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Social adjustment in college students: a case study of Imphal city

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Abstract

This study was conducted to investigate and to explore into the social adjustment of college going students to assess if any difference exists in the social adjustment of the students in terms of gender, to find out whether area of residence affect the social adjustment of the respondents, to observe whether there is difference in the social adjustment of the students in terms of type of family and to assess the social adjustment of the college students. The method of the study employed in the present paper is survey method. The sample of the study consists of 200 college going students. 100 each of male and female were selected from the four different colleges of Imphal West district, namely, G.P. Women's College, Regional College, Manipur College and D.M. College of Science, Manipur were considered. Random sampling method was chosen in order to select the sample. The tool used for conducting the present study was the standardized tool, "Adjustment Inventory for College Students (AICS)" developed by AKP Sinha and RP Singh (2012). The present finding reports that there is no much difference in gender, the socio-demographic variables such as types of residence, father's education, mother's education, father's occupation, mother's occupation and type of family with some variations.

Keywords: Social adjustment, college students, city, gender

1. Introduction

Adjustment is a process of try to balance conflicting behavioral patterns. The transition from school to college has been associated with a number of problems. While some students are able to cope with it, some others feel overwhelmed and unable adapt well to the changes (Jain, 2017) [3]. College time is a period of fun, new opportunities as well as new responsibilities. If the students are able to have an inkling of what they are going through, it helps them in combating the effect it may have on their life. So, adjustment is the way a person equalizes his needs and the factors that can affect the requirement gratification (Boring & Langfield, 1958) [1]. In order to have a good educational wellbeing in the college, the students must be active in a happening academic environment. Human, being social in character, are always in the process to relate and communicate with others in their surroundings with the goal to be better adjusted. Hence, adjustment can be said to be an inborn quality to find the ways to cope with the various obstacles encountered in life and is a vibrant flow that refers to a person's response to the environmental conditions and the changes that take place therein (Wang, Deigo, *et al.* 2020) [10].

2. Review

Adjustment has many facets like home, health, educational, emotional and social adjustments. The most important or rather the most valued is social adjustment which is the prerequisite to the other aspects of adjustment (Mazaheri, Baghiyan, & Fatehizadeh, 2006) [6]. Emotional and social adjustment resulting from positive self-concept can provide the person with some kind of ability to face the difficulties, and higher self-esteem strengthens one's ability to efficiently tackle with the psychological pressures (Willbum & Smith, 2005) [11]. So, in order to have a satisfying relationship with peers and elders alike, to have healthy overall development, to have successful academic life, a good quality of social competence is vital.

Social adjustment can be said to have a good relationship with everyone in the vicinity and beyond and ability to connect to home, college, community and culture.

This aspect is a requisite if one is to succeed in life. In the technical language of psychology “getting along with the members of society as best one can” is called adjustment. As Plato says “man is a social animal”, we are interrelated with all the others living around us, each having an opinion of the other, in the meantime, towing the societal norms and learning to adjust with each other. But this can easily become a daunting task as each of us have individual differences and at times can be conflicting to the values we have been accustomed to. It goes without saying that addressing issues and challenges ahead of students, as future policy-makers of the society is of paramount importance, as enhancing the educational conditions of the students is devised as one of the major goals of the contemporary education systems (Kaur, 2015) [5].

It is a universal truth that students in colleges often encounter grievances related to adjustment on several levels (Clark 2005) [2]. The college environment is one where students from different family background, varied socioeconomic background, different personalities, different ethnics, coming from varied cultures creates a complex and a dynamic environment (Hurtado & Pryor, 2006) [4]. When the students first join their college, they are unable to know whether they can adjust well to the new environment, a place where they are expected to be on their own for the first time away from their parents or teachers that they were previous accustomed to (Robinson, 2009) [9].

