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Analysis and comparison of adjustment level of College day scholars and hostellers in terms of their home, health, social, emotional and educational adjustment

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Abstract
The present research was conducted to Analyze and compare the level of adjustment of college students. The research was conducted in Chandigarh. The sample consisted of 100 college going students between 17-23 years of age. The sample was divided into four groups. The first group included college going boys who were day scholars, the second group comprised of college going boys who were Hostellers. The third group included college going girls who were day scholars, and the fourth group comprised of college going girls who were Hostellers. The tool used in the study was Adjustment inventory for college students by A K P Sinha and R P Singh. The groups were compared in terms of their Overall Adjustment levels as well as in terms of their Home, Health, Social, Emotional and Educational adjustment levels. In order to get the refined results, the adjustment levels were compared among these groups in six phases. In the first phase, Day Scholar Boys were compared with Hosteller Boys. The second phase included comparing adjustment levels between Day Scholar Girls and Hosteller Girls. In the third phase, all Boys and Girls were compared. In the fourth phase, all Day Scholars and Hostellers were compared. The fifth phase involved comparison of Day Scholar Boys with Day Scholar Girls and the final phase included comparison of Hosteller Boys with Hosteller Girls in terms of their Adjustment levels. It was reported that Day Scholars were better adjusted than Hostellers ; and that the girls had significantly better level of adjustment in the Home Area, whereas in other dimensions, though insignificantly, but Boys had better adjustment levels.

Keywords: Day Scholars Hosteller Home adjustment Health adjustment Educational adjustment Emotional Social

1. Introduction
Adjustment is an important psychological variable, which can be defined as, "an index of integration between needs and satisfaction". Adjustment is dynamic rather than static in quality Adjustment helps in having integrated and balanced personality. Adjustment is a continuous process, which produces a more harmonious relationship between the person and his environment. It is a process of directing one's own effort towards modification of behavior and attitudes. Adjustment is a process of helping the person to change his environment or his outlook. It promotes happiness and efficiency of the person in an environment. It implies a proper degree of social feeling and acceptance of social responsibility. "According to Gates and others (1958), "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Psychologists interpreted adjustment from two important points of view, one adjustment as an achievement and another adjustment as a process. Education plays a very important role in the life of human beings. It provides them to develop and flourish their personality on various fields to life. Adjustment is both internal as well as external. It is a multidimensional approach. It is an acquired one. It is a balanced state between the needs of the individual and their satisfaction. The concept of adjustment was originally biological one and was concerned with adaptation to the physical environment for survival. Adaptation to physical environment is of course of person's important concern, but he has also to adjust to social pressures and demands of socialization that are inherent in living interdependently with other persons. According to William Clark (1970), "Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially acceptable ways, the resulting informs of

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behaviour which may range from passive conformity to vigorous action." According Shaffer and Shoper (1958), "Life consists of a series of such sequences in which needs are aroused and then satisfied. This familiar pattern is the process of adjustment "According to Symonds (1949), "Adjustment can be defined as a satisfactory relation of an organism to its environment."

2. Method

The present research aimed to analyze and compare the level of adjustment of college students. The research was conducted in Chandigarh. The sample consisted of 100 college going students between 17-23 years of age. The sample was divided into four groups. The first group included college going boys who were day scholars, the second group comprised of college

going boys who were Hostellers. The third group included college going girls who were day scholars, and the fourth group comprised of college going girls who were Hostellers. The tool used in the study was Adjustment inventory for college students (AICS) by A K P Sinha and R P Singh. It measures adjustment in five areas, namely – (i) Home, (ii) Health, (iii) Social, (iv) Emotional and (v) Educational. It contains 102 items out of which area of Home contains 16 items; area of Health contains 15 items, Social 19 items, Emotional 31 and Educational 21 items. The criterion for adjustment of students is based on scores gained by students in inventory.

