

Adjustment Problems among Medical Students

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ABSTRACT

The present study is intended to examine the adjustment problems of Medical students from C U Shah Medical college of Surendranagar. Adjustment is a process by which a living organism maintains, a balance between the needs and the circumstances. The variables included for the study apart from adjustment (home, health, social, emotional) are gender and class. The study was conducted on a sample of 96 students (48 boys, 48 girls) randomly selected from the C U Shah Medical college of Surendranagar, Gujarat, for this purpose of investigation “Bell’s adjustment inventory (school form) revised by Oza R. K. in Hindi” (1994) was used. The obtained data was analyzed through ‘t’ test and ‘F’ test to know the different between gender, class of medical students. The results shows that there is significant difference between boys and girls medical students in term of their health, social, and emotional adjustment in the 0.01 level of probability. As per mean score boys have better health, social and emotional adjustment than girls. Results are also indicates that there is significant difference in class (first to fourth year) of medical students in term of their home, health, social and emotional adjustment in the 0.01 level of probability. Mean scores suggest that fourth year students have poor home adjustment and third year students have poor health, social, and emotional adjustment than others.

Keywords: *Level Of Adjustment, Boys And Girls, First To Fourth Year*

The term of adjustment is often used as a synonym for accommodation and adaption. Strictly speaking, the term denotes the results of equilibrium, which may be affecting by either of these processes e.g., (Monroe P. (ed.), 1990) it used to emphasize the individual’s struggle to along or survive in his or her social and physical environment.

Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment (Good C.V., 1959), with which a living organism maintains a balance between its needs and the circumstances that influence the

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satisfaction of these needs. (Shafer, 1961), is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In his process, the individual also makes efforts to maintain harmonious relationship with the environment (Kulshrestha S.P., 1979). In adjustment, crucial factors are individual and environment. Individual factors are heredity, biological and psychological. Whereas, environment includes all the social factors (Raju M.V.R. & Khaja Rahamtulla T., 2007).

In examining perceptions of the undergraduate experience, it is also unlikely that college experience would affect all individuals to the same degree. For example, it has been found that approximately one-quarter of incoming freshman do not return to the same institution in the following year, with half of these students making decision to leave in the first six weeks (Gardner J.N. Upcraft M., 1989). Students who withdraw during first semester often cite emotional reasons for dropping out. (Rickinson B, & Rutherford D, 1995). Clearly, some students are better able to adjust to the undergraduate experience than are others. Such variability in responses to college emphasizes the importance of understanding what factors contribute to negative reactions to the college experience and whether undergraduate students experience similar changes in psychological and physical health as law students and medical students. Although previous research has suggested several factors that may contribute to the successful adjustment of college students (as will be discussed below), it has not been adequately established whether any of these factors (e.g., self-esteem, coping tactics, perfectionism, optimism, and extroversion) play a negative or positive role in positive student health behaviors.

In an analysis of numerous investigation of the problem of college students (Strang R., 1937) classified their difficulties in adjustment under five main groups, Intellectual & perceptual difficulties, physical and structural difficulties, emotional difficulties, social difficulties, vocational and economical difficulties.

Medical college student have main problems of coping with the environment, time pressure, fear of failure, these all effects on students adjustment. (Shaw D, and Others, 1999) Other factors may of fact on the student are effect of medical school on personality, marital conflicts, family pressure, language, economical, social, family, emotional and health problems.

Adjustment problems in medical student is most common problem in the whole world because of excessive academic pressure, feeling of dehumanization, lack of personal freedom, and having chosen wrong profession. (Mary p, 2007) This research can help us to find out the main adjustment problems among medical students. Bell's adjustment inventory (R.K., 1994) is use for this research. It can help us to find out home, health, social, and emotional adjustment among medical students.

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Definition

Adjustment

1. Adjustment process is a way in which the individual attempts to deal with stress, tensions, conflicts etc., and meet his or her needs. In this process, the individual also makes efforts to maintain harmonious relationship with the environment.

(Kulshrestha S.P., 1979)

2. Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment

(Good C.V., 1959)

3. Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs.

(Shafer, 1961)

Medical College

1. “Medical college” means any institution by whatever name called in which a person may undergo a course of study or training including any postgraduate course of study or training which will qualify him for the award of a recognized medical qualification.(Notification, Gazette Of India, 2000)

2. A graduate school offering study leading to a medical degree (The free dictionary by farlex, 2014)

Student

1. A person following a course of study, as in a school, college, university, etc (The free dictionary by farlex, 2014)

Variables

Independent variable

1. Gender: boys, girls,
2. Standards: First to fourth year of Bachelor of Medicine, Bachelor of Surgery (MBBS)

Dependent variable

1. Level of home, health, social, and emotional adjustment

Controlled variable

1. Students from C. U. Shah Medical College, Surendranagar city (Gujarat state, India)

Objectives

1. To know the level of home, health, social and emotional adjustment in gender and class of under graduate medical students.

