



ATTITUDE TOWARDS SOCIAL ADJUSTMENT AMONG THE UNDERGRADUATE STUDENTS OF PURULIA DISTRICT

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Article DOI: <https://doi.org/10.36713/epra11930>

DOI No: 10.36713/epra11930

ABSTRACT

The present study was aimed to assess the social adjustment of the undergraduate students of Purulia District, West Bengal. Descriptive survey type research method was adopted by the researchers to conduct this study. All the undergraduate students of Purulia district are taken as the population of this study. The study analyzed the data from 276 undergraduate students. Out of this, 154 are male and 122 female. They all belong to the two undergraduate colleges which are affiliated to Sidho-Kanho-Birsha University, Purulia. A self-made 'Social Adjustment Inventory' was used by the researchers to collect responses from the students and 't'-test was used to test the significant mean difference between the maintained variables. The findings of this study revealed that there is no significant difference existing between male-female, rural-urban, rural male-urban male and rural female –urban female undergraduate students of Purulia District regarding their attitude towards social adjustment.

KEYWORDS: Adjustment, Social Adjustment, Undergraduate, Inventory

1. INTRODUCTION

Social adjustment is the achievement of balance in social relationship usually aided by the appropriate application of social skills [1]. As social beings, we live in a society, where we possess opinion about others and vice versa. Everybody craves to be accepted and recognized by the society. Doing so, we try to behave in accordance to the norms of society in order to adjust with others. When a person as an eligible member of a society can properly follow or adhere to the custom, values, rules, etc. established by that society, the person is called a socially adaptable or adjustable person. Not all people in a society follow the same rules and regulations pertaining to the society. But, in order to live as an accepted member, one should adhere to the customs and values of that society. Generally, when a person is able to meet their social needs by living in society through establishing good relations with their surrounding social circumstances, it is called social adjustment. Social adjustment refers to an individual's adaptation in social relationships with other people, both inside and outside the school, as reflected in the individual's attitude and behavior [2]. Social adjustment is a psychological process. It frequently involves coping with new standards and values. Social adjustment as per the technical language of psychology, means getting along with the members of society as best as one can be called adjustment. [3]. One of the main aims of the current education system is to help students acquire social adaptability, which will help the students to adapt or adjust themselves successfully to different social circumstances. So, teachers, parents, administrators, and all the people who are involved in education need to have proper knowledge or idea about the social adjustment of the students. Social adjustment discussed as an intervention targets for programs intended to improve students' social competence and academic achievement [4]. A significant positive correlation exists between social adjustment and academic achievement. It means that the higher the students' social adjustment the better and more desirable academic achievement they would have [5]. Social adjustment is found independent of academic achievement and parent-child relationship [6]. The social adjustment positively affects the academic well-being of the students [7]. The school academic achievement of the students is greatly influenced by the social adjustment of the students [8]. Urban students showed favorable attitude towards social adjustment than the rural students. [9]. social adjustment impacts later academic adjustment differently for male versus females. Sometimes this difference was one of magnitude, such as stronger relations between social acceptance and GPA for females [10]. The key objective of this present study is to speculate the level of social adjustment of undergraduate students. So, the findings of this study will be helpful for college teachers and administrators in a way to enable them to know the importance of different factors that may influence the student's social adjustment on the college campus. This study will enable them to help students in better ways to work for the improvement of their social adjustment at the college campus.