Social adjustment is important for students. Cultivating a harmonious network and support system, learning to manage the newly acquired social freedom, missing home when they stay in hostels/rent for studies, loneliness is some of the social adjustment problems easily encountered by students. All these may lead to social anxiety. It is a condition of emotional distress whereby the individuals experience fear and try to avoid mingling with others in real social interactions (Puklek & Vidmar, 2000) [8]. Students in colleges experiencing social anxiety are prone to develop social and emotional problems in the first year of their college life and likely to drop out in second year (Nordstorm, Goguen, & Hiester, 2014) [7].

Social adjustment have an influence on the different aspects of the life of a student. Yengimolki S, Kalantarkousheh SM and Malekitabar A (2015) [12] found that a significant relationship exists between adjustment and academic achievement of the students. Students with low adjustments tend to undesirable self-evaluations which significantly affect their happiness, satisfaction and well-being.

3. Significance of the study

Student's who can deal better with social interactions and have desirable self-esteems may have better emotional and social competences in future life. Individuals who display socially acceptable behaviours will enable them to have harmonious relationship with others. On the other hand, students who are in adept to deal with social dealings may not be able to sustain a deep relation with their peers and elders alike and may be misinterpreted wrongly by his peers. A good

social adjustment will help students to understand social relationships well which they can nurture and cherish all their lives. Hence, the researcher finds the need to evaluate how the college students adjust socially in their life. So, the present study was formulated to find out the social adjustment of the college going students in the selected area with the following objectives: - To assess if any difference exists in the social adjustment of the students in terms of gender and type of family, to find out whether area of residence affect the social adjustment of the respondents and to assess the social adjustment of the college students.

4. Methodology

The method of the study employed in the present study is survey method.

A. Selection of area

For the present study, the following four colleges were selected

1. G.P. Women's College, Imphal West.
2. Regional College, Lilong Chajing.
3. Manipur College, Chingamakha.
4. D.M. College of Science, Thangmeiband.

The reason for selecting the four colleges as an area of study is for being easily approachable for the investigator. The sample could be easily approached by the investigator. Hence, purposive sampling method was employed to select the area.

B. Selection of the sample

A sample of 200 college going students, 100 each of male and female were selected by the investigator for assessing social adjustment of college going students. It was depicted in terms of their gender and area of living. Random sampling method was chosen in order to select the sample of 200.

C. Selection of the tool

Research is based on the collected data. This data is calculated by applying certain standardized tool. For the present study, the following tools were used to obtain reliable information from the students concerning what they think and feel about themselves.