2.1 Participants
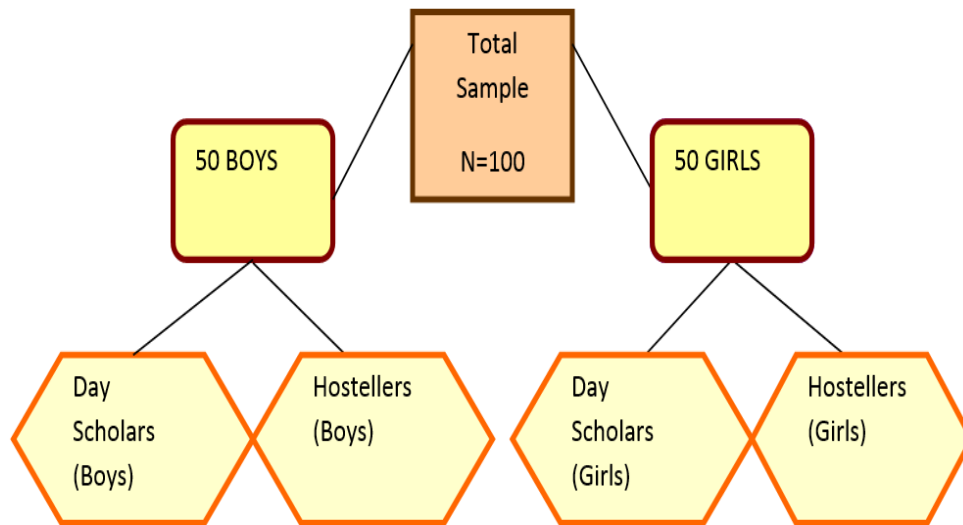
2.2 Phases of the Study

The Groups were compared in six phases.

Phase I: Day Scholar Boys were compared with Hosteller Boys.

Phase II: The second phase included comparing adjustment levels between Day Scholar Girls and Hosteller Girls.

Phase III: In the third phase, all Boys and Girls were compared.

Phase IV: The fourth phase, all Day Scholars and Hostellers were compared.

Phase V: The fifth phase involved comparison of Day Scholar Boys with Day Scholar Girls

Phase VI: The final phase included comparison of Hosteller Boys with Hosteller Girls in terms of their Adjustment levels

2.3 Actual administration of the test

The first step included sample selection and then, rapport was formed with the subjects. The tool used in the study was Adjustment inventory for college students by A K P Sinha and R P Singh. The Standardized Test was given to the subjects after giving them detailed instructions

2.4 Statistical Analysis

Once the data were obtained, it was coded, tabulated and analyzed, keeping in mind the objectives of the study. Appropriate statistical tools were used to draw meaningful inferences. The statistical tools used in the present study are given in Table1

Table 1: Statistical tools used for analysis of data

S. No.	Statistical tools	Formula	Purpose
1.	Mean (x)	X = ΣX/N where, X = Variable N = No. of sample	To find out the average scores of variable used in the study.
2.	Percentage (%)	% = X/N x 100 where x = Derived score n = total score	To find the distribution of subjects with regard to various variables of the study.
3.	Standard Deviation (S.D.)	$0 = \sqrt{\overline{\Sigma x}} / N$ Where X = Deviation from actual mean X = mean. X = variable. N = number of samples.	To find out deviation from the man scores of the variables.
4.	Standard error of mean (S.E)	S.E = 0/n Where 0 = S.D. n= number of observations	To find out the degree to which the mean is effected by the error of measurement and sampling.
5.	't' test	$t = (x_1 - x_2) / S$ $\sqrt{n_1 n_2 / n_1 + n_2}$ where x_1 = mean of 1st sample x_2 = mean of second sample S = combine S.D. n_1 = number of observations in 1st sample. n_2 = number of observations in 2nd sample	To compare the average score of any two groups or to find out whether the mean of the two samples vary significantly from each other.