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Hypothesis

1. There is significant difference between boys and girls under graduate medical students in term of their home adjustment
2. There significant difference between boys and girls under graduate medical students in term of 3. their health adjustment
3. There significant difference between boys and girls under graduate medical students in term of their social adjustment
4. There is significant difference between boys and girls under graduate medical students in term of their emotional adjustment
5. There is significant difference between boys and girls under graduate medical students in term of their home, health, social, and emotional adjustment
6. There is significant difference between first to fourth year of under graduate medical students in term of their home adjustment
7. There is significant difference between first to fourth year of under graduate medical students in term of their health adjustment
8. There is significant difference between first to fourth year of under graduate medical students in term of their social adjustment
9. There is significant difference between first to fourth year of under graduate medical students in term of their emotional adjustment
10. There is significant difference between first to fourth year of under graduate medical students in term of their home, health, social, and emotional adjustment
11. There is significant difference between boys and girls and first to fourth year of under graduate medical students in term of their home, health, social, and emotional adjustment

METHOD

Sample

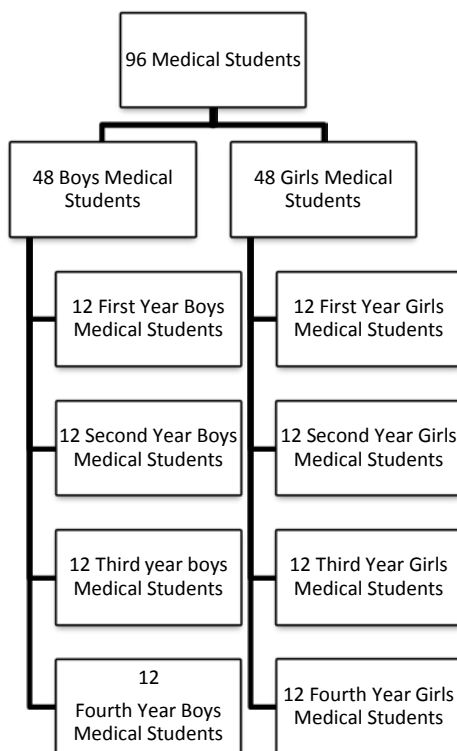
The sample consisted of 96 under graduate medical students. Among them 48 participants are boys and 48 participants are girls under graduate medical students taken from C U Shah Medial College, Surendranagar. Participants were selected by using the stratified random method. The data were stratified as per class and gender. For this purpose of study, comparative research design is used.

Tools

Bell's adjustment inventory, student form is revised in Hindi by. Oza R. K. The reliability coefficient were determined by split- half and test-retest method. Items were calculated and correlated by spearman brown formula the reliable of this scale is up to 0.84 in home health, social and emotional area of adjustment. This adjustment inventory was validated against K.Kumar's adjustment inventory. Validity is up to 0.72 in above four areas. This scale was conducted on a sample of 400 cases of four educational groups.

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1. Plane for Data Collection



Data analysis

For statistical analysis, the obtained data from 96 Medical college students were analyzed with the help of “t” test to study the different of home, health, social, and emotional adjustment of boys and girls Medical students. And “F” test to study the difference of home, health, social, and emotional adjustment of first to fourth year of medical students. Significant differences were examined at 0.01 level of probability.

RESULT AND DISCUSSION

Table 1

| Area of Adjustment | Gender | Mean | SD | ‘t’ value |
|----------------------|--------|-------|------|--------------|
| Home adjustment | Boys | 7.42 | 2.75 | 1.28 |
| | Girls | 8.19 | 3.15 | |
| Health adjustment | Boys | 6.31 | 4.37 | 3.37* |
| | Girls | 9.69 | 5.36 | |
| Social adjustment | Boys | 15.58 | 3.60 | 2.76* |
| | Girls | 18.61 | 3.59 | |
| Emotional adjustment | Boys | 9.33 | 4.89 | 3.69* |
| | Girls | 13.38 | 5.82 | |

* $p < .01$ DF=94, ‘t’ value of table(0.01p)= 2.63.

Table 1 provides result regarding the influence of gender of home, health, social, and emotional adjustment. It can be noted from the table that gender dose not have a significant influences on home adjustment. There is not any significant difference between boys and girls medical students in term of their home adjustment.

