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Adjustment problems of the undergraduate students

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Abstract
Education is important for everyone to lead successful life, especially for the students of undergraduate level as their progress in education marks the criteria for their future. The students of undergraduate level are mainly the post adolescence period of human life. The aim of the present investigation is to study the adjustment problems of the undergraduate level students and descriptive survey method has been used for that purpose. A total of 200 undergraduate students were selected from 10 colleges of Nagaon district of Assam by applying stratified random sampling method. The Bell's Adjustment Inventory (BAI) developed by Dr. R. K Ojha used for data collection as a tool. Mean, Standard deviation, t-test, ANOVA has been applied for analysis of data. The mean adjustment score of the undergraduate students as a whole is better in the social area followed by emotional, home and health area of adjustment. There is significant difference at both levels in the mean adjustment score of the undergraduate students as a whole in different areas. The mean adjustment score of the female student is significantly better than the male in the home, health, social and emotional area of adjustment .The mean adjustment score of the undergraduate students of urban institutions is better than the students of rural institutions in the home, health, social and emotional areas of adjustment.

Keywords: Adjustment, undergraduate, home, health, social, emotional

Introduction
Education is essential for growth and prosperity of a nation. It is the backbone of a society. Educate a child means directing the child in the proper direction. It is the essential function of education to direct those children properly in socially acceptable and desirable channels. In the process of continuous growth, man has to adjust in multifarious and diverse life situations and environment. This is called adjustment and it requires self-activity. Through education, the child learns to adjust with the environment. That is why it is said,

education is adjustment and adjustment is education. The most significant agencies of education are the school and college, where an individual should learn to adjust. Student with different abilities, skills, backgrounds, and cultures get educated together, providing them an opportunity to show their adjustment skills thus acting as a training ground for the rest of their lives. During school and college life, a student has to learn to co-exist and co-operate with other students and teachers of different religions, cultures, and opinions towards life. If the student is well adjusted in this period of his

life he will become a good and well adjusted in their lifetime. Such types of well-adjusted students are very much needed by the society. Students represent the society's investment for future. Their mental health and well-being are important not only in its own right but also as a factor contributing to the larger interest of the society.

Significance of the study

Education is important for everyone to lead successful life, especially for the students of undergraduate level as their progress in education marks the criteria for their future. Hence the undergraduate level is the one of the crucial stage in the academic life of a student. It is said to be a foundation stage for postgraduate studies and further learning and to establish successful career. Every student should be enlightened with right way to attain an interest in the field of education. The students of undergraduate level are mainly the post adolescence period of human life. The period of adolescence, as being the focal point in human development and education, has always claimed attention since the days of primitive people. It is a great responsibility of the state and society to provide the adolescent's with every possible opportunities for their healthy and all round development. The widespread interest in the experiences of adolescents and serious concern with their problems, are of relatively recent origin. The adjustment problems of the student's of undergraduate level have gained wide attention now days. It is apparent that when students transits from school to college they find difficulties to adjust with the new environment of the college. The cordial adjustment of the student with the new environment is relates to various physical, social, emotional, and psychological factors.

The investigator feels that with the change in science and technology and to cope up with the demanding world or society, the students have to pass through various problems in relation to college, family,

society and personal as well as study involvement problems. Thus, keeping in view all these problems and demands of society, the investigator thought of selecting the problem as under.

Statement of the problem

The research problem undertaken for the present study has been entitled as "Adjustment Problems of the Undergraduate Students".

Objectives of the present study

The objectives of the present study are as following:-
1) To study the adjustment problems of the students as a whole in respect of home, health, social and emotional areas.
2) To study gender wise adjustment problems of the students (Male & Female).
3) To study locality wise adjustment problems of the students (Rural & Urban Institution).

Hypotheses

The following hypotheses are frame for the present study based on the above objectives.
1) H_{01}-There is no significant difference on adjustment of the students of undergraduate level as a whole in respect of home health, social and emotional areas.
2) H_{02} -There is no significant difference on adjustment of the undergraduate level students between male and female in different area of adjustment.
3) H_{03} -There is no significant difference on adjustment of the undergraduate level students between rural and urban institution in different area of adjustment.

Materials and methods

In the present study, the Descriptive Method of research has been used. The type of Descriptive Research Method applied in the present study is the "Survey study" method.

Study area
The study has been conducted in the colleges of Nagaon district of Assam. The district is bounded by Sonitpur district and the river Brahmaputra in the north, West Karbi Anglong and North Cachar Hills in the south and East Karbi Anglong and Golaghat district in the east. As per census 2011, the district had a population of 28, 26,006 and the total literacy rate of the district is 73.27%, out of which 78.19% in male & 69.21% in female. The urban and rural literacy rates of the district are 89.16% and 71.30% respectively.