2. LITERATURE REVIEW

Mistry, R. S., Vandewater, E. A. & Huston, A. C. et al. [11] conducted a study on economic well-being and children's social adjustment: The role of family process in an ethnically diverse low-income sample. The findings of this study revealed that the family process is a critical mediator of the effects of economic hardship on children's social adjustment. Lower levels of economic well-being and the corollary elevated perceptions of economic pressure indirectly affected parenting behavior through an adverse impact on parental psychological well-being. Huntsinger, C. S. & Jose, P. E. [12] investigated the personality and social; adjustment of Chinese American and European American adolescents. The results of this study found that the Chinese American and European American adolescents became more similar to each other over time through developmental and acculturative processes. Another finding of this study also revealed that the Chinese American youth continued to report lower levels of Extraversion than European American youth. Domitrovich, C. E. & Bierman, K. L. [13] examined the parenting practices and child social adjustment: multiple pathways of influence. The findings of this study found that the parenting practices were related to peer-reported social behavior, peer dislike and child social problem-solving. Another finding also revealed those children's perceptions of their parenting experiences were related to their social problem solving and their reported social distress. Chen, X., Liu, J. & Ellis, W. et al. [14] investigated social sensitivity and adjustment in Chinese and Canadian children. The results of this study showed that the pattern of relations between social sensitivity and indexes of adjustment differed in the two countries. Another finding also showed that social sensitivity was negatively associated with social and school adjustment and positively associated with psychological distress in Canadian children. Devi, R. K., Nakulan, V. & Devi, M. A. et al. [15] studied spiritual intelligence and adjustment of arts and science students. The findings of this study revealed that there is a significant relationship existing between the variables among college students and a significant positive relationship existing with spiritual intelligence and adjustment among adolescents. Dufur, M. J., Percel, T. L. & Mckune, B. A. [16] conducted a study on capital and context: Using social capital at home and at school to predict child social adjustment. The results of this study showed that social capital at home and school can be calculated as separate constructs and that capital at home is more influential than capital at school. Robertson, R. V., Mitra, A. & Delinder, J. V. [17] examined the social adjustment of African-American females at a predominantly white Midwestern University. In this study, respondents were chosen through non-probability sampling and answered open-ended questions centering on social adjustment factors. In this study, researchers concluded that African-American students have been shown to adjust better in academic settings in which the course work is either centered around or at least includes to some extent an Afro-centric focus and they were raised in a predominantly white community typically experiencing very few problems in a biting. Lukomski, J. [18] studied the perception of deaf college students toward social-emotional adjustment. The main objective of this study is to examine the differences between deaf and hearing students' perceptions of their social and emotional adjustment. A significant difference has been found between deaf and hearing students who are transitioning to college concerning their social-emotional adjustment. Nelson, J. R., Lane, K. L. & Benner, G. J. et al. [19] conducted a study on the best evidence synthesis of literacy instruction on the social adjustment of students with or at-risk for behavior disorders. The results of this study suggested that effective literacy instruction does not emerge to have a collateral effect on the social adjustment of children. Kolaitis, G., Giannakopoulos, G. & Tomaras, V. et al. [20] conducted a study on self-esteem and social adjustment in depressed youths: 'A randomized trial comparing psychodynamic psychotherapy and family therapy'. The results of this study reflected that self-esteem and social adjustment plays a significant role in depression among children with chronic stress and both dimensions may enable coping with a stressful situation, such as parental psychopathology, child maltreatment, family conflict and lack of parental warmth, affect and support. John, T. J. [21] examined the Canadian financial imperialism and structural adjustment in the Caribbean. The findings of this study revealed that many of the independent states in the region would see left governments replaced with reactionary traditional ones and a small number of states confessing themselves to be socialist. Patel, S. A. & Jansari, A. [22] conducted a study on the social adjustment of students in the context of gender and habitat. Researchers found that there is no significant difference in the mean scores of social adjustment among the boys and girls students. Another finding also revealed that there is no significant difference in the mean scores of social adjustment among the student's habitats in urban and rural areas. Wadhawan, K. [23] conducted a study on the emotional, social and educational adjustment of senior secondary students of Panchkula. The results of this study showed a significant difference in the emotional adjustment of senior secondary school students that is girls are found emotionally more adjusted than boys of Panchkula. Kundu, M., Saha, B. & Mondal, B. C. [24] studied adjustment of undergraduate students in relation to their social intelligence. The overall finding of this study revealed that male and female as well as science and humanities students of undergraduate level did not differ significantly with regards to their adjustment ability. Paramanik, J., Saha, B. & Mondal, B. C. [25] conducted a study on adjustment of secondary school students with respect to gender and residence. The result of this study showed that there is no significant difference exists between rural and urban secondary school students regarding their level of adjustment. But another finding of this study also revealed that the mean adjustment score of girls is higher that of boys secondary students. Kar, D., Saha, B. & Mondal, B. C. [26] examined the relationship of emotional intelligence and adjustment ability of the higher secondary school students. The overall findings of this study revealed that emotional intelligence affects home, school and peer adjustment of the higher secondary students. Kar, D. & Saha, B. [27] examined the relationship of leadership style and adjustment ability of the



undergraduate students. The findings of this study explored that adjustment ability is significantly correlated with the leadership style of undergraduate students.