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It also provides results regarding the influence of gender on health adjustment. The result indicated a significant difference is observed between boys and girls in term of their health adjustment, on the health adjustment girls have higher mean scores then the boys indicating that boys have better health adjustment. Thus, it can be observed that boys are significantly better adjusted than girls are. Girls have high fears with new situation, severe headache, sleep disturbance, and gastric problems. Some of the girls are also complaining about different illnesses.

Table 1 also provides results regarding the influence of gender on social adjustment. The result indicated a significant difference is observed between boys and girls in term of their social adjustment, on the social adjustment girls have higher mean scores then the boys indicating that boys have better social adjustment. Thus, it can be observed that boys are significantly better socially adjusted than girls are. Girls have high stage fear, uncomfortable in-group conversation, difficulty in conversation with unknown person, and ignore leadership.

Table-1 provides results regarding the influence of gender on emotional adjustment. The result indicated a significant difference is observed between boys and girls in term of their emotional adjustment, on the emotional adjustment girls have higher mean scores then the boys indicating that boys have better emotional adjustment. Thus, it can be observed that boys are significantly better adjusted than girls are. The analysis of the individual items of the emotional adjustment dimension indicated that boys as camper to girls have not expressed any fear to go out alone in nights, see a snack or control their anger wherever things are not happening according to the wish. Similar finding are reported by (Kasinath H.M., 1990), (Pradhan G.C., 1993), and (Raju M.V.R. & Khaja Rahamtulla T., 2007).

Table 2

| Area of Adjustment | Mean score | | | | F Value |
|----------------------|------------------------|-------------------------|------------------------|-------------------------|---------|
| | First Year MBBS (N=24) | Second Year MBBS (N=24) | Third Year MBBS (N=24) | Fourth Year MBBS (N=24) | |
| Home Adjustment | 6.63 | 6.92 | 8.83 | 9.08 | 4.05* |
| Health Adjustment | 7.67 | 6.38 | 10.75 | 7.21 | 4.59* |
| Social Adjustment | 18.75 | 15.63 | 18.79 | 17.21 | 5.41* |
| Emotional Adjustment | 11.79 | 8.33 | 13.96 | 11.33 | 5.65* |

* $p < .01$ $DF_1 = 3$, $DF_2 = 92$ 'F' value of table(0.01p)= 3.98

Table 2 provides results regarding the influence of class on home adjustment. The result indicated a significant difference is observed in class (first to fourth year) in term of their home adjustment, on the home adjustment fourth year medical student have higher mean scores then the other , indicating that fourth year students have poor home adjustment.

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Thus, it can be observed that fourth year students are significantly poor adjusted in home than others are. Fourth year students have excessive study pressure from their families and Adjustment problems with their family members.

It also provides results regarding the influence of class on health adjustment. The result indicated a significant difference is observed in class (first to fourth year) in term of their health adjustment, on the health adjustment third year medical student have higher mean scores than the other , indicating that third year students have poor health adjustment. Thus, it can be observed that third year students are significantly poor health adjustment than others are.

Table 2 also provides results regarding the influence of class on social adjustment. The result indicated a significant difference is observed in class (first to fourth year) in term of their social adjustment, on the social adjustment third year medical student have higher mean scores than the other , indicating that third year students have poor social adjustment. Thus, it can be observed that third year students are significantly poor social adjustment than others are.

It also provides results regarding the influence of class on emotional adjustment. The result indicated a significant difference is observed in class (first to fourth year) in term of their emotional adjustment, on the emotional adjustment third year medical student have higher mean scores than the other , indicating that third year students have poor emotional adjustment. Thus, it can be observed that third year students are significantly poor emotional adjustment than others are.

CONCLUSION

In the conclusion of the given research, we can say that there is not any difference in home adjustment and a truthful difference can be seen in health, social, and emotional adjustment in boys and girls medical students. The result shows that boys have better health, social, and emotional adjustment than girls.

We can also say that there is a significant difference in class in term of their home, health, social, and emotional adjustment. The result shows that fourth year student have poor home adjustment and third year students have poor health, social, and emotional adjustment than other students.

Limitation of the study

Limitation is, open able study, sample size is very small, and it is limited to one institute only.

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Future Direction

Multi centric study with large sample size will be more conclusive control study with student from other faculty and general population could bring more definitive result.

Suggestions

This study suggest that,

1. There should be adequate number of trained counselors both male and female posted in medical colleges.
2. Counseling will be easily available confidentially.
3. Adequate facility for relaxing, recreation, and play is as important as teaching.

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Conflict of Interests

The author declared no conflict of interests.

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