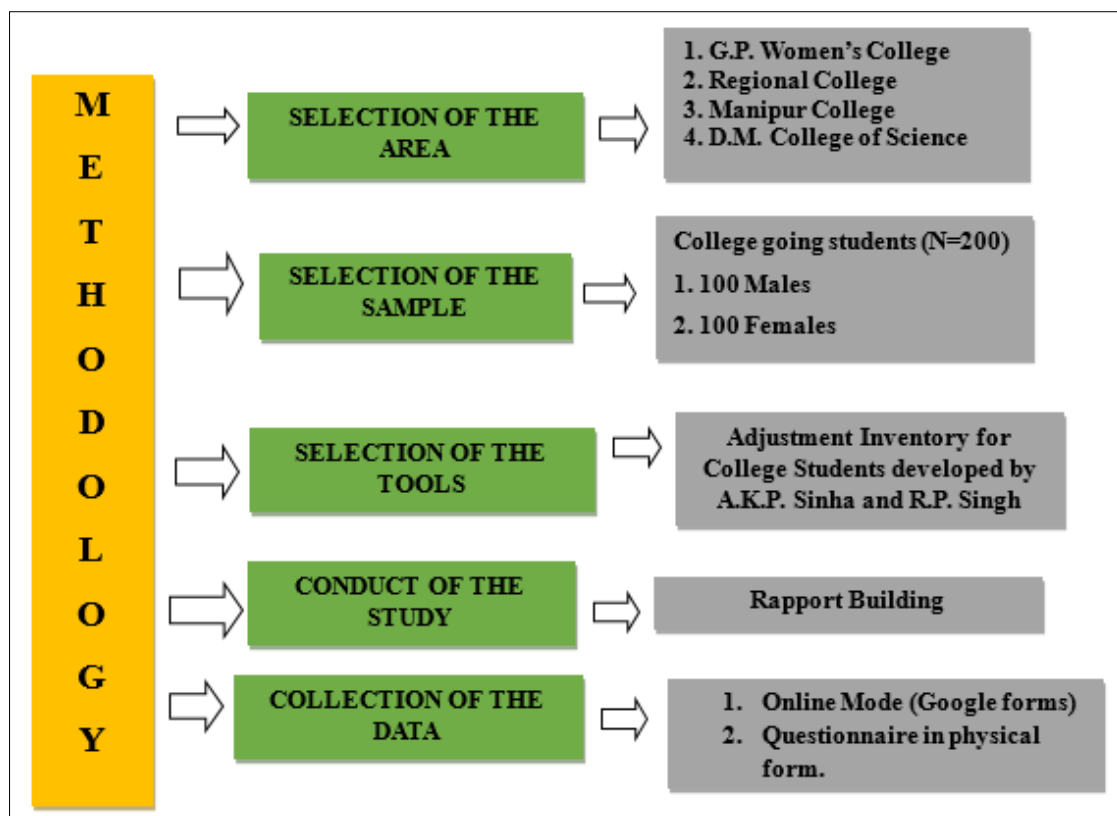
I. General background information

A questionnaire was constructed to elicit adequate information or general and personal profile of the selected students with their special reference to them.

II. Social adjustment of college going student questionnaire

The tool used for conducting the study was the standardized tool, “Adjustment Inventory for College Students (AICS)” developed by A.K.P. Sinha and R.P. Singh (2012). This questionnaire screens the level of different areas of adjustment i.e. Home, Health, Social, Emotional and Educational adjustment. But, for the present study, only the social adjustment area will be employed keeping in line the context of the study. Under social adjustment, items are selected and presented to the respondents. The respondents are then asked to give their opinion as either ‘Yes’ or ‘No’.

5. Research design



6. Results and Discussion

The aim of the present study was to explore the social adjustment of the college going students. Keeping in mind the objectives of the study, the data was collected. The data collected were tabulated and analysed. After collecting the data on social adjustment in college going students, the data is subjected for interpretation, which is derived from the investigation.

Table 1: Type of family of the respondents

S. No.	Type of family	Male	Female	Total (N=200)
1.	Nuclear	59	67	126 (63)
2.	Joint	41	33	74 (37)
3.	Total	100	100	200 (100)

*Figures in the parentheses indicates percentage.

From the above table, we can observe that absolute majority of the respondents belongs to nuclear families i.e. one hundred twenty-six out of 200 respondents (63%) while seventy-four of the respondents (37%) belongs to joint families. While considering the whole sample, we can conclude that most of the families in the urban area of Imphal is of nuclear families.

Table 2: Education of the father of the respondents

S. No.	Educational level	Male (N=100)	Female (N=100)	Total (N=200)
1.	Illiterate	7	4	11 (5.5)
2.	Below class X	13	7	20 (10)
3.	Matric Passed	17	10	27 (13.5)
4.	Intermediate	19	23	42 (21)
5.	Graduate	36	42	78 (39)
6.	Post Graduate	8	14	22 (11)

*Figures in the parentheses indicates percentage

respondents.

From the above table, we can see that majority of the respondent's father education are Graduate i.e. seventy-eight out of 200 respondents (39%). Minority of the respondent's father education are Illiterate i.e. eleven (5.5%). For male respondents, most of the education of the father were graduate i.e. thirty-six (36%) out of 100 respondents while least of the education of the father were illiterate i.e. seven (7%). Nineteen (19%) of the respondent's father education were intermediate; seventeen (17%) of the respondents were matric passed; thirteen (13%) of them were below class X and eight (8%) of the respondent's father education were post-graduate. For female, majority of the respondents' father education were also graduate i.e. forty-two (42%) and minority of the respondents' father education were illiterate i.e. four (4%). Twenty-three (23%) of the respondents' father education were intermediate; fourteen (14%) of them were post-graduate; ten (10%) of them were matric passed and seven (7%) of them were below class X.

