A STUDY OF ADJUSTMENT AMONG UNDERGRADUATE STUDENTS IN RELATION TO THEIR GENERAL INTELLIGENCE

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ABSTRACT: Adjustment is the process of living itself or dynamic equilibrium of total personality. It is a long process in which an individual learns ways of behavior through which he enters into a relationship of harmony with his environment. Adjustment affects the various aspects of a student's life like intelligence. The present study was conducted to know the adjustment level among undergraduate students in relation to their general intelligence. The investigator selected 210 undergraduate students who were studying in B.A. Part-I as a sample from government degree colleges of Ambala and Hisar division in Haryana state only. The tool used in the study was the Adjustment Inventory for College Students standardized by A. K. P. Sinha and R. P. Singh (2012) and the Test of General Intelligence by S. K. Pal and K. S. Misra (2016). The data thus obtained was analyzed by using appropriate statistical techniques such as mean, SD, t-test and Pearson's Product-moment correlation. The result showed that there was no significant difference in adjustment between male and female undergraduate students. It was also found that there was a significant difference in general intelligence between male and female undergraduate students. Male undergraduate students have more general intelligence rather than female undergraduate students. There was no significant relationship between adjustment and general intelligence of undergraduate students.

Key words: Adjustment, General Intelligence, Gender, Undergraduate students

INTRODUCTION

The modern era has become more complex and competitive than the ancient. This is the time of modernization and technological changes which is the result of advancement. The main aim of education is to develop human beings in all aspects. It is a lifelong process that starts with birth and ends with the death of an individual. The general aim of education is to make an individual lead life successfully. It enables an individual to overcome those problematic situations which, they might face in future. So the system of education should be changed according to the demand of modern society. General, as well as specific changes should become into existence. Modern time demands highly sensitive, excellent, superior and advanced persons for the society through the imparted education. College is one of the most memorable and enjoyable periods of a person's life. Unlike school, college life offers a unique experience that everyone should have at least once in their lives. College life introduces a variety of fresh experiences that had hoped to have after high school. Those that have the opportunity to enjoy their college years are fortunate since many others do not have this opportunity owing to their circumstances or financial difficulties. College Life has a varied meaning for each individual. While some students spend their college years partying with their pals, others focus on their professions and study diligently. Whatever the case may be, everyone appreciates their college experience and aspires to relive it once it is over. All individuals try to adjust physically as well

as socially and also try to complete their physical, psychological, social and emotional needs. The interaction between individuals and complex environments should be in a proper manner to satisfy the various needs and requirements to live a comfortable life. For this, an individual try to modify the complex environment into an opportunistic one. An adjustment is a soft interaction between environment and individual. According to psychology an adjustment refers to the behavioral process by which an individual maintain equilibrium in society. "An adjustment is the process of finding and adopting modes of behavior suitable to the environment of the change in the environment" (Goods, 1959). The shift between high school and college can be challenging and many changes occur in emotional, social and academic adjustment (Gerdes & Mallinckrodt, 1994). A number of adjustment problems which has a direct impact introducing the individual's efficiency. By having these problems they are not able to achieve the desired goals with their abilities. There are many factors responsible for their performance but intelligence plays a major role in better performance with the help of adjustment. Intelligence is responsible to determine one's adjustment in life. According to Wechsler (1958), "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment." Gardner (1983) defines, "Intelligence is the ability to solve problems or to create products that are valued within one or more cultural settings." Intelligence is that fact of mind underlying our capacity to think, solve novel problems, reason and know the world says Anderson (2006). Therefore educators and researchers must understand that adjustment at the college level. For this purpose, the researcher has selected this topic for his research to check the adjustment level of undergraduate students concerning their general intelligence.

