



Adjustment of B.Tech Students of North Eastern Regional Institute of Science and Technology (NERIST) - A Comparative and Co relational study.

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Abstract:

Higher education in today's competitive world comes with its own challenges for the students such as competition for higher marks, for getting good jobs after completion of education, fear of facing failures etc. The pressures of higher education sometimes may lead to problems in adjustment of the students in different aspects of life. But for a healthy and successful life, proper adjustment in every sphere of life is necessary. Maladjustment in any aspect needs to be detected and dealt well in time for the betterment of the students. So this study aims at finding out the adjustment levels of B.Tech students in different aspects namely home, health, social, educational and emotional and also to compare the two genders in different aspects of adjustment and also find out the correlation between some of these aspects. A sample of 80 B. Tech students are taken, using the disproportionate stratified random sampling technique for the study and their adjustment levels was checked with a standardized adjustment inventory. The results were computed using t-test and Pearson's product moment correlation coefficient. Results indicated that no significant difference was found in home, health, social, educational, emotional and overall adjustment between the two genders. Substantial positive correlation was found between emotional and educational adjustment while low positive correlation was found between home and social adjustment.

Key Words: Adjustment, Gender, B.Tech students, NERIST

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1.0: INTRODUCTION

Higher education, in today's competitive world, comes with its own challenges for the students such as competition for scoring higher than others, for getting good jobs after completion of education, fear of failures etc. The pressures of higher education sometimes may lead to problems in adjustment of the students in different aspects of life. And the pressures upon today's engineering students is also very high, which has been depicted in the recent popular Bollywood film '3 Idiots' where it shows that engineering students have high amount of parental pressures and expectations, pressure for securing good marks and good jobs, and sometimes even if the aptitude for engineering studies is lacking in the student, he has to join engineering due to parental pressure. Again sometimes the teaching methods are not up-to-date and flexible as a result of which students become disinterested and de-motivated. The film '3 Idiots' does nothing but mirrors the reality. Naturally, when so many problems are there, it sometimes becomes difficult for the students to adapt to the different situations and they become maladjusted. This may lead to dire consequences if not detected and treated well in time. This study, therefore, is concerned with the adjustment of B.Tech (Engineering) students in different spheres of life.

Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the requirements of a given culture. A well adjusted person keeps balance between his need and the capacity to meet these needs. Adjustment persuades us to change our way of life according to the demands of the situation. It gives us strength and ability to bring desirable changes in the conditions of our environment. In short, adjustment is a process that helps us to lead a happy and contented life. This study deals with the following five areas of adjustment:

- i. **Home adjustment:** The relationships among the family members and their ways of behaviour play leading roles in the adjustment of a child. All problematic and delinquent behaviour is, to a great extent, the product of faulty bearing and uncongenial atmosphere at home.
- ii. **Health adjustment:** If a person's physical development are in conformity with those of his age mates and he doesn't feel any difficulty in his progress due to some defects or incapacities in his physical organs, he enjoys full opportunity of being adjusted.



- iii. **Social adjustment:** Social adjustment requires the development of social qualities and virtues in an individual. It also requires that one should be social enough to live in harmony with one's social beings and feel responsibility and obligation towards one's fellow beings, society and country.
- iv. **Emotional adjustment:** An individual is said to be emotionally adjusted if he is able to express his emotions in a proper way at a proper time.
- v. **Educational Adjustment:** How far a person is satisfied with his choice of educational field, the time table, activities, methods of teaching etc. determines his educational adjustment.

This study seeks to find out the level of adjustment of the B.Tech students in the above mentioned areas as well as the overall adjustment and to find out gender differences in the adjustment levels in the different areas and also correlate adjustment scores in a few areas.

1.1: STATEMENT OF THE PROBLEM

The present study tend to highlight the issue of Adjustment of B.Tech students of North Eastern Regional Institute of Science and Technology (NERIST). The study tend to make a Comparative and Co relational study.

1.2: REVIEW OF THE RELATED LITERATURE:

A few studies that were reviewed by the researcher and were found related to the study at hand are stated as under:

Agarwal (2003) conducted a comparative study of adolescents' level of adjustment in relation to academic success and failure. Results revealed that successful adolescents were significantly superior in their social, emotional and educational adjustment in comparison to unsuccessful ones.