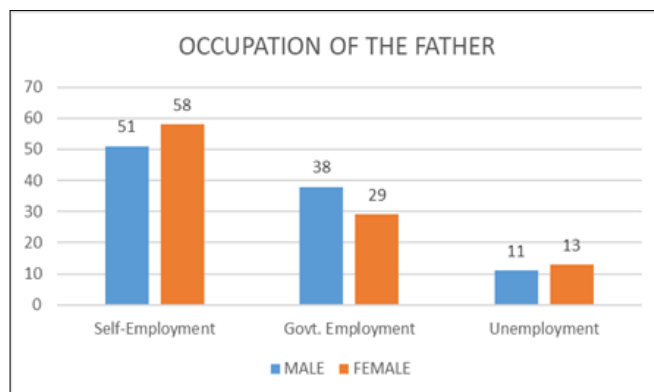


Fig 1: Occupation of the Father

Table 4.4 conveys education attained by the father of the

The graphical representation represents the occupation of the father.

From the above graph, we can see that maximum number of the respondent's occupation of the father were Self Employment i.e. One hundred nine (54.5%) and minimum number of the respondent's occupation of the father were unemployment i.e. twenty-four (12%) and sixty-seven (33.5%) of them were Government employee. For male, most of the respondents' father occupation were self-employment i.e. fifty-one (51%) while least of the respondents' father

occupation were unemployment i.e. eleven (11%) and thirty-eight (38%) of them were government employees. For female, absolute majority of the respondents' father occupation were also self-employment i.e. fifty-eight (58%) while minority of the respondents' father occupation were unemployment i.e. thirteen (13%) and twenty-nine (29%) of them were government employee.

From the observation, we can say that most of the fathers are self-employment.

Table 3: Occupation of the mother

SL. No.	Occupation	Male (N=100)	Female (N=100)	Total (N=200)
1.	Self-employment	53	48	101 (50.5)
2.	Govt. employee	15	23	38 (19)
3.	Unemployment	32	29	61(30.5)
4.	Total	100	100	200 (100)

*Figures in the parentheses indicates percentage

Table 3 shows about the occupation of the mother of the respondents. From the above table, we can see that most of the respondent's Occupation of the mother are Self-employment i.e. one hundred one (50.5%) while least of the respondent's mother occupation were government employee i.e. thirty-eight (19%) and sixty-one (30.5%) of the respondent's mother occupation were unemployment. For male, absolute majority of the respondent's mother occupation were self-employment i.e. fifty-three (53%) out of 100 respondents whereas minority of the respondent's mother

occupation were government employee i.e. fifteen (15%) and thirty-two (32%) of them were unemployment. For female, maximum number of the respondent's mother occupation were also self-employment i.e. forty-eight (48%) while minimum number of the respondent's mother occupation were government employee i.e. twenty-three (23%) and twenty-nine (29%) of the respondent's mother occupation were unemployment.

From the observation, we can say that most of the mother occupation of the respondents were self-employment