From the entire review, it is observed that no such kind of research study is conducted, particularly on this topic such as attitude towards social adjustment among the undergraduate students in Purulia District of West Bengal. Therefore the researchers selected such kind of study for investigation.

3. OBJECTIVES OF THE STUDY

The main purposes of this study are:

- i. To find out the difference between male and female undergraduate students regarding their level of social adjustment.
- ii. To find out the difference between rural and urban undergraduate students regarding their level of social adjustment.
- iii. To find out the difference between rural male and urban male undergraduate students regarding their level of social adjustment.
- iv. To find out the difference between rural female and urban female undergraduate students regarding their level of social adjustment.

4. HYPOTHESES OF THIS STUDY

Hypothesis is the tentative statement about the solution of a problem. it plays an important role in every study. in order to conduct this study clearly and smoothly, following null hypothesis has been framed.

H₀1: There is no significant difference between male and female undergraduate students regarding their level of social adjustment.

H₀2: There is no significant difference between rural and urban undergraduate students regarding their level of social adjustment.

H₀3: There is no significant difference between rural male and urban male undergraduate students regarding their level of social adjustment.

H₀4: There is no significant difference between rural female and urban female undergraduate students regarding their level of social adjustment.

5. METHODOLOGY

There are several methods of conducting research. The choice is determined by the nature of the problem. The present study attempts to study the social adjustment of undergraduate students of the Purulia District concerning their residential areas and gender. This type of study cannot be studied in an artificial setting. Nor it is desirable to do so. In the present study, the descriptive method was found to be the most appropriate one for the social adjustment level of undergraduate students to their residential areas and gender as they exist in a real-life situation. The present study was conducted through descriptive survey type research. This method was used by the researcher to study the social adjustment of undergraduate students with respect to their residential areas and gender.

5.1 The population of the Study

All the students of the undergraduate level of Purulia district, West Bengal are the population of this study.

5.2 Sample and Sampling

In this research stratified random sampling method was used for selecting the samples for this study. A total number of 276 (Boys-154 and Girls-122) student samples were selected from two colleges representing one college from urban and at least one from rural areas of Purulia District, West Bengal.

5.3 Tool Used for the Study

In order to collect responses from the students, following tool has been administered by the investigators: Social Adjustment Inventory standardized by the researchers: In order to assess the attitude of undergraduate students towards social adjustment, the investigators framed a Likert type Social Adjustment Inventory with 36 statements. Out of 36 Statements there are 21 questions taken as positive to social adjustment. And rest 15 questions are taken as negative to social adjustment. Scores were given to the positive questions are 5 for Strongly Agree, 4 for Agree, 3 for Neutral, 2 for Disagree, And 1 for Strongly Disagree. And Scores were given to the negative Questions of Social adjustment are 1 for Strongly Agree, 2 for Agree, 3 for Neutral, 4 for Disagree, & 5 for Strongly Disagree. The investigators standardized this questionnaire by following slandered procedure. The reliability of the scale was determined by calculating reliability coefficient on a sample of 200 undergraduate students. The Cronbach's alpha value was found 0.73 which is greater than 0.70. The Cronbach's alpha value proved the acceptability of the overall scale reliability [25].



6. ANALYSIS AND INTERPRETATION OF DATA

Data analysis and interpretation are important parts of every research activity. In this chapter, the researchers have tried to analyze and interpretation the collected data.

6.1 Descriptive Statistics

Here we present our descriptive data (Table 1) in the form of mean and standard deviation (S.D) for the scores of attitude toward social adjustment among undergraduate students.

Table 1

Dimension	P	Mean	S.D
Male	154	123	12.93
Female	122	120.69	10.67
Rural	91	120.97	10.36
Urban	185	122.80	12.77
Rural Male	39	124.76	12.52
Urban Male	115	122.93	13.09
Rural Female	52	118.13	7.30
Urban Female	70	122.6	12.32

6.2 Inferential statistics

Inferential statistic makes the use of various analytical tools to draw inferences about the population data from sample data. For the present study, we have constructed 't'-value (Table 2) to analyze the mean difference between the pairs.