Singh (2006) examined the effects of social, emotional and socio-emotional climate of the school and gender on the adjustment of students along with their interactional effects. It was found that boys were significantly better than girls in their health adjustment at different levels of socio-emotional climate of the school.



Vandana Chauhan (2013) studied adjustment among higher secondary students and found females to be significantly better in their overall adjustment, emotional adjustment and educational adjustment than males while in social adjustment no significant differences between the genders were found.

Shweta Nema et al (2015) conducted a study on adjustment of M.Tech female students and found positive significant correlation among the variables home, health, social and emotional at 0.01 level as measured by Karl Pearson's correlation test.

The few studies reviewed throw light on adjustment levels of students in different areas.

1.3: OBJECTIVES

GENERAL OBJECTIVE:

To find out the levels of overall adjustment and adjustment in home, health, social, emotional and educational areas of the students.

SPECIFIC OBJECTIVES:

1. To find out the difference in the overall adjustment and adjustment in home, health, social, emotional and educational areas of the students with reference to their gender.
2. To find out the correlation, if any, between the home and social adjustment of the students.
3. To find out the correlation, if any, between the emotional and educational adjustment of the students.

1.4: SIGNIFICANCE OF THE STUDY

This study will be significant in a number of ways such as:

- i. It will help us to know the extent to which these adolescents are able to adjust themselves in the various spheres namely home, health, social, emotional and education and also the extent of their overall adjustment.



- ii. The findings of this study will help us to find out those adolescents who are maladjusted and in need of counselling.
- iii. This study will also highlight the difference, if any, in the overall adjustment and levels of adjustment in home, health, social, emotional and educational areas of the students with reference to their gender. And if one gender is found to have higher adjustment problems than the other, it can initiate further studies into why it is so.
- iv. This study can also serve as a base for comparison of the adjustment levels in the already mentioned areas of the B.Tech students of other institutes.
- v. This study will help in knowing the correlation, if any, and to what extent, between home and social adjustment, and, emotional and educational adjustment among the students.

1.5: DELIMITATIONS OF THE STUDY

The present study was delimited to:

1. 80 B.Tech students of Diploma 1st and 2nd year studying in three branches viz. Electronics and Communication Engineering, Mechanical Engineering and Agricultural Engineering branches of NERIST.
2. Variables: Gender, Home adjustment, Health adjustment, Social adjustment, Emotional adjustment, Educational adjustment, Overall Adjustment.

1.6: HYPOTHESES

1. There is no significant difference in the overall adjustment and adjustment in home, health, social, emotional and educational areas of the students with reference to their gender.
2. There is no correlation between the home and social adjustment of the students.
3. There is no correlation between the emotional and educational adjustment of the students.

1.7: OPERATIONAL DEFINITIONS

- i. Gender – one's being male or female.



- ii. Adjustment- Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behaviour conforms to the requirements of a given culture.
- iii. B.Tech students: Students pursuing B.Tech in the academic session 2015-2016 in NERIST.

1.8: DESIGN OF THE STUDY

METHODOLOGY:

Since the aim of this study was to obtain precise information concerning the present adjustment levels in various areas of the B.Tech students, the descriptive research method was found to be the best suited method for this study.

TOOLS USED:

In order to collect the required data, a standardized scale, "Adjustment Inventory for College Students" by Prof. A.K.P. Sinha and Prof. R. P Singh, was used.

SAMPLE :

The population of the study are the 215 students pursuing their B.Tech Diploma 1st year and 2nd year in three branches of NERIST viz. Electronics and Communication Engineering, Mechanical Engineering and Agricultural Engineering. A sample of 80 students was selected out of the population using the disproportionate stratified random sampling technique.

1.9: ANALYSIS AND INTERPRETATION OF DATA

For analysis of the data, the data was first collected from the sample of B.Tech students with the help of the tool. The scores were then calculated (according to the norms set in the tool), for each sample, which represented his/her adjustment levels in the different areas. The number of students falling in each level was converted to percentages. The scores obtained were tabulated. The mean scores and standard deviation were calculated for each variable and then the statistical measure of t-test was utilized to find out whether significant differences between the variables exist or not. Again the product moment coefficient of correlation was also calculated for certain areas of adjustment and



thus the hypotheses formulated were tested. That means the statistical measures of mean, standard deviation, t-test, product moment coefficient of correlation were utilized for analysing the study.