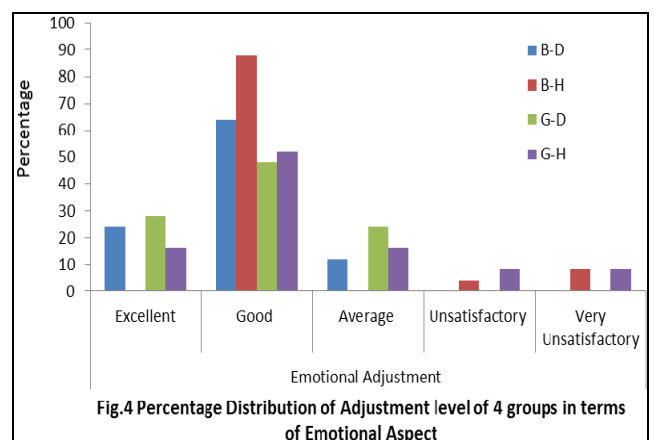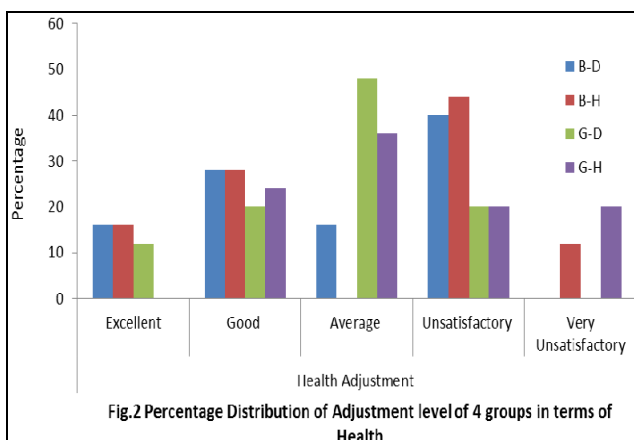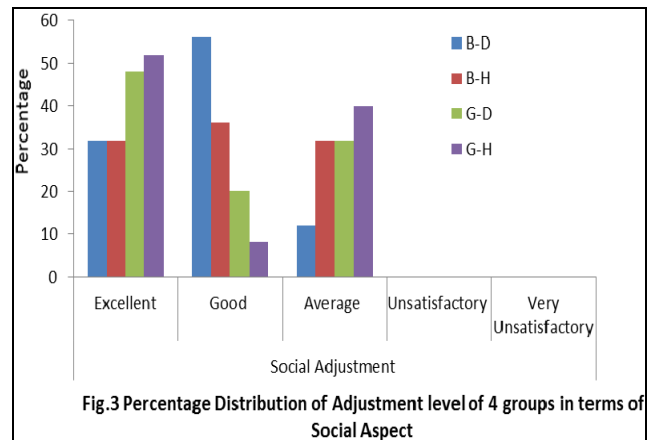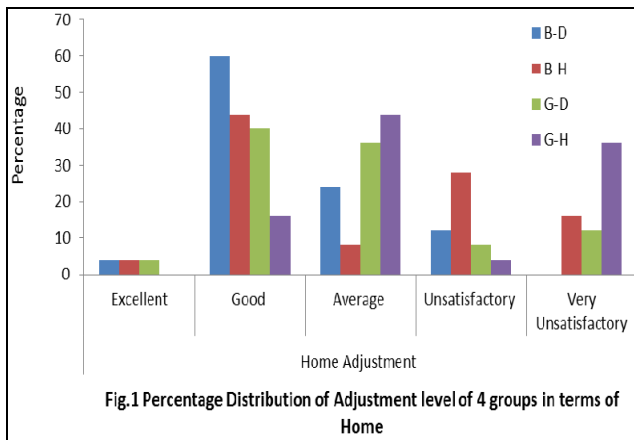## 3. Results and Discussion

Table 2: Frequency and Percentage Distribution of Adjustment Dimensions in terms of categories among Boys

Area	Category	Description of Adjustment	Range of Scores	Boys Day Scholars		Boys Hostellers	
				f	%	f	%
Home	A	Excellent	0-1	1	4	1	4
	B	Good	2-3	15	60	11	44
	C	Average	4-7	6	24	2	8
	D	Unsatisfactory	8-9	3	12	7	28
	E	Very Unsatisfactory	10 and above	0	0	4	16
Health	A	Excellent	0-1	4	16	4	16
	B	Good	2-3	7	28	7	28
	C	Average	4-5	4	16	0	0
	D	Unsatisfactory	6-8	10	40	11	44
	E	Very Unsatisfactory	9 and above	0	0	3	12
Social	A	Excellent	0-2	8	32	8	32
	B	Good	3-6	14	56	9	36
	C	Average	7-9	3	12	8	32
	D	Unsatisfactory	10-12	0	0	0	0
	E	Very Unsatisfactory	13 and above	0	0	0	0
Emotional	A	Excellent	0-1	6	24	0	0
	B	Good	2-7	16	64	22	88
	C	Average	8-15	3	12	0	0
	D	Unsatisfactory	16-21	0	0	1	4
	E	Very Unsatisfactory	22 and above	0	0	2	8
Educational	A	Excellent	0-1	3	12	5	20
	B	Good	2-4	11	44	10	40
	C	Average	5-9	6	24	5	20
	D	Unsatisfactory	10-14	5	20	5	20
	E	Very Unsatisfactory	15 and above	0	0	0	0
Overall Adjustment	A	Excellent	0-12	8	32	8	32
	B	Good	13-28	9	36	7	28
	C	Average	29-45	8	32	7	28
	D	Unsatisfactory	46-61	0	0	1	4
	E	Very Unsatisfactory	62 and above	0	0	2	8