REVIEW OF LITERATURE

Pandey & Sharma (2021) investigated a comparative study of general intelligence and adjustment amongst degree college students. The data was collected from 500 students from various degree colleges in Ujjain City using a stratified random sampling technique. The data was examined using the Mean, S.D., and the 'T-test. The findings revealed that while there was no significant difference in overall IQ scores between male and female students, there was a significant difference in the home, health, and emotional adjustment between male and female college students. Both general intelligence and adjustment of urban and rural college students show considerable differences. While urban college students scored higher in general intelligence than their rural counterparts, rural students were better adjusted in the areas of the home, health, social, and emotional adjustment, whilst urban students were better adjusted in the educational area. Science students have stronger overall intelligence than arts students when it comes to streams. On the other hand, no significant differences were detected in any of the five categories of adjustment between science and non-science college students.

Bimla (2019) examined a Comparative Study of Adjustment of College-Going Students. The study's goal is to compare how students adjust based on their gender, location, and stream. The study employed a normative survey method. Through stratified random sampling, 200 college students from rural and urban areas were chosen as a sample from various degree colleges in the district of Haridwar. A total of 100 male and female students were included in the study. The data was examined using the mean, standard deviation, and t-test. There was a significant difference between male and female college students in terms of family, health, and emotional adjustment. The home, health, social, emotional, and educational adjustment of rural and urban college students differed. Rural students were better adjusted in the areas of the home, health, social, and emotional adjustment, but urban students were better adjusted in the area of education. On the other hand, no significant differences were detected in any of the five categories of adjustment between science and non-science college students.

Dillon, C. K. (2016) examined a study on the Adjustment status of students in relation to Intelligence. A total of 192 students were selected from undergraduate classes at five different colleges. The study's goals were to learn about college students' adjustment level and intelligence levels, as well as to research the relationship between adjustment status and intelligence level. The main findings revealed that the majority of the students had an average or below-average degree of adjustment and that the majority of the students were intelligently average. Above-average intelligent students showed excellent general, home, health, and

educational adjustment, but both above-average students were similarly adjusted in social and emotional domains. It was clearly demonstrated that the level of intelligence and adjustment has a significant relationship.

Makwana & Kaji (2014) conducted a study on the Adjustment of Secondary School Students in Relation to their Gender and the results reveal that there is no significant difference in boys and girls secondary school students' home, school, and emotional adjustment. However, at the 0.05 level, there is a significant difference in social adjustment between males and girls in high school. It means that boys adjust to social situations better than girls.

Chauhan (2013) conducted a study on adjustment of higher secondary school students of Durg district on 111 higher secondary students. For data collection, she used the Adjustment scale developed by A.K.P. Sinha and R.P. Singh. According to the findings of her research, there is a significant difference in adjustment between students in higher secondary schools. In comparison to male pupils, she observed that female students show a higher level of adjustment.

STATEMENT OF THE PROBLEM
A Study of Adjustment among Undergraduate Students in relation to their General Intelligence.

OBJECTIVES OF THE STUDY
1. To study the difference in adjustment between male and female undergraduate students.
2. To study the difference in general intelligence between male and female undergraduate students.
3. To study the relationship between adjustment and general intelligence of undergraduate students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference in adjustment between male and female undergraduate students.
2. There exists no significant difference in general intelligence between male and female undergraduate students.
3. There exists no significant relationship between adjustment and the general intelligence of undergraduate students.

DELIMITATIONS OF THE STUDY
- The present study was confined to undergraduate students studying in B.A. part-I in government degree colleges only.
- The study was delimited to the Ambala and Hisar division of Haryana state only.
- The size of the sample was delimited to 210 undergraduate students only.

RESEARCH METHODOLOGY
Descriptive survey method was used by the investigator to examine adjustment problems among Undergraduate Students concerning their General Intelligence

POPULATION AND SAMPLE
The target population in this study was B.A. part- I undergraduate art students studying in Government Degree Colleges in Haryana state. In the present study, Ambala and Hisar division was selected out of six divisions of Haryana state for the sample of the study. Two districts were selected under each division. One government degree college was selected from these four districts randomly. A total sample of 210 undergraduate students studying in B.A. part-I in government degree colleges of Haryana state was selected for the sample of study with the help of random sampling.

TOOL USED

The following tools were used in the study:

1. Adjustment Inventory for college students (AICS) by A. K. P. Sinha and R. P. Singh (2012).
2. Test of General Intelligence by S. K. Pal and K. S. Misra (2016).