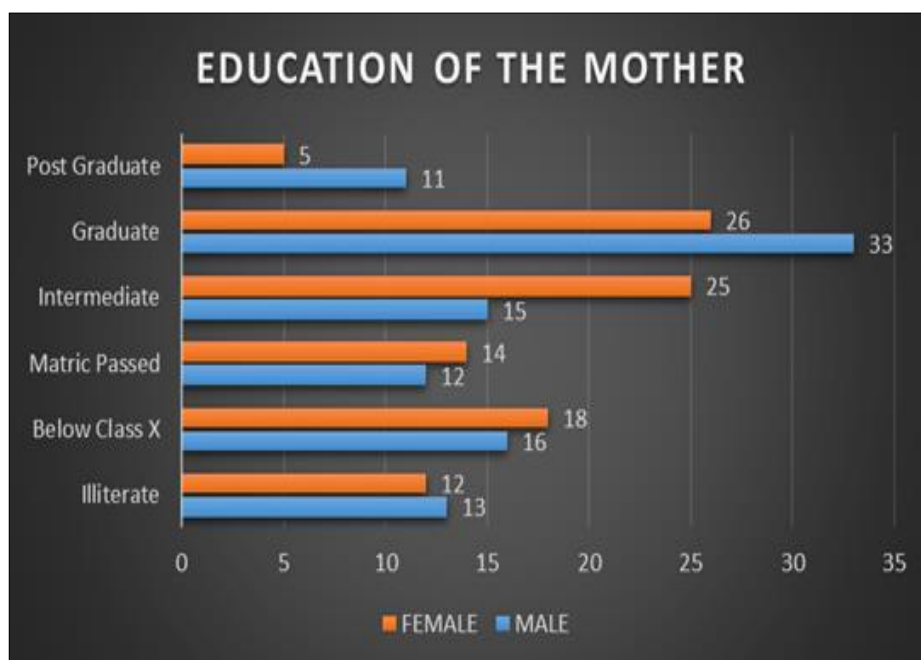


Fig 2: Education of the mother

The graphical representation represents education of the mother. From the above graph, we can see that maximum number of the education of the mother were Graduate i.e. fifty-nine (29.5%) while minimum number of the respondent's education of the mother were Post Graduate i.e. sixteen (8%)

For male, majority of the respondent's education of the mother were graduate i.e. thirty-three (33%) and minority of the respondent's education of the mother were post-graduate i.e. eleven (11%); sixteen (16%) of them were below class X; fifteen (15%) of the respondent's education of the mother were intermediate; thirteen (13%) of them were illiterate and

twelve (12%) of them were matric passed. For female, most of the respondent's mother education were also graduate i.e. twenty-six (26%) and least of the respondent's mother education were post-graduate i.e. five (5%); twenty-five (25%) of them were intermediate; eighteen (18%) of the respondent's mother education were below class X; fourteen (14%) of them were matric passed and twelve (12%) of the respondent's mother education were illiterate.

From the observation, we can conclude that majority of the education of both father and the mother of the respondents were graduate.

Table 4: Social adjustment of the students-1

S. No.	Responses	Male (N=100)	Female (N=100)	Total (N=200)
Avoid meeting friends in a public area				
1.	Yes	31	16	47 (23.5)
2.	No	69	84	153 (76.5)
Shy nature of the respondents				
1.	Yes	33	18	51(25.5)
2.	No	67	82	149 (74.5)
Asking the questions in a meeting				
1.	Yes	64	46	110 (55)
2.	No	36	54	90 (45)
Organized any social function by yourself				
1.	Yes	50	28	78 (39)
2.	No	50	72	122 (61)
Difficult to speak in public				
1.	Yes	44	54	98 (49)
2.	No	56	46	102 (51)
Feeling loneliness even among the people				
1.	Yes	53	44	97 (48.5)
2.	No	47	56	103 (51.5)
Unable to answer a question in class because of being afraid of speaking				
1.	Yes	57	56	113 (56.5)
2.	No	43	44	87 (43.5)

*Figures in the parentheses indicates percentage

Table 5: Social adjustment of the students-2

S. No.	Responses	Male (N=100)	Female (N=100)	Total (N=200)
Cross the road to avoid meeting a certain individual				
1.	Yes	46	36	82 (41)
2.	No	54	64	118 (59)
Make friends easily				
1.	Yes	61	68	129 (64.5)
2.	No	39	32	71 (35.5)
Confounded very much when a teacher comes to home suddenly				
1.	Yes	56	52	108 (54)
2.	No	44	48	92 (46)
Difficulty starting up a conversation with a stranger				
1.	Yes	48	54	102 (51)
2.	No	52	46	98 (49)
Like to take part in celebrating festivals or other entertainment programme				
1.	Yes	74	81	155 (77.5)
2.	No	26	19	45 (22.5)
Hesitate in coming into a room where some people are sitting and talking among themselves				
1.	Yes	67	60	127 (63.5)
2.	No	33	40	73 (36.5)

