

**Comparative Study**

## **A Comparative Study of The Adjustment and Self-Efficacy of Hostler and Non-Hostler College Going Female Students**

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### **ABSTRACT**

Adjustment is a universal phenomenon. We adjust with ourselves, with others, and with the environment also to successfully deal with the problems of life. It provides us with the power and capability to effect positive changes in our surroundings. When a person's environment changes, he or she has to adjust so the Purpose of the study was to investigate the level of adjustment in hostler and non-hostler girl students and the role of self-esteem in adjustment. The sample was selected based on a simple random technique. The sample consisted of 80 girl students (40 hostlers and 40 non-hostlers). The Rosenberg self-esteem measure and the Adjustment inventory for college students were used to collect data. The t-test was used to discover the significant difference in adjustment and self-esteem, and the results indicated that there is no significant difference in the level of adjustment as well as self-esteem of hostler and non-hostler students. To find the correlation between adjustment and self-esteem, a correlation test was applied and results showed that there is a significant positive correlation among these two.

**Keywords:** *Adjustment, Self-Efficacy, Hostler and Non-Hostler, Female Students*

A human being is the only creature on earth that has the capacity to reasoning and thinking and hence can make proper adjustments with himself and the environment. The persons who can adjust themselves to the changing environment can live a happy and well-adjusted life. Adjustment is an important phenomenon of human life because it provides us with the power and capability to effect positive changes in our surroundings. In college life for the hostlers, it may be the first experience of staying somewhere other than home. The support of parents, siblings is no longer present to help the individual in adjustment to the unfamiliar environment in the hostel with students of different cultural, social, and economic backgrounds. Coming to college is an important turning point in a student's life. It is an opportunity as well as a challenge for them. The transition involves moving to a larger, more impersonal school structure, interaction with peers from different backgrounds (al-Nabhan,2001; Ali, 2003; Saldern,1992). A hostel is a location where students stay to get a formal education, but it is more than just a place to stay; it is also a learning center. Students learn to live independently and learn to compromise or cooperate (Khozaei et al, 2010).

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Adjustment problems negatively affect the learning process and other behaviors also. Thus, if a student is not able to make proper adjustments, his normal style of behavior is disturbed and affects all stages of his life, if students are always preoccupied with problems, the process of education will not give satisfactory results. How an individual perceives himself greatly influences the adjustment level and this relationship becomes important in college students particularly when the students stay outside the home environment. Students residing in hostels have to face many problems like separation anxiety, loneliness, food quality, etc. All these lead to adjustment problems. If the student's perception about themselves is good and they believe in their potentials, they could adjust in any circumstances and any field whether it may be home, education, and health or to deal with other people i.e. social.

### ***Concept of adjustment***

The adjustment process begins at birth and continues until death. Good adjustment is required for successful and happy living. The concept of adjustment is dated back to the "theory of evolution" given by Darwin. The term "adaptation" was originally used in a biological sense, but psychologists now use it to describe the diverse situations of social or interpersonal relationships in society. As a result, adjustment entails the individual's response to the demands of societal pressure that is faced by the individual. How does he deal with the needs and demands of himself and the environment define his adjustment? Adjustment is the process of maintaining the harmony between the physical, psychological, and social needs of the person and the environment which influences the satisfaction of those needs.

### ***Definition of adjustment***

Oxford dictionary gives the meaning of adjustment as "a small change or movement made to achieve a desired fit, appearance, or result." Or "The process of becoming used to a new situation."

According to the Encyclopedia Britannica (1768) "Adjustment is the process of behavior by which all creatures maintain an equilibrium between their needs and demands & obstacles to the environment."

Gates et al (1970) defined adjustment as, "adjustment is the continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment."

According to Halonen & Santrock,1997 "adjustment refers to the psychological process of adapting to, coping with and managing the problems, challenges, and demands of everyday life."

According to Srivastava,1966 "adjustment is a harmonious relationship with the environment in which most individual's needs are satisfied in a socially acceptable way."

According to L.F. Shaffer (1961), "adjustment is the process by which a living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs."

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From the above definitions, Adjustment, we may infer, is a continuous process of establishing a harmonious connection between the individual and his environment. Adjustment is the process by which a person may change his surroundings to suit his requirements. Adjustment results in a change in one's actions and attitudes. All human beings differ in their activities in response to conditions in their environment, even in the same environment, each individual differs at least to some degree in his activities. This depends on the nature of the individual, what sort of a person he is. Apart from this, other factors in the environment influence adjustment.