The results of the study are shown with the help of the tables as follows:

TABLE -1: Number and percentage of male students in each category in the different adjustment areas.

	EXCELLENT	GOOD	AVERAGE	UNSATISFACTORY	VERY UNSATISFACTORY
HOME	7(17.5%)	13(32.5%)	17(42.5%)	1 (2.5%)	2 (5%)
HEALTH	2 (5%)	15(37.5%)	11(27.5%)	4 (10%)	8 (20%)
SOCIAL	0	6 (15%)	11(27.5%)	11 (27.5%)	12 (30%)
EMOTIONAL	0	2 (5%)	15 37.5%)	17 (42.5%)	6 (15%)
EDUCATIONAL	0	6 (15%)	14 (35%)	18 (45%)	2 (5%)
OVERALL	0	2 (5%)	18 (45%)	16 (40%)	4 (10%)

From the above table it is seen that almost in every category some percentage of male students fall except in the ‘excellent adjustment’ category in social, emotional, educational areas and overall adjustment. In health adjustment, majority of the male students fell in the good adjustment category, which is a good sign. In home adjustment, majority of the male students fell in the average adjustment category. In the emotional and educational adjustment, majority of the male students fell in the unsatisfactory adjustment category while in the social adjustment most of the male students fell in the very unsatisfactory category, which is indeed alarming. In the overall adjustment most of the male students fell in the average category.

TABLE -2: Number and percentage of female students in each category in the different adjustment areas.



	EXCELLENT	GOOD	AVERAGE	UNSATISFACTORY	VERY UNSATISFACTORY
HOME	4 (10%)	18(45%)	4 (10%)	9 (22.5%)	5 (12.5%)
HEALTH	0	11(27.5%)	16 (40%)	7 (17.5%)	6(15%)
SOCIAL	1(2.5%)	2 (5%)	17(42.5%)	10 (25%)	10 (25%)
EMOTIONAL	0	2 (5%)	12 (30%)	18 (45%)	8 (20%)
EDUCATIONAL	2 (5%)	3 (7.5%)	3 (7.5%)	21 (52.5%)	11 (27.5%)
OVERALL	0	3 (7.5%)	9 (22.5%)	24 (60%)	4 (10%)

From the above table it is seen that almost in every category some percentage of female students fall except in the 'excellent adjustment' category in health, emotional adjustment areas and overall adjustment. In home adjustment, majority of the female students fell in the good adjustment category, which is impressive. In health and social adjustment, majority of the female students fell in the average adjustment category. In the emotional and educational adjustment, majority of the female students fell in the unsatisfactory adjustment category, which is indeed not at all satisfactory. In the overall adjustment most of the female students fell in the unsatisfactory category, which calls for serious concern.

TABLE -3: Comparison of Male and Female Students' Scores in Overall Adjustment Through T-Test:

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	44.8	13.95			
				78	0.22	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	45.5	14.4			



RESULT

It is seen that the computed t-value (0.22) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the overall adjustment of the students with reference to their gender is accepted.

TABLE -4: Comparison of Mean and Standard Deviation of Male and Female Students' Scores in Home Adjustment

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	4.5	2.28			
				78	0.74	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	4.16	1.9			

RESULT

It is seen that the computed t-value (0.74) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the home adjustment of the students with reference to their gender is accepted.

TABLE – 5: Comparison of Male and Female Students' Scores in Health Adjustment Through T-Test

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	5.05	3.12			
				78	0.41	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	5.37	3.93			



RESULT

It is seen that the computed t-value (0.41) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the health adjustment of the students with reference to their gender is accepted.

TABLE – 6: Comparison of Male and Female Students' Scores in Social Adjustment Through T-Test

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	10.45	3.66			
				78	1.36	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	9.46	2.84			

RESULT

It is seen that the computed t-value (1.36) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the social adjustment of the students with reference to their gender is accepted.

