

Adjustment of College Students in Relation to Their Well Being

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Education in changing scenario meets the requirements for development of a country. Education is the best media for all round development of human personality. Education is the process to train the students for adjustment in the life situations. Main concern of teachers is to develop the capacity among the students for adjusting in home, school, college and in the society. The adjustment is a life long process and continuous till the end of life. Vonhaller (1975) defined adjustment as a psychological survival. Rizvi (2011) stated that an adjusted person enjoy in creating something new and useful for others.

According to Ryff (2005) well being contributes to an individual's positive relationship with others. Sharma and Sarika (2011) viewed well being as a feeling of having achieved something with one's life. Raju et al. (2007) stated that adjustment is a synonym for accommodation and adaptation. Archer and Gaze (1987) found that wellness is the process which involves the body, mind and spirit.

Thompson (2007) categorized well being as objective, subjective and psychological well being. Diener et al. (1999) identified four major components of subjective well being i.e. pleasant affect, unpleasant affect, life satisfaction, domon satisfaction. Andrews and Witnoy (1976) defined psychological well being a cognitive evaluation and some degree of positive and negative feelings. Diener (1997) defined well being as a field of psychology that attempts to understand people's evaluations of lives.

Diener et al. (2004) explored the relationship between friendship and the emotional adjustment of 618 adolescents. Results showed that a strong social relationship with a positive impact on the adjustment but females had more impact than male in term of the kind of social relationship.

Mohmoudi and Ninagamma (2009) explored the relationship between adjustment and achievement of 100 ninth class students of secondary schools of Mysore city. The findings revealed that the students with different levels of home adjustment differ significantly in their academic achievement whereas students with different levels of social and emotional adjustment do not differ significantly in their academic achievement.

Yau et al. (2012) studied university support to students transition to university life that can be divided into three dimensions: academic adjustment, social adjustment and psychological adjustment. The study was based on a survey of 265 students from five universities of Hong Kong. The findings had shown that students perceived that social adjustment has a positive impact on academic adjustment and psychological adjustment.

Wong (2012) examined the relationship between positive and psychological well being of 398 undergraduate students from Singapore. The result indicated that positive thinking was correlated with psychological well being, life satisfaction and happiness.

OBJECTIVES OF THE STUDY

To study the adjustment of college students.

To study the adjustment of college students in relation to their gender and locale.

To study the well being of college students in relation to their gender and locale.

To study relationship of adjustment with well being among college students.

HYPOTHESES OF THE STUDY

There is no significant difference in adjustment of male and female college students.

There is no significant difference in adjustment of rural and urban college students.

There is no significant difference in well being of male and female college students.

There is no significant difference in well being of rural and urban college students.

There is no significant relationship between adjustment and well being among college students.

DELIMITATION OF THE STUDY

The study was delimited to college students of Patiala district only.

RESEARCH METHOD

Descriptive survey method of research was used for the conduct of the present study.

SAMPLE

The total sample comprised of 200 college students chosen randomly from Patiala district. The sample included 100 males (50 urban and 50 rural), 100 females (50 urban and 50 rural) college students chosen randomly from colleges of Patiala district.

TOOLS USED

In order to achieve the objectives of the study following tools were used:

Revised Adjustment Inventory (RAI) (1999) by Pramod Kumar.

Well being Scale (WBS) (2001) by Singh and Gupta.

RESULTS

The college students have good adjustment. There are nearly 38.5% college students have adjustment score below mean interval whereas 37.5% college students have adjustment score above mean interval and mean interval contains 24% adjustment scores.

Adjustment of male and female college students do not differ significantly. Mean score of adjustment of male students is 22.18 (SD= 7.63) nearer to mean score of adjustment of

female student 22.69 (SD= 8.21) t-value came out to be 0.46 which is not significant at 0.05 level.

Adjustment of rural and urban college students have significant difference. Mean score of adjustment of urban students is 23.58 (SD= 8.23) whereas adjustment of rural students is 23.29 (SD= 7.86) and t-value came out to be 2.18 which is significant at 0.05 level.

There is significant difference in Well being of male and female of college students. Mean score of Well being of male students 161.88 (SD= 18.15) whereas Well being of female students is 155.78 (SD= 29.56) and t-value came out to be 2.31 which is significant at 0.05 level.

Well being of rural and urban college students do not differ significantly. Mean score of Well being of rural students is 157.04 (SD= 22.43) and Well being of urban students 158.62 (SD= 26.79) so t-value came out to be 0.48 which is not significant at 0.05 level.

Adjustment of college students is significantly related to their Well being. The coefficient of correlation (r) between scores of adjustment and Well being is 0.49 which is significant at 0.01 level.

TESTING OF HYPOTHESES

On the basis of above results hypotheses were tested as follows:

First hypothesis that there is no significant difference in adjustment of male and female college students, is accepted.

Second hypothesis that there is no significant difference in adjustment of rural and urban college students, stands rejected.

Third hypothesis that there is no significant difference in well being of male and female college students, stands rejected.

Fourth hypothesis that there is no significant difference in well being of rural and urban college students, is accepted.

Fifth hypothesis that there is no significant relationship between adjustment and well being among college students, is rejected.

CONCLUSIONS

- Majority of college students had shown average level of adjustment.
- Adjustment of male and female college students did not differ significantly.
- Adjustment of rural and urban college students differ significantly.
- Well being of male and female college students had significant difference.
- Well being of rural and urban college students did not differ significantly.
- College students had shown significant relationship between their adjustment and Well being.

EDUCATIONAL IMPLICATIONS

- The students should be provided counseling sessions in order to maintain a high level of well being and adjustment.

- Students with high adjustment will tend to seek mature and rational solutions to their problems.
- The study will help to know importance of framing ways and means to develop high Well being in college students.
- Both rural and urban students should be provided counseling sessions in order to maintain a high level of Well being and for managing any kind of adjustment problem.

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