### ***Aspects of adjustment***

#### **Home adjustment**

An individual lives in his home with other family members. He interacts with family members by his and their respective roles in the family. The child's relationship with his family members has an impact on his adjustment. Home gives a sense of satisfaction and security and warmth. If a child knows that his family is with him and supports him in any condition then he gets confidence and can deal with problems successfully. Dependence on family is reduced in college students. There are some problems which are faced by the adults which influence the other areas of his life. Different aspects like home atmosphere, family finance, sibling relationship, marital life all affect home adjustment. If one's adjustment in a home is good, then he must have a good adjustment in social life because the adjustment in different areas of life is associated with and affect one another.

#### **Health adjustment**

The individual should be in good physical and mental health. Good health is related to satisfaction and adjustment. A healthy individual feels well adjusted in society than an unhealthy one. A physically and mentally healthy person could control his emotions and thoughts and hence can better able to cope with situations. Health adjustment of a person will be better if he has strong immunity so that he can fight diseases and recover himself. His body structure also contributes to his self-esteem and his personality.

#### **Social adjustment**

Man is a social animal and he molds himself according to social values and ideals. So man behaves in such a way that her social needs and desires are fulfilled. As the individual enters college his social interactions increase and social adjustment is the most prominent challenge in an adolescent's life. In a relationship, the adjustment is to be established with an opposite-sex member. Outside family and in the school environment the individual has to adjust with other adults. Students attending university confront new personal and interpersonal problems that need the formation of new connections and the modification of previous relationships with their parents and family members. (Parker et al. 2004; Tinto 1996)

Pascarel la Terenzini (1991) had done a study and revealed that students who are preoccupied with friends from home face difficulty adjusting. A study done by Enochs and Ronald (2006) suggested that males adjust rapidly than females. Females depend upon social support more than their male counterparts to adjust to the university environment.

#### **Emotional adjustment**

Various emotions play important role in the personality of individuals. A person has good emotional adjustment if he shows his emotions in the right way and according to the right

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situation. Emotionally unstable persons are more prone to mental disorders and maladjustment. Physical, intellectual, mental, and social adjustments are possible when a person has emotional adjustment. Frequent, deep, and unjustified emotional outburst result in judging the individual as “immature” by others. No expression of emotional expression result in moodiness, rudeness, uncooperative, and being preoccupied with self. A child’s emotions leave an impact on his attitudes and behavior. Some students get adjusted to college life while some struggle with the change and eventually drop out (Ezekiel,1994; Holmbek & Wandrei,1993)

### **Educational adjustment**

The notion of education is to aid in the growth and transformation of human beings so that they can deal with the many environmental variables that impact them. Education helps him in learning new skills and information. Educational adjustments help a person grow, improve his personality, change his conduct, and improve his ability to deal with a variety of difficulties in his life. Educational adjustment is related to vocational adjustment. Students have to earn their living so ultimately educational adjustment is necessary. Is the student able to understand the subject matter properly, is he studying valuable things, is he comfortable with the teaching method and the pace of teaching all these indicate educational adjustment?

### **Characteristics of a well-adjusted individual**

1. **Physical health:** physically healthy person is free from sufferings like aches, sleep problems, heart problems. These problems could have a psychological origin and can suppress his physical and mental efficiency.
2. **Psychological or mental health:** a well-adjusted person does not have any psychological disorders like depression, anxiety, stress, etc.
3. **Work efficiency:** the well-adjusted person makes full use of his social capacities.
4. **Social acceptance:** a well-adjusted person obeys social norms, beliefs, and values.
5. **No rigidity in behavior:** a well-adjusted person does not show rigidity in behavior rather he shows flexibility in his behavior.

### **Factors affecting adjustment**

Based on the area of adjustment, certain factors influence the adjustment of an individual for that area. Some major areas of adjustment with factors influencing them are discussed in the following lines

#### **1. Factors influencing home adjustment**

- Parent-child relationship
- Broken homes
- Sibling relationship
- Economic factors

#### **2. Factors influencing social adjustment**

- Early home experiences
- The attitude of the member toward his group
- Popularity in group
- Physical appearance and personal habits

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### **Concept of self-esteem**

Feeling confident about oneself is called self-esteem. It is referred to as believing in oneself. Psychologists use the word self-esteem to describe whether someone likes themselves or not. If anyone is thinking that they are bad at things and cannot do the normal things and are worthless to family or society, then he/ she is having low self-esteem.

Self-esteem is a person's total subjective emotional assessment of their worth or value. It's a mindset or perception toward oneself. Self-esteem is an important psychological concept because it influences some other psychological concepts such as academic achievements, happiness, adjustment, social maturity, etc. it is an enduring personality characteristic.