*Figures in the parentheses indicates percentage

Table 6: Social adjustment of the students-3

S. No.	Responses	Male (N=100)	Female (N=100)	Total (N=200)
Often experience loneliness				
1.	Yes	55	56	111 (55.5)
2.	No	45	44	89 (44.5)
Careful in speaking something that hurt others				
1.	Yes	82	81	163 (81.5)
2.	No	18	19	37 (18.5)
Disregard other sometimes to achieve any important goal				
1.	Yes	47	41	88 (44)
2.	No	53	59	112 (56)
Come forward and bring life into a dead party or function				
1.	Yes	53	46	99 (49.5)
2.	No	47	54	101 (50.5)
Like to work in groups				
1.	Yes	77	87	164 (82)
2.	No	23	13	36 (18)
Have many friends in college in whom they trust				
1.	Yes	82	75	157 (78.5)
2.	No	18	25	43 (21.5)

*figures in the parentheses indicates percentage

Main findings

A. Basic profiles of the study samples

Out of the 200 total representative sample in the study, 50 percent each of the respondents are male and female samples and 52 percent are from rural inhabitants in the study. Most of the respondent's family are nuclear type of family with 63 percent. Regarding the family monthly income 29.5 percent of respondents are coming from average income category range i.e. Rs. 40,000-80,000/-.

With regard to father's educational qualification, 39 percent of them were completed graduate and for mother's, most number of them in the study are also completed graduate with 29.5 percent. About father's occupation, maximum number of them i.e. 54.5 percent are working as self-employment and for mother's also 50.5 percent of the respondents are working as self-employment.

B. Social adjustment with respect to socio-demographic variables

Social adjustment and gender: From the above analysis both the male and female students have certainly better overall social adjustment and there is no difference found between the genders despite in some small variations.

Social adjustment and types of residence: In the present study, no differences are seen over the types of residence in spite of having more facilities in health care, social network, friend circles, education system, etc. in the urban area.

Social adjustment and father's occupation: The study reveals that father's occupation does not have impact in the area of social adjustment. However, all the variation is not associated with father's occupation.

Social adjustment and mother's occupation: The present finding indicates that there is no variation of social adjustment with mother's occupation.

Social adjustment and father's education: From the data analysis, the father education does not have any impact on the social adjustment. This may be because an educated father shares positive thoughts and knowledge to their children's.

Social adjustment and mother's education: The study reveals that mother education have slightly difference in social adjustment among the students. This may be because an educated mothers have better adjustment than the fathers as mothers played an important role in their children's and more attachment and caring existed.

Social adjustment and family monthly income: From the present finding, family monthly income has no impact on social adjustment.

Socio-demographic factors and social adjustment: The present finding reports that there is no difference found between socio-demographic variables (types of residence, father's education, father's occupation, mother's education, mother's occupation, type of family and family monthly income) except the gender. It is further reported that most of the male students are likely to organized and participate in any programmes or functions than the female students whereas in the area of making friends, the female students have more friends whom they trust, can make friends easily and can approach to any strangers than the male students.

7. Conclusion

Conclusion is the essential part of every study. It is important for investigation as they provide finishing touch and review of the whole critical work. Scientific endeavours in any field of human knowledge yields certain results based on which the researcher draws conclusions rationally. Attempt has been

made to draw scientific conclusions keeping in view the result of the present study. Conclusions hold significant importance. The present study concludes that majority of the male respondents with 31 percent avoids meeting friends in public area. This may be because female is more social friendly as compared to the male. In the statement of shy nature of the respondent's majority of the male with 33 percent of male are shy in nature. This may be because of feeling discomfort, leading to avoidance of social contact whereas, according to Archana and Rajbir (2017), females are shyer in nature. Most of the male respondents with 64 percent of them ask questions in a meeting. This may be because male is more confidence in speaking up. Regarding the statement of organized any social function by themselves maximum number of the respondents with 50 percent are organized by themselves.