Table 3: Frequency and Percentage Distribution of Adjustment Dimensions in terms of categories among Girls

Area	Category	Description of Adjustment	Range of Scores	Girls			
				Day Scholars		Hostellers	
				f	%	f	%
Home	A	Excellent	0-1	4	4	0	0
	B	Good	2-3	10	40	4	16
	C	Average	4-5	9	36	11	44
	D	Unsatisfactory	6-8	2	8	1	4
	E	Very Unsatisfactory	9 and above	3	12	9	36
Health	A	Excellent	0	3	12	0	0
	B	Good	1-2	5	20	6	24
	C	Average	3-6	12	48	9	36
	D	Unsatisfactory	7-9	5	20	5	20
	E	Very Unsatisfactory	10 and above	0	0	5	20
Social	A	Excellent	0-3	12	48	13	52
	B	Good	4-6	5	20	2	8
	C	Average	7-9	8	32	10	40
	D	Unsatisfactory	10-11	0	0	0	0
	E	Very Unsatisfactory	12 and above	0	0	0	0
Emotional	A	Excellent	0-1	7	28	4	16
	B	Good	2-7	12	48	13	52
	C	Average	8-14	6	24	4	16
	D	Unsatisfactory	15-21	0	0	2	8
	E	Very Unsatisfactory	22 and above	0	0	2	8
Educational	A	Excellent	0-1	3	12	0	0
	B	Good	2-4	9	36	6	24
	C	Average	5-8	13	52	9	36
	D	Unsatisfactory	9-12	0	0	10	40
	E	Very Unsatisfactory	13 and above	0	0	0	0
Overall Adjustment	A	Excellent	0-12	8	32	6	24
	B	Good	13-27	9	36	8	32
	C	Average	28-41	7	28	5	20
	D	Unsatisfactory	42-57	1	4	4	16
	E	Very Unsatisfactory	58 and above	0	0	2	8

Fig.1 Percentage Distribution of Adjustment level of 4 groups in terms of Home

Fig.3 Percentage Distribution of Adjustment level of 4 groups in terms of Social Aspect

Fig.2 Percentage Distribution of Adjustment level of 4 groups in terms of Health

Fig.4 Percentage Distribution of Adjustment level of 4 groups in terms of Emotional Aspect

Fig.5 Percentage Distribution of Adjustment level of 4 groups in terms of Educational Aspect