A low level of self-esteem is responsible for all bad and high self-esteem is responsible for all good. Everyone should value themselves above or at least on par with other people or things. Self-esteem is one of the ways to happiness. It is important for well-being. Too high or too low self-esteem can be harmful so it's better to have a sound level of self-esteem. The evaluative component of self-concept is sometimes referred to as self-esteem. It can involve different opinions about oneself, like an appraisal of own appearance, beliefs, values, emotions, and behaviors. Self-esteem is considered a trait, it is stable across time within an individual.

### ***Definitions of self-esteem***

According to Rosenberg (1965), "self-esteem refers to an individual overall positive or negative evaluation of the self." When a person appreciates himself and believes he is worthwhile, he develops high self-esteem. According to Sedikides and Gress (2003), "self-esteem refers to individual's perception or subjective appraisal of one's self-worth, one's feeling of self-respect and self-confidence and to the extent to which the individual holds a positive or negative view about self".

Personal ideas about talents, abilities and interpersonal relationships make up self-esteem. Brown, Dutton, and Cook (2001) gave the methods in which the term "self-esteem" can be used:

- a) Global or trait self-esteem refers to how people feel about themselves and the characters they have i.e. feeling of love for oneself.
- b) Self-evaluation refers to how people assess their talents and characteristics.
- c) The feeling of self-esteem refers to the temporary state of emotion.
- d) In simple words, we can say that self-esteem is satisfaction with oneself.

### ***Factors influencing self-esteem***

- Genetics
- Opinion of others
- Comparison with others
- Assimilation effect: when anyone is psychologically close with others and the person with whom he is close is rewarded then the individual also feels proud and develops positive self-esteem.
- Experiences: those having constantly receiving negative evaluations from family members, friends, will likely have low self-esteem.
- Age
- Potential illness

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- Disability or physical limitations

### *Characteristics of good self-esteem*

- Faith in oneself
- Ability to deny
- Positive perspective
- Ability to accept strengths and weaknesses of his own
- Ability to communicate needs

### *Characteristics of lower self-esteem*

- Negative perspective
- Lack of confidence
- Inability to express the needs
- Focus only on weakness
- Feeling of shame
- The belief that others are better than you
- Trouble accepting positive feedback
- Fear of failure

## **REVIEW OF LITERATURE**

Adjustment is not a very new topic. To date, various researches have been done related to adjustment and self-esteem. So, for a deep understanding of the topic and to find out various methods and theoretical work regarding the topic, the available literature related to the concerned topic was searched.

### **Adjustment**

- Megha (2013) researched the adjustment issues that female students in hostels confront regarding their mental health. It was founded that such students face more adjustment problems who have a lower perception of reality and poor self-evaluation than the students who are average and high on the perception of reality.
- Singh (2006) examines the impact of the school's socio-emotional climate and gender on student adjustment, as well as their interaction effect. Boys were discovered to be considerably better at managing their health than girls.
- Raju & Rahamtulla (2007) studied adjustment problems among school students and found that adjustment of school students is primarily due to variables like grades in which they study, the medium of instructions, and management of the school.
- Sujatha, Gaonkar, Khadi, and Katarki (1993) found a significant difference in day scholars and hostlers' adjustment.
- Bronfenbrenner (2007) and Enochs & Roland (2006) done a study to examine the relationship between living environment, gender, and overall adjustment in freshmen. Day scholars had a much greater level of overall adjustment than hostlers, according to the study.
- Raju (2009) stated that academic performance and emotional stability are affected by the hostel environment. Day scholars had a considerably greater degree of overall adjustment than hostlers, as per the study.

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- Terry (1994) studied the influence of boarding house upbringing on personality and adjustment and discovered that the boarding house setting had an impact on adjustment skills and capacities.
- Denir Urberg (2004) performed research with 618 teenagers to determine the relationship between friendship and emotional adjustment. The findings indicated that the adjustment is due to a strong interpersonal interaction.
- Palsane (1970) conducted a study to see the effect of parental education and health on personal adjustment. The study was done with 85 students (47 were boys and 38 were girls). The results showed that students whose health is good and whose parents are educated were high in overall adjustment.

