ORIGINAL RESEARCH PAPER

Psychology

ADJUSTMENT AMONG FIRST AND FINAL YEAR COLLEGE STUDENTS

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ABSTRACT

Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits. Adjustment is a behavioral process of balancing conflicting needs. The present study compared college adjustment processes between first and final year female students enrolled in different undergraduate courses offered by colleges affiliated with University of Madras in Chennai city. Every individual assessed with Adjustment Inventory for College Students (Sinha and Singh, 1995). Data were analyzed by using t-test. Results indicated that the first year undergraduate students were difficulty in adjusting emotionally and socially to the changing demands of the environment and faced more academic difficulty as compared to final year students. The final year students were more socially adjusted and more integrated into the social fabric of the college. Based on the research implication for further counseling interventions are discussed.

Introduction

Transition from Higher secondary school to college is a complex process for all the fresher of first year students. Transition as a " culture shock involving significant social and psychological relearning in the face of encounters with new ideas, new teachers and new friends with quite varied values and beliefs, new freedoms and opportunities, and new academic, personal and social demands " says Pascarella and Terenzini (1991).According to Arkoff (1968), the definition of college adjustment reflects on how much an individual achieves through it and its effect on his personal growth. Based on Astin's (1999) theory of involvement, a highly involved student is one who, for example, devotes considerable energy to studying, spends much time on campus, participates actively in student organizations, and interacts frequently with faculty members and other students. Adjustment difficulties arise where there is a differences in opinions between the expectations of the students and realities of their college life. Students whose expectations were fearful reported more stress, depression, and poorer university adjustment than students with other types of expectations, particularly prepared. Mohan (1992) says that adjustment improves with age.

Adjustment patterns of students differ with their level of intelligence. College students have adjustment problem in home also. They have difficulties with parents, siblings due to shyness, aggressiveness. They have academic adjustment problem due to new academic pattern, environment and faculties. Motivation to learn, taking action to meet academic demands and academic un satisfaction are components of academic adjustment. Social adjustment is important for students. Forming supportive network, managing new social freedom, home sickness, loneliness are social adjustment problems. Quality of informal contact with faculty support and helps to make adjustment. Psychological distress, somatic distress, anxiety, low self esteem, depression have been cause of dropping out.

METHOD OF INVESTIGATION
OBJECTIVE
To know adjustment level of UG first and third year classes among female college students.

HYPOTHESES
There is no significant difference with regard to home adjustment between first and final year female college students.

There is no significant difference with regard to health adjustment between first and final year female college students.

There is no significant difference with regard to social adjustment between first and final year female college students.

There is no significant difference with regard to emotional adjustment between first and final year female college students.

There is no significant difference with regard to educational adjustment between first and final year female college students.

Methodology
100 college students were selected randomly from various departments. 50 from first year classes, 50 from third year classes. From all students personal Performa collected as well as assessed with adjustment inventory. Descriptive „t test was used to analyze the data

TOOLS USED FOR DATA COLLECTION: Level of adjustment scale by Dr.A.K.P.Sinha & Dr.R.P Singh AICS inventory used in this study.

DESCRIPTION OF THE TOOLS
The scale consists of 102 items to measure five dimensions of adjustment. Home- (16), health- 15), social-(19), emotional-(31), educational-(21).

RELIABILITY &VALIDITY
The coefficient of reliability was determined by Split- half method= 0.94, Hoyts analysis of variance method=0.93, K. R. formula 20, test-retest reliability=0.92was also determined by administering the test after a period of three weeks on 228 students which was 10% of the sample. 15 In items analysis validity coefficient were determined for each item.

In items analysis validity coefficient were determined for each item by Biserial correlation method and only such item were retained which yielded Biserial correlation with both criteria1.total score, 2. Area score, significant at 0.01 levels.

ADMINISTRATION:
Questionnaire consists of 102 items were given to the respondents, answer the questions carefully, the following instructions were given. The data collected were kept as confidential it is only used purely for research purpose only. Try to avoid omitting the questions there is no right or wrong answers whatever comes to mind put a tick mark

RESULT AND DISCUSSION

TABLE: I Shows the significant mean difference between first and final year female college students on Home adjustment

Variable	Group	N	Mean	SD	t value	Level of significant
Home Adjustmeant	First year students	50	9.26	2.68	2.19	**S***
	Final year s Final year students	50	7.9	2.10		

*denotes significant at (0.05) level.