Fig.6 Percentage Distribution of Over-all Adjustment level of 4 groups
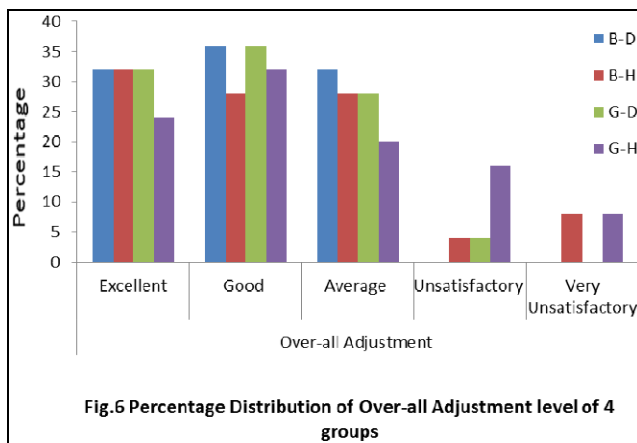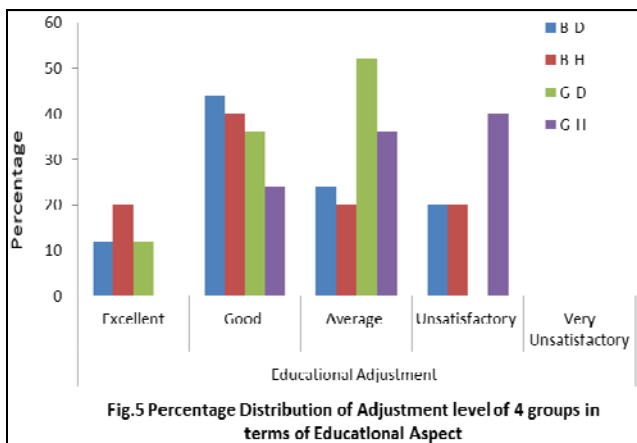
Table 4: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Groups B-D and B-H

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Home	B-D	3.68	2.56	0.51	1.863	0.0685
		B-H	5.28	3.44	0.68		
2.	Health	B-D	4.56	2.53	0.50	0.528	0.5993
		B-H	4.96	2.80	0.56		
3.	Social	B-D	3.68	2.39	0.47	0.346	0.7302
		B-H	3.92	2.49	0.499		
4.	Emotional	B-D	4.44	2.97	0.59	1.302	0.2006
		B-H	6.04	5.37	1.07		
5.	Educational	B-D	5.12	3.56	0.71	0.144	0.886
		B-H	5.28	4.25	0.851		
6.	Overall Adjustment	B-D	21.48	13.6	2.7	0.90	0.36
		B-H	25.48	17.3	3.4		

Fig.7 Difference in the Mean of Adjustment Dimensions of Groups B-D and B-H
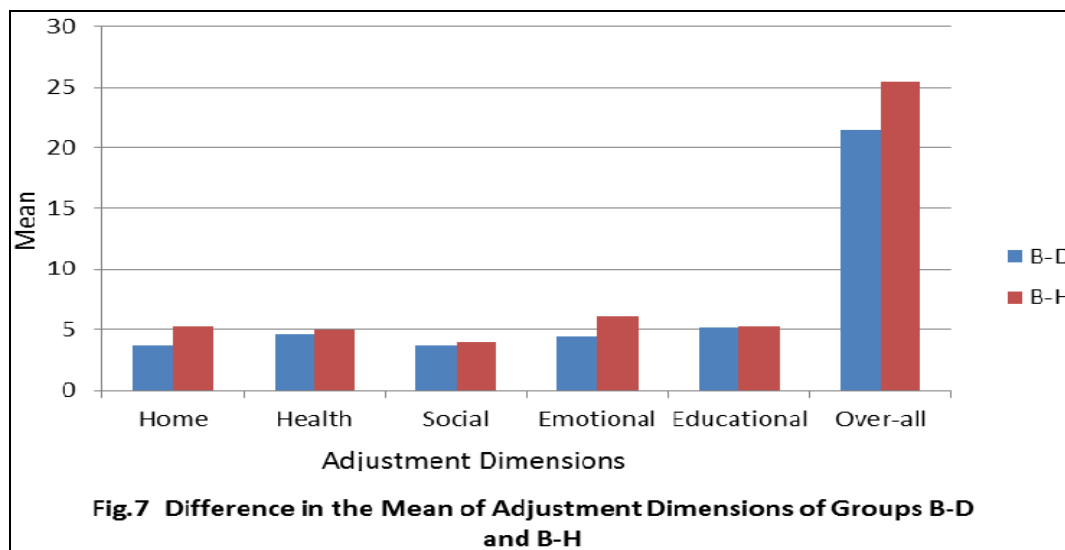
Table 5: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Groups G-D and G-H