TABLE – 7: Comparison of Male and Female Students' Scores in Emotional Adjustment Through T-Test:

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	15.85	5.82			
				78	0.72	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	16.75	5.4			



RESULT

It is seen that the computed t-value (0.72) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the emotional adjustment of the students with reference to their gender is accepted.

TABLE – 8: Comparison of Male and Female Students’ Scores in Educational Adjustment Through T-Test:

	TOTAL(N)	MEAN	S.D.	df	t-value	REMARK
MALE	40	9.5	3.61			
				78	0.57	NOT SIGNIFICANT AT THE 0.01 AND 0.05 LEVEL
FEMALE	40	10	4.19			

RESULT:

It is seen that the computed t-value (0.57) is lesser than the critical t-value at the 0.01 level (2.64) as well as 0.05 level (1.99) for df 78. So the null hypothesis that there is no significant difference in the educational adjustment of the students with reference to their gender is accepted.

TABLE – 9: Product Moment Correlation Between Emotional and Educational Adjustment Scores of The B.Tech Students:

M_x	16.3
M_y	9.5
$\sum x'y'$	859.8
$\sum x'^2$	2272.4
$\sum y'^2$	1332
R	0.49



Here x stands for home adjustment, y for social adjustment, x' for deviation of home adjustment score from the mean, y' for deviation of social adjustment score from the mean, r for 'product moment' coefficient of correlation. From the table it is seen that $r=.49$ which indicates a positive correlation to a substantial extent. This means, to a good extent, high values and low values of educational adjustment correlate with high values and low values of emotional adjustment respectively.

TABLE – 10: Product Moment Correlation Between Home and Social Adjustment Scores of the B.Tech Students:

M_x	4.3
M_y	9.7
$\sum x'y'$	207.4
$\sum x'^2$	297.6
$\sum y'^2$	954.01
R	0.39

Here x stands for home adjustment, y for social adjustment, x' for deviation of home adjustment score from the mean, y' for deviation of social adjustment score from the mean, r for 'product moment' coefficient of correlation.

From the table it is seen that $r=.39$ which indicates a low positive correlation, which means positive correlation to a slight extent. This means, to a slight extent, high values and low values of home adjustment correlate with high values and low values of social adjustment respectively.

1.10: DISCUSSION AND CONCLUSION

From the study done, as regards the correlation it was found that, to a good extent, high values and low values of educational adjustment correlate with high values and low values of emotional adjustment respectively. And to a slight extent, high values and low



values of home adjustment correlate with high values and low values of social adjustment respectively. As regards the levels of adjustment, it has been seen that a considerable percentage of the students were found to fall in the excellent, good, average as well as unsatisfactory and very unsatisfactory levels of overall adjustment and home, health, social, emotional and educational adjustment as measured by the adjustment scale. The percentage of students that fell under the excellent and good levels show that they are well adjusted, the average category also needs to be helped to move towards the good category but those who fell under the unsatisfactory and very unsatisfactory category, it is indeed a sign of problem that needs to be taken seriously. In the emotional and educational adjustment, majority of the female students fell in the unsatisfactory adjustment category, which is indeed not at all satisfactory. In the overall adjustment most of the female students fell in the unsatisfactory category, which calls for serious concern. Again in the emotional and educational adjustment, majority of the male students fell in the unsatisfactory adjustment category while in the social adjustment most of the male students fell in the very unsatisfactory category which is indeed alarming. These B.Tech students are the prospective engineers of tomorrow. They face several problems like parental pressures, pressures for scoring high percentage, securing good jobs etc. which play havoc in their minds and their might be other reasons that lead to maladjustment which again can lead to dire consequences. There is an urgent need to conduct studies on the reasons behind such maladjustment and also for better and more guidance and counselling programmes to help these students to confront their problems and help them to adapt and adjust themselves well in various areas. And for this, teachers, counsellors and parents should work in co-operation to find out the cause of such problems and to extend the right helping hand to these needy youngsters.

However while generalizing the results of this study; it is necessary to consider the sample size. Some other variables might have played their part to some extent for the findings of this study. So further studies need to be conducted with larger samples studying in different branches of engineering to confirm the above findings.



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