

Social Adjustment among Pre-University Students

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ABSTRACT

Social adjustment is most important aspect in human life. It is an ability of the individual to adapt to social and environmental demands and to function in different social roles. Social adjustment is an attempt made by a human being to cope with the norms, ethics and requirements of society in order to be accepted. This study aimed to assess the social adjustment among Pre-University students. A survey method was employed, the sample size of this study consists of 240 Pre-University students, comprising 120 boys (60 Urban and 60 Rural) and 120 girls (60 Urban and 60 Rural) from different Pre-University Colleges in Bangalore. Adjustment Inventory developed by Dr. Penny Jain was employed for data collection. The results revealed that there is a significant mean difference between boys and girls of Pre University-Students on the level of social adjustment. An independent sample t test is calculated and the obtained $t(138) = 0.25, p > .05$ which showed that girls have shown a better social adjustment when compared to boys. This study contributes to the understanding of social adjustment among Pre-University students, providing insights into the importance of social adjustment for effective functioning in society.

Keywords: *Social adjustment, Pre-University students, Urban and Rural Students, Adjustment inventory*

According to psychology an adjustment refers to the behavioral process by which an individual maintain equilibrium in society. “An adjustment is the process of finding and adopting modes of behavior suitable to the environment of the change in the environment” (Scalera and Alivernini, 2010).

Adolescence is a period of physical and psychological development involving neurocognitive, affective, social, and academic changes (Sawyer, et al., 2012). Many adolescents have difficulties adjusting and coping with these challenges, which may impact on their mental state, increasing the risk of long-term mental health issues (Goldbeck, Schmitz., Besier, Herschbach, & Henrich, 2007). Adolescents perceive lower levels of life satisfaction and experience emotional distress more frequently and with greater intensity than younger children or older adults. Adolescence is therefore a developmental stage with

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Received: December 14, 2024; Revision Received: December 24, 2024; Accepted: December 28, 2024

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high risks in terms of psychological problems, subjective well-being, and adjustment (Compas et al., 2017).

Hurlock (2010) explains that one of the most difficult developmental tasks of adolescence is related to social adjustment. Adolescents must adapt to others outside the family environment to achieve the goals of adult socialization patterns, adolescents must make many new adjustments. The development of social life during high school age is influenced by one important aspect, namely social adjustment. This is based on the fact that the high school age is the initial foundation for the formation of attitudes and behavior in the future. The importance of the first social adjustment, namely patterns of behavior and attitudes that are formed at the beginning of life tend to stay. Students who are able to make social adjustments during high school age, will have the possibility to be able to make social adjustments well in the future, compared to students who do not succeed in making social adjustments well. The second reason is that the type of social adjustment carried out at this time will leave a feature on their self-concept that will increase the determination of the pattern of social adjustment that will be made in the future.

REVIEW OF LITERATURE

Ansary, Ansary, & Adhikari, (2022) assessed the social adjustment of the undergraduate students of Purulia District, West Bengal. Descriptive survey type research method was adopted by the researchers to conduct this study. The study analyzed the data from 276 undergraduate students. Out of this, 154 are male and 122 female. They all belong to the two undergraduate colleges which are affiliated to Sidho-Kanho-Birsha University, Purulia. A self-made 'Social Adjustment Inventory' was used by the researchers to collect responses from the students and 't'-test was used to test the significant mean difference between the maintained variables. The findings of this study revealed that there is no significant difference existing between male-female, rural-urban, rural male-urban male and rural female –urban female undergraduate students of Purulia District regarding their attitude towards social adjustment.

Muzaffar (2017) explored the role of positive emotions, resilience & family system in social adjustment in Pakistani adolescents. Through convenient sampling, data collected from 150 adolescents (70 boys & 80 girls). In terms of family system 92 were living in nuclear family while 58 in joint family. Urdu version of Modified Differential Emotions Scale, Resilience Scale and Bell's Adjustment Inventory were used. Statistical analysis revealed the presence of significant positive relationship between positive emotions and resilience ($r = .39^{**}$) where girls were slightly more resilient ($M \pm SD = 120.77 \pm 24.03$) & socially adjusted ($M \pm SD = 17.41 \pm 4.15$). Moreover 52 % adolescents reported difficulty in talking with new people. Majority of participants from Joint family reported good social adjustment (38%) and high resilience (17%) as compared to those in nuclear family (21%, 13%). The influence of these demographic variables is important indication to be explored further.

Social adjustment plays a critical role in student persistence at college. Social media such as Facebook, used widely by this population, have the potential to positively enhance students' transition to college by encouraging connection and interaction among peers. Gray, Vitak, Easton, & Ellison (2013) examines the role Facebook plays in students' social adjustment during their first year of college using survey data ($N = 338$) collected from students at a private, liberal arts college in the Midwest. We develop and test a model that includes both traditional and Facebook-specific predictors of social support and social adjustment, as well as explore the role that these factors play in predicting students' enrollment status the

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following year. Results indicate positive relationships between two Facebook variables—the number of Facebook Friends students have at the college and their engagement in collaborative behaviors with classmates through the site—and measures of social support and social adjustment, as well as a positive relationship between social adjustment and persistence at the university.

Significance of the study

The present study focuses upon the assessment of social adjustment among Pre-University students as these students come under the stage of adolescents. This stage is a transition from childhood to adulthood, with lots of challenges being faced in emotional, academic and social adjustment.

Objectives of the study

- To study the gender difference in the level of social adjustment among pre university students.
- To study the level of social adjustment among urban and rural pre university students.

Hypotheses

- There is a significant gender difference in the level of social adjustment among pre university students.
- There is a significant difference in the level of social adjustment among urban and rural pre university students.