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Home	G-D	2.44	2.18	0.43	1.89	0.43
		G-H	3.76	2.71	0.54		
2.	Health	G-D	3.76	2.50	0.50	2.44	0.018*
		G-H	6.04	3.93	0.78		
3.	Social	G-D	4.24	2.60	0.52	0.36	0.71
		G-H	3.96	2.82	0.56		
4.	Emotional	G-D	4.92	4.10	0.82	1.34	0.18
		G-H	7.04	6.73	1.34		
5.	Educational	G-D	4.8	2.48	0.39	2.84	0.006*
		G-H	6.8	2.48	0.49		
6.	Overall Adjustment	G-D	20.16	13.37	2.67	1.66	0.10
		G-H	27.6	17.82	3.56		

Fig.8 Difference in the Mean of Adjustment Dimensions of Groups G-D and G-H
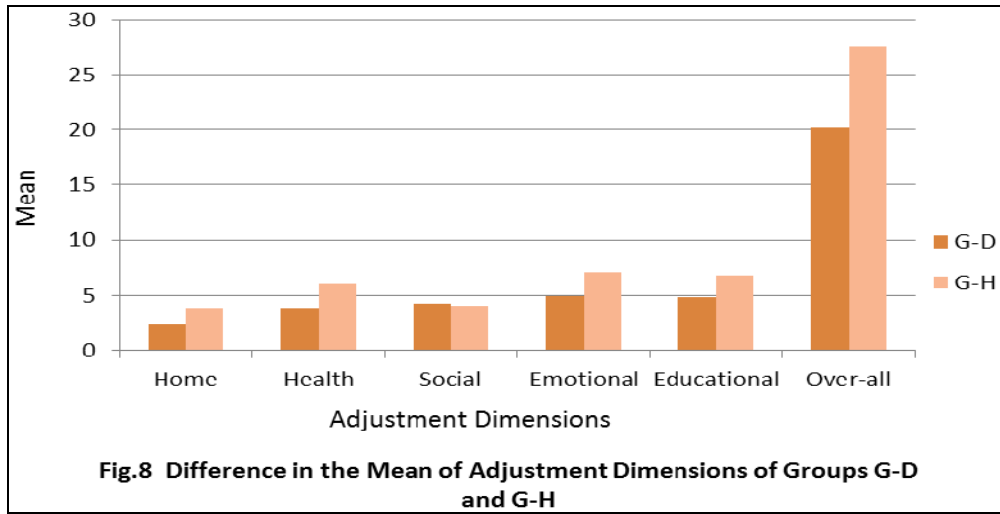
Table 6: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Boys and Girls

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Home	Boys	4.48	3.111	0.440	2.43	0.016*
		Girls	3.1	2.52	0.35		
2.	Health	Boys	4.76	2.65	0.3	0.22	0.8
		Girls	4.9	3.4	0.48		
3.	Social	Boys	3.8	2.4	0.3	0.58	0.39
		Girls	4.1	2.6	0.38		
4.	Emotional	Boys	5.24	4.37	0.61	0.73	0.46
		Girls	5.98	5.62	0.39		
5.	Educational	Boys	5.2	3.88	0.54	0.90	0.36
		Girls	5.8	2.6	0.37		
6.	Overall Adjustment	Boys	23.48	15.5	2.2	0.12	0.89
		Girls	23.88	16.04	2.2		

Table 7: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Day scholars and Hostellers

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Home	Day scholars	3.06	2.43	0.344	2.52	0.011*
		Hostellers	4.52	3.16	0.44		
2.	Health	Day scholars	4.16	2.52	0.35	2.22	0.02*
		Hostellers	5.5	3.42	0.48		
3.	Social	Day scholars	3.96	2.49	0.35	0.038	0.96
		Hostellers	3.94	2.63	0.37		
4.	Emotional	Day scholars	4.68	3.55	0.50	1.87	0.06*
		Hostellers	6.54	6.051	0.85		
5.	Educational	Day scholars	4.96	3.04	0.43	1.63	0.104
		Hostellers	6.04	3.53	4.99		
6.	Overall Adjustment	Day scholars	20.82	13.3	18.06	1.84	0.068*
		Hostellers	26.54	17.4	2.4		

