedabad District and result shows that there is no significant difference in Adjustment of Urban and Rural student, boys and Girls and Urban and Rural Girls. But there is significant difference in Adjustment of Urban & Rural boys at 0.05 level.
- **Kumar (2013)** studied Adjustment of Secondary School Students of Working Mothers belonging to Joint and Nuclear Families and conclusion of the study reveals that there is no significant difference between adjustment of students of working mothers belonging to joint and nuclear families. But on the other hand the mean score of social adjustment of boys of working mothers belonging nuclear families is higher than those from joint families.
- **Agnihotri (2013)** studied Academic Adjustment and Problems of Socially Disadvantaged Senior Secondary School Students and concluded that the average scores of academic adjustments are higher in the case of rural socially disadvantaged senior secondary school students than urban socially disadvantaged senior secondary school students.
- **Paramanik, Saha & Mondal (2014)** conducted a study on Adjustment of secondary school students with respect to gender and residence and study revealed that there is no significant difference between adjustments of students residing either at urban or rural area.
- **Makwana & Kaji (2014)** conducted a study on Adjustment of Secondary School Students in Relation to their Gender and result shows that there is no significant difference in Home, School and ~ 93 ~ International Journal of Applied Research Emotional adjustment of boys and girls secondary school student. But there is

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significant difference in social adjustment of boys & girls secondary school students at 0.05 level. It means boys are social adjustment better than girls.

- **Bala (2014)** studied Values and Adjustment Problems of High Achievers and Low Achievers. And found high achievers and low achievers are similar as for as social and home adjustment is concerned. High achievers are superior on school adjustment in comparison to low achievers, whereas, low achievers have more adjustment problems on school adjustment scale. Low achievers have more adjustment problems on health and emotional area in comparison to high achievers. High achievers were found adjusted on health and emotional area than low achievers.
- **Gill (2014)**
  - investigated Emotional, Social and Educational Adjustment of Visually Handicapped Students of Special Schools students. By the application of mean, standard deviation, and t-test indicated is no significant difference between the educational social and emotional adjustments of special school Students belonging to boys and girls.
- **Rajkonwar, Dutta, & Soni (2015)** studied Adjustment and Academic Achievement of Visually Handicapped School Children in Assam and the study reported that the adjustment of visually handicapped boys and girls was found similar on overall adjustment.
- **Singh (2015)** conducted a study on Adjustment among Senior Secondary School Students in relation to Emotional Intelligence and Mental Health and results of the study revealed significant positive relationship between adjustment and emotional intelligence and also between adjustment and mental health.
- **Rani (2015)** investigated study on Comparative Study of Adjustment of Secondary School Students and found that there was no significant difference in the adjustment level between boys and girls.
- **Sharma, Sandhu & Zarabi (2015)** conducted a study on Adjustment Patterns of Students with Learning Disability in Government Schools of Chandigarh and results indicate a deficit in all three areas of adjustment. The students show severe problems in educational adjustment while there are problems in emotional and social adjustment as well. We found 51.4 percent, 42.8 percent and 31.4 percent students at unsatisfactory level of educational, emotional and social adjustment respectively.
- **Nema & Bansal (2015)** investigates Correlates of Home Health Social Emotional Adjustment among Adolescence Girls and results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students.
- **Panth, Chaurasia & Gupta (2015)** investigated a Comparative study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student and result revealed that the level of emotional maturity and adjustment of girls have high than boys and science students have high AICS and art students have high EMS. There were not significant differences between boys and girls AICS & EMS. There were significant difference between art & science student in EMS but not significant in AICS.

### **Rationale**

The Purpose of this study is to compare adjustment problems between Indian and foreign female students of Nizam College, Hyderabad, Telangana, India.

## METHODOLOGY OF STUDY

Using quantitative approach, an attempt has been made to understand the level of adjustment in different aspects of life between Indian & Foreign female students of Nizam College.

### Objective

1. To identify the difference in term of demographic factors such as level of education, language, proficiency and travelling experience and the cross-cultural adjustment among international students of Nizam College.
2. To Compare the adjustment levels of female students of Nizam College in the factors of Home, Health, Social, Emotion domains.

### Research Design

We conducted the present study on Exploratory Research Design.

### Hypothesis

1. Foreign students have more emotional and adjustment problems than Indian students.
2. Indian and Foreign students have the same level of emotional and adjustment problems.
3. Foreign students adjustment level is better than Indian students.

### Sample

Table-1 Number of Samples of Data

	Indian urban Girls	Foreign Girls	Indian rural Girls
Sample Size	30	30	30

### Data Collection

Data collection was done through Psychometric test administration on one – on – one basis.

### Instruments

Adjustment Inventory for college students developed and standardized by Prof. A. K. P. Sinha (Raipur) and R.P.Singh (Patna). (1971). The inventory contains 102 items, items in each area of adjustment. 16 items measure Home adjustment, 15 items measure Health adjustment and 19 items measure Social adjustment. 31 items measure Emotional adjustment, 21 items measure Educational adjustment High scores indicate unstable emotion. Students with low scores tend to be emotionally stable. Social Adjustment: Individuals scoring high are submissive and retering. Low scores indicate aggressive behaviour. Educational Adjustment: Individual scoring high is poorly adjusted with their curricular and co-curricular programmes. Persons with low scores are interested in school programmes.

### Procedure

For the present study the sample of 90 from which 45 Indian Students and 45 Foreign Students from Nizam College were taken. AICS was arranged individually. Subject was asked to be seated, rapport was established and the following instructions were given to the subject. 'You are going to do a simple task. You have a questionnaire of 102 questions you have to read each and every question and tick on the option which you feel is suitable to you in the response sheet. There's no time limit for this test but make sure you do it as soon as possible.'