Population
The population consists of the students in undergraduate level studying in the 20(twenty) provincialized degree colleges of Nagaon district of Assam (as per official record of Director of Higher Education, Government of Assam during 2014-15).

Sample
In the first stage, out of the total 20 colleges of Nagaon district, 50% of the total colleges have been selected according to the location as Sample College by applying the stratified random sampling method. Out of ten (10) colleges, five (5) were from urban and five (5) were from rural area. In the second stage, a sample of 200 students (100 male & 100 female) was selected from the considered institutions by applying stratified random sampling method. The detail of sample distribution is presented in the Table 1.

Table 1: Sample Distribution of the Study.

Sr. No.	Category		Number of students	Total
1	Sex	Male	100	200
		Female	100	
2	Location of college	Rural	100	200
		Urban	100	

Tools used for collection of data
The Bell's Adjustment Inventory (BAI) - Dr. R. K Ojha is used for data collection as a tool. It is a standardized tool.

Statistical methods
Mean, Standard deviation, t-test, ANOVA has been applied for analysis of data.

Results
In the present study, the data are collected according to the objectives. The collected data are classified, tabulated and analyzed as per the hypotheses.
The percentage distribution of the undergraduate students as a whole in the different areas and categories of adjustment is presented in the Table 2.
It is observed from the Table 2 that in the home area of adjustment, 56.00 percent of undergraduate students are in average category, 41.00 percent are in good and 3.00 percent are in excellent category. Among the students, 81.50, 16.50 and 2.00 percents are in average, unsatisfactory and good category respectively in the health area. In the social area of adjustment, the percentages of the students are 55.50, 41.50, & 3.00 in excellent, good and average category respectively. Among the students, 65.00 percents are in good category and 35.00 percents are in average category in the emotional area adjustment.

The Mean adjustment score and Standard Deviation of the undergraduate students as a whole in the different areas is presented in the Table 3.

It is seen from the Table-3 that the mean adjustment score of the undergraduate students as a whole is highest in the health area of adjustment (8.18) followed by home (7.62) emotional (6.49) and social area (5.59) of adjustment.

Table 2: Percentage Distribution of the Undergraduate Students as a whole in the Different Areas and Categories of Adjustment.

Areas of Adjustment	Categories of Adjustment	Range of Scores	Students Total (N=200)	
			Number	Percentage
Home	Excellent	3 & below	6	3.00
	Good	4-6	82	41.00
	Average	7-13	112	56.00
	Unsatisfactory	14-16	-	-
	Very unsatisfactory	17 & above	-	-
Health	Excellent	Below 1	-	-
	Good	1-3	4	2.00
	Average	4-10	163	81.50
	Unsatisfactory	11-13	33	16.50
	Very unsatisfactory	14 & above	-	-
Social	Excellent	6 & below	111	55.50
	Good	7-9	83	41.50
	Average	10-16	6	3.00
	Unsatisfactory	17-19	-	-
	Very unsatisfactory	20 & above	-	-
Emotional	Excellent	2 & below	-	-
	Good	3-5	130	65.00
	Average	6-12	70	35.00
	Unsatisfactory	13-15	-	-
	Very unsatisfactory	16 & above	-	-

Table 3: Mean adjustment score and Standard Deviation of the Students as a whole in the Different Areas.

Areas of Adjustment	Students	
	Mean	Standard Deviation
Home	7.62	2.09
Health	8.18	2.38
Social	5.59	1.2
Emotional	6.49	1.75

To test the difference of the mean adjustment score of the undergraduate students as a whole in different areas of adjustment, the analysis of variance test has been applied. The null hypothesis (H_{01}) is that there is no significant difference on adjustment of the students of undergraduate level as a whole in respect of home health, social and emotional areas.

The analysis of variance for the mean adjustment score of the undergraduate students as a whole in the different areas is presented in the Table 4.

It is observed from the Table 4 that there is significant difference at both levels in the mean adjustment score of the undergraduate students as a whole in different areas. Therefore, the null hypothesis (H_{01}) is rejected.

The mean adjustment score, Standard deviation and 't' Value of the undergraduate students in the different areas of adjustment according to gender is presented in the Table-5.

It is observed from the Table 5 that the mean adjustment score of the undergraduate male students is more than the female students in the home (8.88 & 6.36), health (9.76 &6.60), social (6.06 & 5.11) and emotional (6.78 & 6.19) areas of adjustment.