It is found that the mean score of both first year and final year female students are 9.26 and 7.9 respectively. When the "t test was applied to compare the mean scores of both the group, it was found that the calculated "t value (2.19) is greater than the table value 1.98 at 0.05 and this means that the mean difference is significant level. Hence, hypothesis is failed to accept. The further means that first year and final year female college students have similar level of adjustment.

TABLE-II: Shows the significant mean difference between first and final year female college students on Health Adjustment.

Variable	Group	N	Mean	SD	„t value	Level of significant
Health Adjustment	first year students	50	9.5	2.54	2.87	S**
	Final year students	50	8.2	2.22		

**denotes significant at 0.01 level.

It is found that the mean score of both first year and final year female students are 9.5 and 8.18 respectively. When th "t test was applied to compare the mean scores of both the group, it was found that the calculated "t value (2.87) is greater than the table value 2.63 at 0.01, this means that the mean difference is significant level. Hence, hypothesis is failed to accept. The further means that first year and final year female college students have similar level of adjustment.

TABLE-III: Shows the significant mean difference between first and final year female college students on Social adjustment.

Variable	Group	N	Mean	SD	„t value	Level of significant
Social Adjustment	first year students	50	10.52	3.4	2.30	S*
	Final year students	50	9.3	1.7		

*denotes significant at 0.05 level.

It is found that the mean score of both first year and final year female students are 10.52 and 9.3 respectively. When the „t test was applied to compare the mean scores of both the group, it was found that the calculated „t value (2.30) is greater than the table value 1.98 at 0.05 and this means that the mean difference is significant level. Hence, hypothesis is failed to accept. The further means that first year and final year female college students have similar level of adjustment.

TABLE-VI: Shows the significant mean difference between first and final year female college students on Emotional adjustment.

Variable	Group	N	Mean	SD	„t value	Level of significant
Emotional Adjustment	first year students	50	17.56	2.62	2.00	S*
	Final year students	50	19.06	4.69		

*denotes significant at 0.05 level

It is found that the mean score of both first year and final year female students are 17. 56 and 19.06 respectively. When the „t test was applied to compare the mean scores of both the group, it was found that the calculated „t value (2.00) is greater than the table value 1.98 at 0.05 and this means that the mean difference is significance level. Hence, hypothesis failed to accept. The further means that first year and final year female college students have similar level of adjustment.

TABLE-V: Shows the significant mean difference between first and final year female college students on educational adjustment.

Variable	Group	N	Mean	SD	„t value	Level of significant
Educational Adjustment	first year students	50	9.36	1.92	3.88	S**
	Final year students	50	10.68	1.60		

**denotes significant at 0.01 level

It is found that the mean score of both first year and final year female students are 10.68 and 9.36 respectively. When the "t test was applied to compare the mean scores of both the group, it was found that the calculated „t value (3.88) is greater than the table value 2.63 at 0.01, this means that the mean difference is significant level. Hence, hypothesis is failed to accept. The further means that first year and final year female college students have similar level of adjustment.

CONCLUSION

The purpose of the study is to find out the level of adjustment between first and final year female college students.   The present study shows there is a significant difference in the level of adjustment for first and final female college students with regard to home, health, social, emotional and educational adjustment. The present study results revealed that the first year have the very good interpersonal relationship with others and knows to adopt the environment. And also the social support predicted adjustment to college concurred with the findings of previous researchers who reported similar results (Friedlander et al., 2007; Jamara, et al., 1996; Halamandaris & Power, 1999; Tao et al., 2000). Findings of this study emerged in accordance with the current literature who gained social support from friends, family members such as more positive social interaction, guidance and tangible supports (money) which likely to handle effective academic, emotional and social problems arising in the college environment. Contrary to the previous finding (Elias et al., 2007; Parker et al., 2006) that the students who possessed the ability to express their emotions, ready to access, understand which resulted the possible intellectual and emotional growth. The findings of previous researcher reported on psychosocial predictors of adjustment among first year college students is also supported the present study findings (Samuel O.Salami ., 2011). A possible explanation for these findings is that they need intervention programmes which would consider the first year students needs and challenges for their new environment. College management should provide counseling and guidance in addition, the peer support in facilitating first year student's adjustment to college environment.

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