STATISTICAL TECHNIQUES USED

The following statistical techniques were used in the study:

➢ Mean and standard deviation
➢ t-test
➢ Pearson's Product moment correlation

ANALYSIS AND INTERPRETATION

H_1: There exists no significant difference in adjustment on male and female undergraduate students

Table- 1

Comparison of mean, S.D. and t-ratio in Adjustment on male and female undergraduate students

Group	N	Mean	S.D.	t-Value	Level of Significance
Male	120	32.43	13.30	0.02	Not Significant
Female	90	32.39	11.86		

The table-1 shows that mean adjustment test scores of male and female undergraduate students were 32.43 and 32.39 with S.D. of 13.30 and 11.86 respectively. It is noted that the t-ratio between male and female undergraduate students is found to be 0.02 which is not significant. In the light of the above finding, H1 is accepted. This showed that there is no significant difference in adjustment between male and female undergraduate students.

H_2: There exists no significant difference in general intelligence on male and female undergraduate students

Table- 2

Comparison of mean, S.D. and t-ratio of general intelligence on male and female undergraduate students

Group	N	Mean	S.D.	t-Value	Level of Significance
Male	120	32.32	7.62	3.02**	Significant
Female	90	29.18	7.20		

**=0.01 level of significance

The table-2 shows that mean general intelligence test scores of male and female undergraduate students were 32.32 and 29.18 with S.D. of 7.62 and 7.20 respectively. It is noted that the t-ratio between male and female undergraduate students is found to be 3.02 which is significant at a 0.01 level of significance. In the light of the above finding, H_3 is rejected. This showed that there is a significant difference in general intelligence between male and female undergraduate students. Hence, male undergraduate students have more general intelligence rather than female undergraduate students.

H_3: There exists no significant relationship between adjustment and general intelligence of undergraduate students

Table- 3
Relationship between adjustment and general intelligence of undergraduate students

Variables	N	Coefficient of correlation	Level of Significance
Adjustment General Intelligence	210	-0.02	Not significant

The scores on adjustment inventory indicate that lower scores imply good adjustment while higher scores imply poor adjustment. With the general intelligence scale, it is just the opposite i.e. with high scores, general intelligence is also high, and with low scores, general intelligence is also low. Therefore negative correlation means that an increase in general intelligence dimensions score would be followed by a decrease in adjustment scores which would indicate good adjustment. The positive correlation means that an increase in general intelligence dimensions score would also increase in adjustment scores which would indicate poor adjustment.

The value of the coefficient of correlation in Table 3 indicates that the correlation coefficient between adjustment and general intelligence in the case of undergraduate students was -0.02, which was negative and not significant. It shows that there was no significant relationship between adjustment and general intelligence.

MAIN FINDINGS
- There is no significant difference in adjustment between male and female undergraduate students.
- There is a significant difference in general intelligence between male and female undergraduate students. Hence, male undergraduate students have more general intelligence rather than female undergraduate students.
- There was no significant relationship between adjustment and general intelligence

EDUCATION IMPLICATIONS
The following steps should be taken by the College authorities, Family and Educationist for the better adjustment of the undergraduate students:
- College authorities should initiate adjustment programs to address the diverse needs of young adults.
- A positive, free, open, friendly and optimistic atmosphere should be provided to students to interact with peers and teachers.
- Physical, social activities should be provided to the students to explore their hidden talents.
- Teachers should create favorable conditions in their classes and colleges for the social and academic integration of children.
- The Family and college have equal responsibility in helping young adults towards making adjustments.

CONCLUSION

The finding of the current study indicated that there was no significant difference in adjustment between male and female undergraduate students. It was also found that there was a significant difference in general intelligence between male and female undergraduate students. Male undergraduate students have more general intelligence rather than female undergraduate students. There was no significant relationship between adjustment and the general intelligence of undergraduate students. The result calls for action from families, academicians, policymakers and stakeholders; all are taking necessary decisions to facilitate better adjustment skills with good intelligence levels among undergraduate students.

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