To test the difference on adjustment of the undergraduate level students between male and female in different areas, the 't' test has been applied. The null hypothesis (H $_{02}$) is that there is no significant difference on adjustment of the undergraduate level students between male and female in respect of home, health, social and emotional areas.

It is observed from the Table 5 that there is significant difference at 0.01 and 0.05 levels in the mean adjustment score of the undergraduate level students between male and female in the home, health and social area. While in the emotional area, there is significant difference at 0.05 level and no significant difference at 0.01 level in the mean adjustment score of the undergraduate students between male and female. Therefore, the null hypothesis (H$_{02}$) is rejected at both 0.01 and 0.05 levels in the home, health and social area while in the emotional area null hypothesis is rejected at 0.05 level and accepted at 0.01 level.

The mean adjustment score, Standard deviation and 't' Value of the undergraduate students in the different areas of adjustment according to location of institution is presented in the Table 6.

It is observed from the Table 6 that the mean adjustment score of the undergraduate students of rural institutions is more than the students of urban institutions in the home (8.46 & 7.02), health (8.43 & 7.52), social (6.25 & 5.22) and emotional (6.70 & 6.14) areas of adjustment.

To test the difference on adjustment of the undergraduate level students between rural and urban institutions in different areas, the 't' test has been applied. The null hypothesis (H $_{03}$) is that there is no significant difference on adjustment of the undergraduate level students between rural and urban institutions in respect of home, health, social and emotional areas.

Table 4: The analysis of variance for the mean adjustment score of the undergraduate students as a whole in the different areas.

Source of Variation	SS	Df	MS	F	F crit
Between Groups	808.005	3	269.33	68.56	2.62 (0.05), 3.81 (0.01)
Within Groups	3127.15	796	3.928		
Total	3935.155	799			

Table 5: Mean Adjustment Score, Standard Deviation and 't' Value of the Undergraduate Students in the Different Areas of Adjustment According to Gender.

Areas of Adjustment	Gender of Students	Mean Adjustment Score	Standard Deviation	't' value	Level of Significance S (Significant) NS (Not Significant)
Home	Male	8.88	1.64	12.31	S at 0.01 & 0.05 level
	Female	6.36	1.70		
Health	Male	9.76	1.65	12.12	S at 0.01 & 0.05 level
	Female	6.60	1.89		
Social	Male	6.06	1.76	4.39	S at 0.01 & 0.05 level
	Female	5.11	1.32		
Emotional	Male	6.78	1.82	2.44	S at 0.05 level NS at 0.01 level
	Female	6.19	1.62		

Table 6: Mean Adjustment Score, Standard Deviation and 't' Value of the Undergraduate Students in the Different Areas of Adjustment According to location of institution.

Area of Adjustment	Gender of Students	Mean Adjustment Score	Standard Deviation	't' value	Level of Significance S (Significant) NS (Not Significant)
Home	Rural	8.46	1.86	7.38	S at 0.01 & 0.05 level
	Urban	7.02	2.10		
Health	Rural	8.43	2.06	4.18	S at 0.01 & 0.05 level
	Urban	7.52	2.68		
Social	Rural	6.25	1.79	4.84	S at 0.01 & 0.05 level
	Urban	5.22	1.31		
Emotional	Rural	6.70	1.79	2.23	S at 0.05 level NS at 0.01 level
	Urban	6.14	1.82		

It is observed from the Table 6 that there is significant difference at 0.01 and 0.05 levels in the mean adjustment score of the undergraduate level students between rural and urban institutions in the home, health and social area. While in the emotional area, there is significant difference at 0.05 level and no significant difference at 0.01 level in the mean adjustment score of the undergraduate students between rural and urban institutions. Therefore, the null hypothesis (H_{03}) is rejected at both 0.01 and 0.05 levels in the home, health, and social area while in the emotional area null hypothesis is rejected at 0.05 level and accepted at 0.01 level.

Discussion

The result of the study revealed that the highest percentage of the students of undergraduate level as a whole is in average category in the home and health area while in excellent category in the social and good category in the emotional area. The mean adjustment score of the undergraduate students as a whole is better in the social area followed by emotional, home and health area of adjustment. There is significant difference at both levels in the mean adjustment score of the undergraduate students as a whole in different areas. The

mean adjustment score of the female student is better than the male in the home, health, social and emotional area of adjustment and significant difference in the mean adjustment score of the undergraduate level students between male and female in all the areas. The mean adjustment score of the undergraduate students of urban institutions is better than the students of rural institutions in the home, health, social and emotional areas of adjustment and significant difference in the mean adjustment score of the undergraduate level students between rural and urban institutions in all the areas.

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