## RESULTS

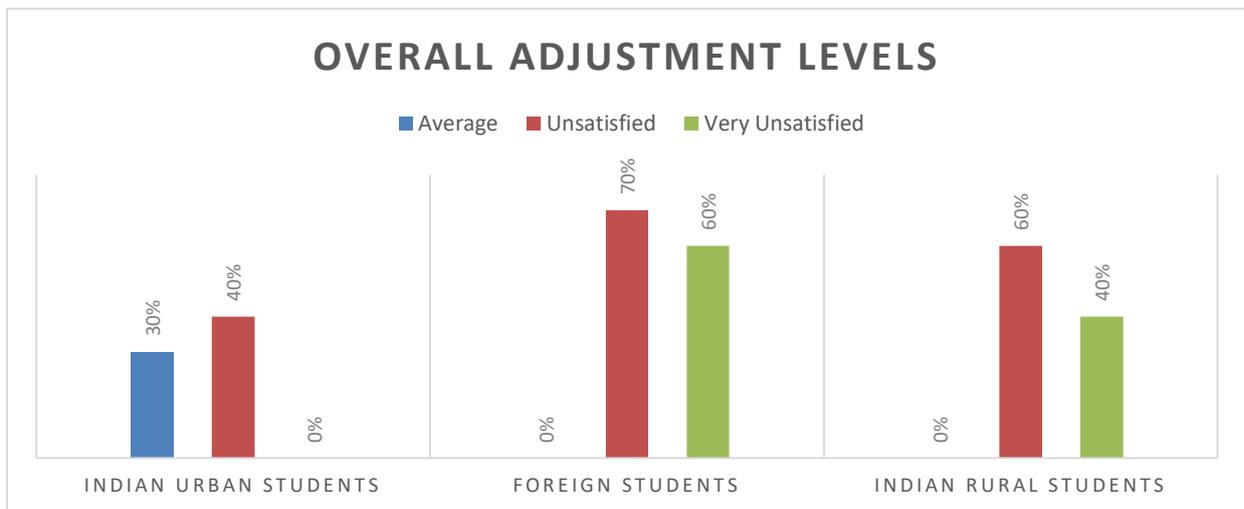
*Table 1: Classification of adjustment in terms of scoring: on different dimensions of adjustment namely: home, health, social, emotional & educational.*

Adjustment Areas	Interpretations	Range of Scores
A	Excellent	12 and below
B	Good	13-28
C	Average	29-42
D	Unsatisfied	43-57
E	Very Unsatisfied	58 and above.

*Table 2: Overall adjustment level of respondents.*

Description	Indian Urban Students	Foreign Students	Indian Rural Students
Excellent	0%	0%	0%
Good	0%	0%	0%
Average	30%	0%	0%
Unsatisfied	40%	70%	60%
Very Unsatisfied	0%	60%	40%

Bar representation of the overall percentage levels of the participants in three categories i.e, average, unsatisfied & very unsatisfied.



## DISCUSSION

In the adjustment inventory, none of the participants scores represent excellent or good experiences. As shown in table 2. Indian urban students have average experience with different dimensions of their life i.e, home, health, social, emotional & educational categories. In table 2. The data shows that 70% of foreign students have unsatisfactory experience & 60% indicates very satisfactory.

60% of Indian rural students are unsatisfied with different aspects of their life & 40% are very unsatisfied.

## CONCLUSION

By observing the overall performance of the respondents, we can conclude that Indian urban female students, Indian rural female students & Foreign female students all have a very

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unsatisfactory adjustment levels and few of them have average level of adjustment which was not seen in Indian rural students, or foreign students. Therefore, our first hypothesis is proved correct which is 'Foreign students have more emotional and adjustment problems than Indian students.', owing to their separation from their family & friends back at home, language barriers, food differences, change in weather & culture of the people.

### *Implications of the Study*

From the study we can find out that the foreign students have very poor adjustment levels in different aspects of their life owing to their separation from their loved ones to a new country with a very different language & culture. If this continues it can be very challenging for the students to be happy. For this the students can constantly be in touch with family & friends through technology, join groups of people with same interests, ask the management of the college to be more acknowledging of their presence & taking into consideration their needs as well etc. Same goes for the Indian rural students as well, due to their separation and also difficulty in adjusting to the urban settings & lack of communication skills especially in the English language which makes it difficult for them to interact freely with others especially the faculty even when they have some doubts to clarify.

### *Limitations of the Study*

The limitations of the study can be,

- The study was conducted only on female participants.
- The study focused only on students of Nizam College, thus the findings may not be true for other college students in the same city/area or in other city or state in India.
- In this study the age group was only from 18-20, thus, the findings may not be applicable to other age group students.
- This study focused only on college students as a sample & hence the results may not hold good for the other parts or segments of the population.
- This study was based on a self-report questionnaire, so there might be a response bias, which cannot be ignored.

### *Suggestions For Future Research*

Some contribution has been made by this study these findings are only limited to a particular age group. Further research is needed on other samples from other areas, states and cities as well. Studies should also be conducted among other age groups to further determine whether there is support for the findings of this research or not.

In future studies, other measurements can be used to determine the different aspects of stress levels, burnout, self-esteem as well as other sociodemographic variables can be compared to determine the significant difference. A mixed approach of qualitative and quantitative methods can be used which will help to explore more possibilities in the study.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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