Again, most of the female respondents with 54 percent find it difficult to speak in public. This may be due to the lack of confidence and may be due to the male dominate society. Fifty-three percent of male feels loneliness even among the people.

Regarding unable to answer a question in class because of being afraid of speaking, 57 percent of male are afraid, 46 percent of male respondents cross the road to avoid meeting a certain individual and most of the female with 68 percent are making friends easily. This may be because females are more comfortable to the friends whom they meet. Fifty-six percent of male are more confounded very much when a teacher comes to home suddenly, majority of the female respondents with 54 percent are difficulty starting up a conversation with a stranger. This may be due to the restriction in our society that women must talk less to the unknown individuals.

Again, in taking part in celebrating festivals or others entertainment programme majority of the female respondents with 81 percent are likely to take part. This may be because females are more glorious to culture and traditions than males. Sixty-seven percent of male are hesitating in coming into a room where some people are sitting and talking among themselves, most of the females with 56 percent often experience loneliness. This may be because of losing their friends from school to the college or may be going through a relationship break-up as they may be facing in this ages of adolescents. Majority of the male respondents with 82 percent are careful in speaking something that hurt others.

Again, 47 percent of male respondents disregard other sometimes to achieve any important goal. Maximum number of the respondents with 53 percent come forward and bring life into a dead party or function and most of the female respondents with 87 percent like to work in groups. This may be because females have more friends and can make friends easily and want to take part in as many social activities or community groups. Lastly, 82 percent of male have many friends in college in whom they trust.

The study also finds that variables such as types of residence, father's occupation, mother's occupation, father's education, mother's education and family monthly income are equally adjusted in the area of social adjustment.

Hence, male and female college going students possess same level of social adjustment in spite of having some small variations and they were no effect on the area of residence and type of family.

8. Limitations

The present study can prove beneficial for the students studying at college level. This study would help to provide information for curriculum designers and teachers in order to

utilize relevant approaches to enhance social adjustment of students.

Research always has some limitations. This is especially true in case of research studies, which involves human behaviour because at the time of data collection, individual tries to conceal his negative aspects. Following is the list of limitations in present study:

1. The present research findings are totally based on the students of only four colleges of Imphal west district, a similar kind of research can be conducted in other districts and make a comparative analysis.
2. A study may be conducted in order to know the effect of social adjustment on students.
3. Our research provides new insight into the pattern of change in student's adjustment but stronger claims about the social development of students could be made possible through counselling seminars and programs.
4. The area of the present study was limited to only one district of Manipur in four colleges.
5. Only 200 college going students were taken as sample which may not represent the whole population of the college going students.
6. The study can be extended to wider sample of college going students of Manipur.
7. The study may be replicated to national level.
8. The study may be replicated in relation to other variables like self-concept, frustration and creative problem solving.
9. Similar kind of study may be conducted on students at university level.
10. The time constraint was also a limiting factor in conducting the present study. The study was conducted on college going students of 2021-2022 session only.
11. Students could be taken from all over Manipur. The sample was randomized and participants should be representative of other groups of students.

9. Implications

Research is a never ending process. Every investigator after completing his piece of research inevitably becomes aware of areas in which further research is needed and naturally feels motivated to indicate areas which may be taken up for research by other investigator. The present study was undertaken the social adjustment of college going students.

The following suggestions might be useful for further investigations

1. Teachers should emphasize on the adjustment of his students in the college. It is the teacher's responsibilities to help the student cope with the existing situations of the college.
2. Seminar should be organised on social adjustment and frustration tolerance in colleges.
3. Co-curricular activities such as sports, literary meet should be organise to enhance the social adjustment of the students.
4. Out of classroom activities such as exposure trips, excursions should be provided.
5. A correlation study on adjustment problems and its impact on psychological well (depression, anxiety, stress, suicidal ideation, etc.) in college students will also be an interesting one.

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and helped to facilitate the research process.

11. Conflict of Interests

The authors declare no conflict of interests.

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