### **Self-esteem**

- Parmar (2014) conducted studies on the effect of gender on college students' self-esteem. The sample consists of random 60 students (30 male and 30 female) from various art colleges of Rajkot (Gujarat). It was revealed that there is a significant difference in the self-esteem level of males and females. Males have more self-esteem.
- Wickstom and Fleck (1983) researched to compare the self-esteem of religious institute pupils. Day scholars scored better on self-concept and self-esteem than boarders, according to the findings.
- Hostler students were found to score low on determinants of ego identity, self-esteem (Togonoli, 2003)

### **Objectives**

1. To compare the adjustment and self-esteem of hostler and non-hostler college going female students.
2. To estimate the relationship between adjustment and self-esteem of hostler and non-hostler college going female students.

### **Hypotheses Of Study**

1. There is a significant difference between the self-esteem of a hostel and non-hostel female students.
2. There is a significant difference between the adjustment of the hostel and non-hostel female students.
3. There is a positive correlation between the adjustment and self-esteem of the hostel and non-hostler female students.

## **METHODS AND PROCEDURE**

This section includes the steps which were followed in doing research work. From the review of literature, it can be concluded that the place of living, resources available surely have an impact on the adjustment level and self-esteem. Most of the findings indicate that non-hostlers have better adjustment. The study was conducted in different colleges of Hissar to find out the difference in adjustment and self-esteem levels of hostler and non-hostler students.

### **Methods**

This study aims to assess the adjustment and self-esteem of college going female students residing in hostels and non-hostels. The study attempted to explore the positive relationship

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between self-esteem and adjustment. The present study has been done by quantitative research method, which specifies the present status of subjects used in the study in terms of condition, practices, beliefs, attitudes, effects, trends, etc.

### **Sampling**

Keeping in view the time and financial constraints, the sample is selected by using purposive sampling techniques from colleges of Hisar.

**Target population:** college going female students (hostler and non-hostler)

**Sample size:** 80(40 hostler & 40 non hostler girls)

### **Tools used**

For collecting the data for this study, two tools were used:

1. Adjustment inventory for college students by (A.K.P. Sinha and R.P. Singh)
2. Rosenberg self-esteem scale by (Morris Rosenberg)

- 1. Adjustment Inventory for College Students (AICS):** The adjustment inventory for college students is for the Indian students who know Hindi. It contains 102 items in total. The test is used to differentiate the normal form of poorly adjusted college students in respect of five domains of adjustment (home, health, social, emotional, education). Poorly adjusted students can be screened out with help of this test, who may need further assistance and counseling. The split-half reliability of the inventory is 0.94 while test-retest reliability is 0.93. Items for which subject tick “yes” response were assigned with score 1 and items with “no” response were assigned score 0. A low score indicates better adjustment and a high score indicate poor adjustment. High scores mean poor adjustment while individuals scoring lower would have satisfactory adjustment.
- 2. Rosenberg self-esteem scale:** The Rosenberg self-esteem scale (RSES) is developed by Morris Rosenberg. It is a Likert-type scale having 10 items that are to be responded on a 4 point scale- strongly agree, agree disagree, and strongly disagree. Five items are positive and the rest five are negative. The score range is 0-30 and a score less than 15 may indicate problematic low self-esteem. Test-retest reliability coefficient is 0.71. Scoring for positive items (1, 2, 4, 6 and 7) is from 3 to 0 i.e. 3 for strongly agree; 2 for agree; 1 for disagree and 0 for strongly disagree. Scoring of negative items (3,5,8,9,10) is 0 to 3 i.e. 0 to Strongly agree; 1 to agree; 2 to disagree; 3 to strongly disagree.

### **Administration of tools**

The tools were administered to female college students in hostels and classrooms to collect the data. The tools were distributed to the selected sample personally and the instructions were given to them properly. Any doubt raised by the subjects was cleared successfully. There was no such time limit for the administration of the test but the subjects were asked to complete the test as soon as possible. The average time taken by each individual is 20 minutes. After completion of the test, booklets were taken back and the participants were thanked for their cooperation.

### **Analysis of data**

The data were analyzed using SPSS-23, with different tests, as indicated.



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1. Group difference was examined with help of an independent t-test.
2. Pearson product-moment correlation for correlational analysis.

### RESULT AND DISCUSSION

In this study, we tried to explore the effect of residence (hostel or non-hostel) on the adjustment level and self-esteem level of female college-going students. Correlation between self-esteem and adjustment was also seen.

