



IMPACT OF GENERAL ABILITY AND TYPE OF FAMILY ON THE ADJUSTMENT AMONG PROFESSIONAL COLLEGE STUDENTS

Thejovathi

Research Scholar, Dept. of Psychology, S.V. University, Tirupati-517 502.

Prof. L. Kullai Reddy*

Professor, Dept. of Psychology, S.V. University, Tirupati-517 502. *Corresponding Author

ABSTRACT

The study was planned to investigate the impact of general ability and type of family on the adjustment among professional college students. Sample of the present study consists of 120 professional college students in Rayalaseema region of Andhra Pradesh State. Bell's adjustment inventory Ramana (2009) and General Intelligence inventory developed by S.K. pal and K.S. Misra (2010) were administered. Results revealed that significant impact of general ability and type of family on the adjustment among professional college students.

KEYWORDS :

Introduction:

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. The concept of adjustment was originally a biological one and was used in Darwin's (1859) "Theory of Evolution". It was termed as adaption. Darwin maintained that only those species that who are fit to adapt to the hazards survived (Survival of the Fittest). The biological concept of adaptation has been borrowed by the physiologist and renamed as "adjustment". Adjustment and adaptation together represent the functional perspective for view and understanding human behaviour i.e. Behaviour is seen as having the function of mastering demands that are made upon the individuals by his environment human behaviour can be understood by conceiving it as an adjustment to psychological demands.

Adjustment is a process of maintaining a balance between the needs such as physical, social, psychological and the circumstances that influence the satisfaction of these needs. Adjustment is a continuous process to produce harmonious relationship between an individual and his environment. Personality is a set of individual differences that are affected by the socio-cultural development of an individual.

Adjustment may be defined as a process of altering behaviour to reach a harmonious relationship with the environment.

Lazarus (2001) defined that the adjustment as a ways of managing and consists of coping with various demands and process of life.

Good (1959) state that adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes is the environment.

Paranmeswaran & Beena (2004) defined adjustment is a process which a living organism acquires in a particular way of acting or behaving or changes an existing form of behaviour or action.

Veereswar (1979) studied the mental health and adjustment problems of college going girls. A sample of 406 girls in the age group of 18-20 years was taken from the undergraduate students. There was a significant difference in the area of family adjustment between urban and rural girls. Family problems were more unsatisfactory for rural girls. The percentage of cases requiring help was very low for both the groups. The scores of urban and rural girls in the area of education showed a significant difference. The college or educational area was a problem for rural girls more than for urban girls. The social area held problems for both urban and rural girls. The difference between the two was significant i.e. the percentage of rural girls showing unsatisfactory adjustment in social area was higher. Personal emotional problems were shown less by urban girls than by rural girls and the difference was significant. The difference in adjustment of urban and rural girls was not significant in the area

of health. Both groups showed quite satisfactory health adjustment. Family systems research supports the idea that there is mutual influence between members in a family and that, in turn, impacts the family system as a whole. Moos and Moos (1994) described a model of family functioning whereby the adjustment and functioning of each family member shows an influence upon one another. Each family member's level of coping, personal characteristics and ability to adapt to situations affects the quality of the family environment and the family relationships. The family climate is influenced by the children's level of coping and adjustment, the parent's level of coping and adjustment, as well as the stressors and resources pulled from outside the family in areas such as work or school/college. The type of family environment, itself, plays a role in any family outcomes as well. For instance, a supportive cohesive family environment positively influences the level of functioning and adaptation of family members and also plays a role in reducing perceived environmental stressors and increasing social resources used. Therefore, a positive supportive family environment enhances effective coping with internal and external crisis situations that families experience, such as a transition to an unfamiliar environment. Going off to college for families of first-generation college students is just such an event. For this reason, the college adjustment of first-generation students is likely to be affected by the dynamics in their family relationships. Exploring this impact could provide vital information to higher education professionals attempting to ease this transitional process.

General ability tests measure overall average performance across a broad range of mental capabilities. These tests are called mental tests, intelligence tests or IQ tests. They have broader predictive validity than any other type of psychological measurement. We can compare intelligence tests to aptitude tests which are more specialized. Many aptitude tests measure general plus certain more specialized abilities that are important for success in a particular educational program. Scholastic aptitude tests are primarily interested in general reasoning ability and specific Verbal and numerical abilities because these are the most predictive of scholastic performance (Jensen, A. 1981).

In general, aptitude tests have three major uses: instructional, administrative and guidance. Aptitude tests are used for instructional purposes when they are used to adapt students to courses, or courses to students, or curriculum to student groupings, or to design assignments for students who differ widely in ability in the same class. Aptitude test scores can help teachers form realistic expectations of students. Knowing something about the ability level of students in a given class can help a teacher identify which students are not learning as much as could be predicted on the basis of ability scores. If a whole class were performing less well than would be predicted from aptitude test scores than curriculum, objectives, effective teaching methods, or student characteristics

might be investigated (Barlow, D.L., 1985; Mehrens, W.A. and Lehmann, I.J., 1987).