Fig.10 Difference in the Mean of Adjustment Dimensions of Dayscholars and Hostlers
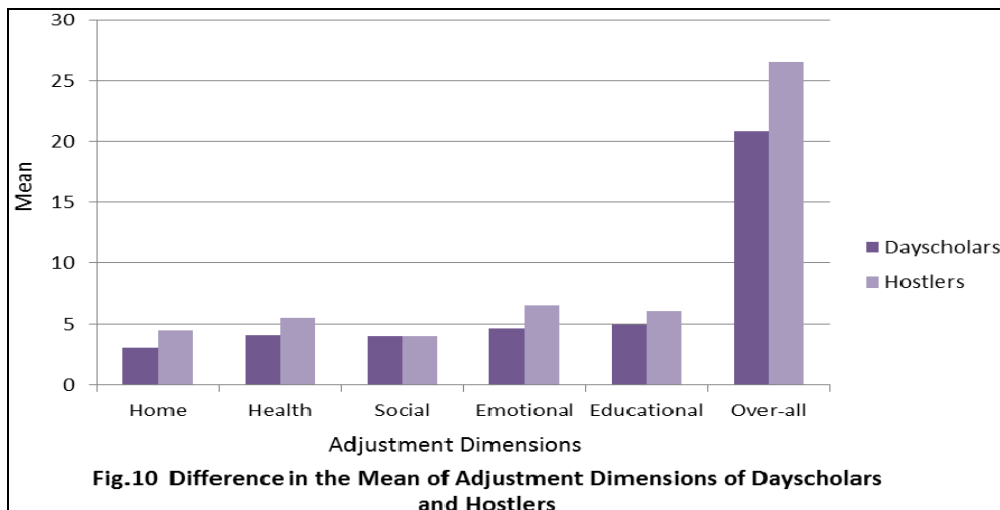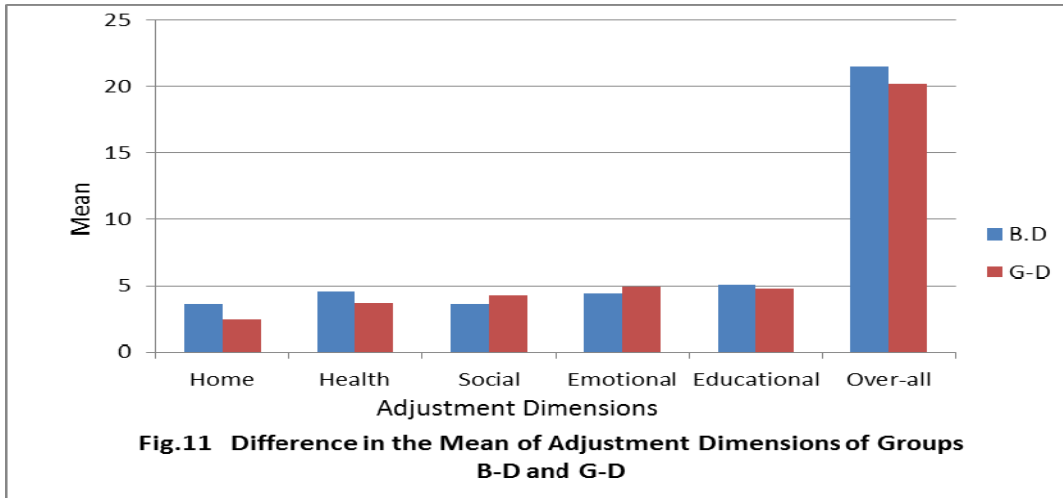
Table 8: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Groups B-D and G-D

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Home	B-D	3.68	2.56	0.51	1.84	0.071*
		G-D	2.44	2.18	0.43		
2.	Health	B-D	4.56	2.53	0.50	1.12	0.26
		G-D	3.76	2.50	0.50		
3.	Social	B-D	3.68	2.39	0.47	0.79	0.43
		G-D	4.24	2.60	0.52		
4.	Emotional	B-D	4.44	2.97	0.59	0.473	0.63
		G-D	4.92	4.10	0.82		
5.	Educational	B-D	5.12	3.56	0.71	0.36	0.71
		G-D	4.8	2.48	0.39		
6.	Overall Adjustment	B-D	21.48	13.6	2.7	0.345	0.73
		G-D	20.16	13.37	2.67		

Fig.11 Difference in the Mean of Adjustment Dimensions of Groups B-D and G-D

Table 9: Mean, Standard deviation, standard error and t-values for Adjustment Dimensions of Groups B-H and G-H