*Table 1: Mean, Standard deviation and t- value of Hostler and Non-hostler College going female students on the variable Self-esteem and Adjustment*

Variables	Hostler/non-hostler	N	Mean	Std. Deviation	t- value
Self-esteem	Hostler	40	20.7500	4.07462	1.427
	Non-hostler	40	19.6000	3.06176	
Adjustment	Hostler	40	41.1000	12.97888	.887
	Non-hostler	40	43.6000	12.20719	

From the above Table, the mean and SD scores of hostler students on the self-esteem variable is 20.7500 and 4.07462 and the mean and SD scores of non-hostler students is 19.6000 and 3.06176. The obtained t value for self-esteem is 1.427 ( $p < .05$ ) which is not significant. It means the difference in the mean values of self-esteem is merely due to chance factors and there is no difference in the self-esteem level of hostler and non-hostler students. Thus, the hypothesis No. 1 of the study which stated that “There is a significant difference between the self-esteem of a hostel and non-hostel female students” is rejected.

For the adjustment variable, the mean and SD scores of hostler students is 41.1000 and 12.97888 and the mean and SD scores of non-hostler students is 43.6000 and 12.20719. The obtained t value for adjustment is .887 ( $p < .05$ ) which is also not significant. It means the difference in the mean values of adjustment is merely due to chance factors and there is no difference in the adjustment level of hostler and non-hostler students. Thus, the hypothesis No. 2 of the study which stated that “There is a significant difference between the adjustment of a hostel and non-hostel female students” is rejected.

There is no significant difference found between the mean score of hostler and non-hostler students on self-esteem. It can be concluded that self-esteem is found to be equal in both groups and place of living does not affect self-esteem. Although some studies revealed that the self-esteem level is high in day scholars as compared to borders (Wickstom and Fleck, 1983; Togonoli, 2003) but in our finding the difference is insignificant, it may be due to the reason that most of the students participated in the study are in the first year and they are not yet get absorbed in hostel life. Family support, friends all such factors are all common to both groups, and hence the self-esteem level is almost equal. On adjustment levels of the two groups there is no significant difference found between the mean score. This finding of the study is inconsistent with the findings of researches done by Bronfenbrenner (2007); Enochs & Roland (2006); Sujatha, Gaonkar, Khadi & Katarki (1993), and Terry (1994). It can be concluded that the level of adjustment is also equal in both groups. The reasons may be the same as in the case of self-esteem level.

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**Table 2: Correlation between Self-esteem and Adjustment**

Variables	Self-esteem
Self-esteem	1
Adjustment	-.275*

**\*p<0.05, \*\*p<0.01**

The table shows that correlation between the self-esteem and adjustment of female college going students that is  $r = -.275$ ,  $p < .05$  which indicate that self-esteem and adjustment are negatively correlated to each other but this negative correlation does not mean that students having high self-esteem will have lower adjustment levels because we already know that lower score on the AICS scale indicates better adjustment. so, here the negative correlation indicates only that if the score of self-esteem is high then the score on the AICS scale would be low, indicating better adjustment. Thus, hypothesis No.3 is accepted. Similar findings were obtained in the study done by Megha (2013). This may be due to the reasons that high self-esteem leads to the full expression of the views, ideas, and feelings which lead to psychological well-being and the person feel good in solving the problems that come in their life. And also, if the adjustment is good ultimately the person feels motivated and gets the confidence to solve the problems.

## **CONCLUSION**

The study examined the impact of hostel living on the self-esteem and adjustment levels of female college students. The results indicate that there is no significant difference in self-esteem or adjustment between hostler and non-hostler students, debunking the initial hypotheses that suggested otherwise. This suggests that the students' place of residence, whether in a hostel or at home, does not have a substantial influence on their self-esteem or adjustment levels. One possible explanation for these findings is that most of the students involved in the study were in their first year and had not yet fully adapted to hostel life. Additionally, common factors such as family support and friends may have played a more prominent role in shaping self-esteem and adjustment, leveling the playing field between hostler and non-hostler students.

Furthermore, a negative correlation between self-esteem and adjustment was identified, indicating that higher self-esteem is associated with better adjustment. This aligns with previous research and suggests that building self-esteem can contribute to improved psychological well-being and problem-solving confidence, ultimately enhancing adjustment levels.

In essence, these findings highlight the importance of self-esteem in the overall adjustment of college-going female students, irrespective of their living arrangements. It underscores the need for educational institutions to promote strategies that boost self-esteem, potentially leading to improved student well-being and adaptation. While the study's results may not support the initial hypotheses, they provide valuable insights into the complex relationship between self-esteem, adjustment, and the living environment of students. Further research may offer a more comprehensive understanding of these dynamics.

### **Limitations of the study**

The following limitations were observed in the study:

- The study was carried out with a small sample size

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- Some other psychological variables could have been included in the study.
- The AICS scale was much longer.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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