Table 2

Pair of Composition	N	df	Mean Difference	't'-value
Male	154	274	2.31	0.06
Female	122			
Rural	91	274	1.83	0.23
Urban	185			
Rural Male	39	152	1.93	0.44
Rural Female	115			
Urban Male	52	120	4.47	0.02
Urban Female	70			

7. TESTING OF HYPOTHESES

7.1 Testing of H₀₁

Table 2 shows the difference ($t = 0.06$, $df = 274$) between the male and female undergraduate students regarding their attitude toward social adjustment which is statistically not significant at the 0.01 level of significance. Therefore, the H₀₁ is accepted. Hence, it may be also interpreted that there are no significant differences exists between male and female undergraduate students of Purulia District regarding their attitude toward social adjustment.

7.2 Testing of H₀₂

Table 2 shows the difference ($t = 0.23$, $df = 274$) between the rural and urban undergraduate students regarding their attitude towards social adjustment which is statistically not significant at 0.01 level of significance. Hence, the H₀₂ is accepted. And, it may be also said that there are no significant differences exists between male and female undergraduate students of Purulia District regarding their attitude toward social adjustment.

7.3 Testing of H₀₃

The mean (M) of attitude towards yoga education scores for rural male and urban male undergraduate students are 124.76 (S. D= 12.52) and 122.93 (S. D=13.09) respectively and the calculated value between this pair is 0.44, Where the critical value of df 152 is 1.97 and 2.60 at 0.05 level and 0.01 level of significance respectably. So it is found that the calculated value is less than the critical value at 0.01 and 0.05 levels of significance. Thus it is evident that there is no significant difference exists between rural male and urban male undergraduate students of Purulia District regarding their attitude toward social adjustment.

7.4 Testing of H₀₄

The mean (M) of attitude towards yoga education scores for rural female and urban female undergraduate students are 118.13 (S. D= 7.30) and 122.6 (S. D=12.32) respectively and the calculated 't'-value between this pair is 0.02, Where the critical



value of df 120 is 1.98 and 2.62 at 0.05 level and 0.01 level of significance respectively. So it is found that the calculated 't'-value is less than the critical value at 0.01 and 0.05 levels of significance. Thus it is evident that there is no significant difference exists between rural female and urban female undergraduate students of Purulia District regarding their attitude toward social adjustment.

8. DISCUSSION

The overall findings of this study revealed that there is no significant difference exists between male and female undergraduate students regarding their attitude towards social adjustment. This result was supported by Srivastava, P. S. [26] Beri, A. & Bhat, S. A. [27] and opposed by Mondal, C. [1] Rani, T. S. & Jayasree, D. [28]. Rural and urban undergraduate students of Purulia District are also significantly related to each other. This finding was supported by Ghatak, R. [29] D'souza, M. H. & Tripathi, N. [30] and opposed by Jayachandran, P. [31]. Another findings of this study also revealed that there is no significant difference exists between rural male and urban male, rural female and urban female undergraduate students of Purulia District regarding their attitude towards social adjustment. But Table-1 showed that the mean scores of male undergraduate students and female undergraduate students are a slight difference. The mean score of male undergraduate students is a little higher (123) than the female undergraduate students (120.69), which proved that the male undergraduate students of Purulia District showed a slightly more favorable attitude toward social adjustment than female undergraduate students of Purulia Districts. The findings of this study also found that the attitude of rural female and urban female undergraduate students of Purulia District towards social adjustment is equal. But the mean score found a slight difference between this two. The Mean score of urban female undergraduate students (122.6) is better than that of rural females (118.13). So, it can also be said that urban female undergraduate students and better social adjusted than rural female undergraduate students.

9. CONCLUSION

Based on the above discussion it can be concluded that the attitude of male and urban female undergraduate students of Purulia District towards social adjustment is better than the female and rural female undergraduate students respectively. Therefore, parents, school teachers and other administrators need to pay more attention to the social adjustment of female and rural female undergraduate students. Since, a healthy social adaptation applies to every person living in a society. This social adaptation determines the future of an individual and its existence. Social adaptation is a process by which a person helps himself to adapt to his locality or environment. If a person fails to adapt to his environment, he would face numerous problems in every step. This type of problem causes the person to wrap himself in a way that will cause various mental problems in him. Gradually, if not treated psychologically, he will soon lose his existence in this society and fade away in this world. Hence, it can be said that proper social adaptation leads to a healthy life, while a healthy life makes a person's behavior useful and developing.

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