S. No.	Area	Subjects	Mean	S.D.	S.E.M	t -value	p-value
1.	Area Home	B-H	5.28	3.44	0.68	1.73	0.08*
		G-H	3.76	2.71	0.54		
2.	Health	B-H	4.96	2.80	0.56	1.117	0.026
		G-H	6.04	3.93	0.78		
3.	Social	B-H	3.92	2.49	0.499	0.05	0.95
		G-H	3.96	2.82	0.56		
4.	Emotional	B-H	6.04	5.37	1.07	0.58	0.56
		G-H	7.04	6.73	1.34		
5.	Educational	B-H	5.28	4.25	0.851	1.54	0.12
		G-H	6.8	2.48	0.49		
6.	Overall Adjustment	B-H	25.48	17.3	3.4	0.42	0.67
		G-H	27.6	17.82	3.56		

Fig.12 Difference in the Mean of Adjustment Dimensions of Groups B-H and G-H
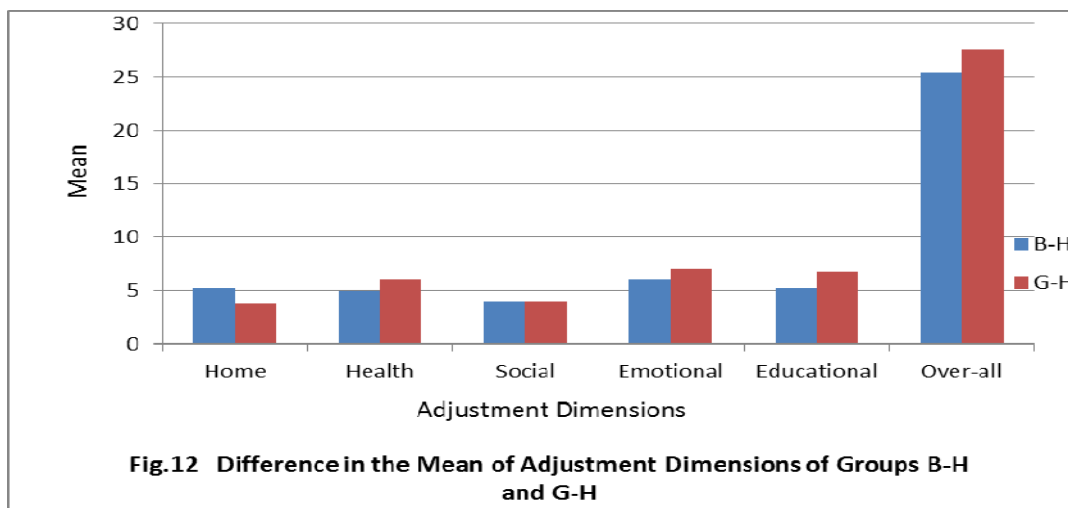
4. Conclusion

Phase I: Day Scholar Boys were found to be better adjusted than Hosteller Boys.

Phase II: Day Scholar Girls were found to be much better adjusted than Hosteller Girls, with significant difference in terms of their Health and Educational aspects of Adjustment.

Phase III: In the third phase, all Boys and Girls were compared. It was reported that the girls had significantly better level of adjustment in the Home Area, whereas in other dimensions, though insignificantly, but Boys had better adjustment levels.

Phase IV: The fourth phase, all Day Scholars and Hostellers were compared. The results notified that Day Scholars had a significant higher level of adjustment in Home, Health and Emotional Area. It was also witnessed that Day Scholars had significantly higher Over-all Adjustment level.

Phase V: The fifth phase involved comparison of Day Scholar Boys with Day Scholar Girls. Overall, the girls had better adjustment level, in terms of Home, girls were significantly better adjusted. They also had better Health and Educational adjustment. However, the boys had better Social and Emotional Adjustment levels.

Phase VI: The final phase included comparison of Hosteller Boys with Hosteller Girls in terms of their Adjustment levels. It was reported that Hosteller Girls had significantly higher level of Home Adjustment. In contrast, boys outweigh girls, although insignificantly, in all other areas of Adjustment.

5. Acknowledgement

6. References

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