Objectives:

1. To examine the influence of General ability on the adjustment among professional college students.
2. To study the influence of Type of family on the adjustment among professional college students.

Hypotheses:

1. There would be significant influence of General ability on the adjustment among professional college students.
2. There would be significant influence of Type of family on the adjustment among professional college students.
3. There would be significant interactive effect of General ability and Type of family on the adjustment among professional college students

Tools:

1. The "Culturally Relevant Bell's Adjustment Inventory" (Indian adaptation) developed by Ashok, Madhu, Suneeta and Ramana (2009).
2. Test of General Intelligence developed by S.K. Pal and K.S. Misra (2010).

Sample:

120 professional (medical and nursing) college students, both men and women in Rayalaseema region of Andhra Pradesh State.

Results and discussion:

Table- I: Means and SDs for the adjustment scores of Professional college students

Type of Family		General Ability	
		Average	Above Average
Joint family	Mean	52.60	54.97
	SD	5.96	4.52
Nuclear family	Mean	47.83	49.03
	SD	9.07	7.85

Grand Means

General Ability (average) = 50.22 Joint Family = 53.78

General Ability (above Average) = 52.00 Nuclear Family = 48.43

Table-I shows that students hailing from joint family with above average general ability have obtained highest mean score (M=54.97) indicating their better adjustment, whereas students hailing from nuclear family with average general ability have obtained lowest mean score (M = 47.83) indicating their poor adjustment.

In terms of comparisons, students with above average general ability (M=52.00) have better adjustment than the students with average general ability (M=50.22). Students hailing from joint family (M=53.78) have better adjustment than students hailing from nuclear family (M=48.43).

As there are differences in the mean scores with regard to the adjustment among professional college students, the data were further subjected to analysis of variance to find out whether the differences between the groups are significant or not, and the results are presented in table-II.

Table- II: Summary of ANOVA for the adjustment scores of Professional college students.

Source of Variance	Sum of Squares	df	Mean Square	F-Values
General Ability (A)	364.008	1	364.008	4.74*
Type of family (B)	399.675	1	399.675	5.21**
AXB	295.208	1	295.208	3.85*
Within	8903.700	116	76.756	--
Corrected Total	9702.592	119	--	--

** Significant at 0.01 level * Significant at 0.05 level

Hypothesis-1: There would be significant influence of General ability on the adjustment among professional college students.

It is evident from table-II that the obtained "F" value of 4.74 is significant at 0.05 level implying that General Ability has significant influence on the adjustment among professional college students. As the 'F' value is significant, the hypothesis-1, which stated that General Ability would significantly influence the adjustment among professional college students, is accepted as warranted by the results. Students with above average general ability (M=52.00) are better adjustment than the students with average general ability (M=50.22).

Hypothesis-2: There would be significant influence of Type of family on the adjustment among professional college students.

It is evident from table-II that the obtained "F" value of 5.21 is significant at 0.01 level implying that Type of family has significant influence on the adjustment among professional college students. As the 'F' value is significant, the hypothesis-2, which stated that Type of family would significantly influence the adjustment among professional college students, is accepted as warranted by the results. Students hailing from joint family (M=53.78) are better adjustment than students hailing from nuclear family (M=48.43).

Hypothesis-3: There would be significant interaction effect between General ability and Type of family on the adjustment among professional college students.

It is evident from the table-II that there is significant interaction between General ability and Type of family (AXB), 3.85 in causing the effect on the adjustment among professional college students. This indicates that there is significant interaction between General ability and Type of family in causing the effect on the adjustment. Hence, hypothesis-3 which stated significant interaction effect between General ability and Type of family on the adjustment among professional college students is accepted.

Conclusions:

1. Professional college students with above average general ability are better in their Adjustment.
2. Professional college students hail from joint families is better in their Adjustment.

References:

1. Barlow, D.L. (1985), Educational Psychology: The Teaching Learning Process. Chicago: Moody Press.
2. Good, C.V. (1959), Dictionary of education, (P:6) Newyork: M C Graw-Hill Book company.
3. Jensen, Arthur R. Straight (1981), Talk about Mental Tests: Their uses and abuses explained in no- nonsense terms by the world's foremost authority. N.Y.: The Free Press.
4. Lazarus R (2001), Patterns of adjustment and human Effectiveness (Students Edition), Tokyo: M C Graw Hill Book Co. Inc
5. Mehrens, William A. and Lehmann, Irvin, J. (1987) Using Standardized Tests in Education. Fourth Edition. N.Y.: Lc-'cman Inc.
6. Moos, R. H., & Moos, B. S (1994). Family Environment Scale manual (3rd ed.). Palo Alto, CA: Consulting Psychologists Press
7. Parameswaram, E.G., and Beena, C. (2004), An invitation to psychology, Hyderabad, Neelkamal publication Pvt. Ltd., Reprint 618-621.