Tool for the Study

- **Demographic Data Collection Tool:** Demographic questionnaire which consist of primary information of Pre- University Students (Name, Age, Studying education, Gender, Urban/Rural).
- **Adjustment Inventory:** Adjustment Inventory developed by Dr. Penny Jain (1989) consists of 50 items which measures adjustment of the college students in the following areas Family, Social, Educational, financial and Emotional. Each area has ten questions. Each item has two options for answering i. e., Yes or No. Reliability of the test score is 0.94 and Validity of the test score is 0.93.

Operational Definition:

- **Social adjustment:** is a capacity to react effectively and completely to social realities, situation and relations, so that the requirements for social living are fulfilled in an acceptable and satisfactory manner.
- **Pre-University Students:** The students who studies in 11th and 12th grade education are considered as Pre University Students

Variables:

- **Independent Variables:** Gender (boys and girls) and domicile variables (rural and Urban) Pre-University Students.
- **Dependent Variables:** Social adjustment.

Research Design:

Descriptive method of research.

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Sample design:

The present study sample consists of 240 Pre University students 120 boys (60 Urban and 60 Rural) and 120 girls (60 Urban and 60 Rural) from different Pre- University Colleges in Bangalore (Urban and Rural) in Karnataka.

Inclusion criteria:

- Both first and second year Pre-University students (Boys and Girls) Rural and Urban students, age group (16-18 years) were considered.
- Participants who are willing to participate voluntarily were included
- Students who can read and write Kannada and English languages were included

ANALYSIS OF RESULTS AND DISCUSSION

Table 1 Shows the N, Mean, Standard Deviation and t ratio on gender difference on social adjustment among Pre University college students

		A total Scores on Social adjustment				
		N	Mean	SD	T	P
A total Scores on Social adjustment	Boys	120	7.72	1.71	0.25	.79
	Girls	120	7.66	1.82		
	Total	240				

Table 1 shows the mean score and standard deviation, t ratio on the level of social adjustment of pre university students. Girls have obtained a lower mean score ($M=7.66$, $SD=1.82$) on a total score of social adjustment compared to boys ($M=7.72$, $SD=1.71$). It is shown that girls have shown a lesser level of social adjustment compared to boys. In comparing the significant mean difference between boys and girls on the level of social adjustment an independent sample t test is calculated and the obtained $t(138) = 0.25$, $p > .05$. This indicates that there is no significant gender difference in the level of social adjustment, which showed that girls have shown a better social adjustment when compared to boys, where as this is not a significant difference hence the results are not according to the hypothesis "There will be a significant gender difference in the level of social adjustment among pre university students".

Table 2 Shows the N, Mean, Standard Deviation and t ratio on difference on social adjustment among urban and rural pre university college students

		A total Scores on Social adjustment				
		N	Mean	SD	T	P
A total Scores on Social adjustment	Urban	120	7.61	1.82	0.69	.48
	Rural	120	7.77	1.71		
	Total	240				

Table 2 shows the mean score and standard deviation, t ratio on the level of social adjustment among urban and rural pre university college students. Rural students have obtained a greater mean score ($M=7.77$, $SD=1.71$) on a total score of social adjustment compared to urban students ($M=7.61$, $SD=1.82$). It is shown that rural students have shown a better level of social adjustment compared to urban students. In comparing the significant mean difference between urban students and rural students on the level of social adjustment an independent sample t test is calculated and the obtained $t(238) = 0.69$, $p > .05$. This indicates that there is no significant difference in the level of social adjustment among urban and rural pre university college students, which showed that rural students have shown a

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better social adjustment when compared to urban students, but this mean difference is not a significant difference hence the results are not according to the hypothesis “There will be a significant difference in the level of social adjustment among urban and rural pre university college students”.

HYPOTHESES BASED DISCUSSION

In view of the hypotheses testing the following hypotheses were tested by using an independent sample t test and drawn the conclusions.

H1: There is a significant gender difference in the level of social adjustment among pre university students

The obtained mean difference indicated that girls have shown a lesser level of social adjustment compared to boys. In comparing the significant mean difference between boys and girls on the level of social adjustment an independent sample t test is calculated and the obtained $t(138) = 0.25, p > .05$. This indicates that there is no significant gender difference in the level of social adjustment, which showed that girls have shown a better social adjustment when compared to boys, where as this is not a significant difference hence the results are not according to the hypothesis “There will be a significant gender difference in the level of social adjustment among pre university students. There are no sufficient evidences to show the gender difference in the level of exhaustion at school work among pre university students.

H2: There is a significant difference in the level of social adjustment among urban and rural pre university students

The obtained mean difference indicated that rural students have shown a better level of social adjustment compared to urban students. In comparing the significant mean difference between urban students and rural students on the level of social adjustment an independent sample t test is calculated and the obtained $t(238) = 0.69, p > .05$. This indicates that there is no significant difference in the level of social adjustment among urban and rural pre university college students, which showed that rural students have shown a better social adjustment when compared to urban students, but this mean difference is not a significant difference hence the results are not according to the hypothesis “There will be a significant difference in the level of social adjustment among urban and rural pre university college students.

CONCLUSIONS

The following conclusions drawn based on the statistical inferences.

- It is found that there is no significant gender difference in the level of social adjustment among pre university students
- It is found that there is no significant difference in the level of social adjustment among urban and rural pre university students

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Acknowledgement

The author(s) appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author(s) declared no conflict of interest.

How to cite this article: Vidya, M., Manjunatha, P. & Surma, S. (2024). Social Adjustment among Pre-University Students. *International Journal of Indian Psychology, 12(4)*, 2205-2210. DIP:18.01.210.20241204, DOI:10.25215/1204.210