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Adjustment pattern of male and female students

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Abstract

This research paper investigates the adjustment patterns exhibited by male and female students within the educational context. The transition to higher education represents a significant period of change and adaptation for students, potentially influencing their emotional, social, and academic well-being. By examining the adjustment experiences of both genders, this study aims to identify any significant differences or similarities in their coping strategies, social integration, and overall well-being. The findings of this research contribute to a better understanding of how educational institutions can provide effective support systems tailored to the diverse needs of male and female students. Descriptive survey method of research is suitably employed for the study. The investigator used Adjustment Inventory scale developed by P. Kumar. A (2018). The researcher collected the sample of 100 students out of which 50 male and 50 female college going students were selected. In context to same, t. test, percentage and Mean were used to identify the adjustment problems of college students. The constraint of time budget and other implications were exiting in the entire process. In context to same, it was found that here exists no significant difference between male and female college going students on all the dimensions of adjustment viz. social aspect and emotional aspect. Thus, from the above reported results investigator can inferred that impact of gender has been seen not significant on composite score adjustment of the respondents.

Keywords: Adjustment, male college going students, female college going students

Introduction

The transition from secondary school to higher education represents a pivotal phase in the lives of students, marked by a multitude of adjustments across academic, social, and personal dimensions. This period of transition is often accompanied by the acquisition of new skills, experiences, and responsibilities, creating a dynamic environment that requires individuals to adapt and navigate novel challenges. The manner in which students adjust to these changes can significantly influence their overall well-being, academic performance, and eventual success in their educational pursuits. However, the adjustment process is not uniform for all students. One of the factors that can impact how students navigate this transition is gender. Societal norms, cultural expectations, and individual personalities can lead male and female students to develop distinct approaches to dealing with the myriad challenges posed by higher education. As such, understanding the unique adjustment patterns exhibited by male and female students can provide valuable insights into their experiences during this crucial life phase. This research paper seeks to delve into the adjustment patterns of male and female students, employing a comparative analysis approach to identify potential variations in their coping strategies, social integration, and overall well-being. By exploring the ways in which male and female students respond to the challenges of higher education, we aim to shed light on the ways in which gender influences the adjustment process. The journey of adjustment within higher education encompasses a range of domains. Academically, students must navigate increased workloads, unfamiliar learning environments, and higher levels of academic autonomy. Socially, they must form new relationships, engage in extracurricular activities, and find their place within a diverse and often complex social landscape. Emotionally, the transition can trigger feelings of excitement, anxiety, homesickness, and a multitude of other emotions that shape students' overall well-being. This paper's significance lies in its potential to inform educational institutions, administrators, and counsellors about the varying ways in which male and female students cope with the challenges of higher education. By recognizing these differences, institutions can tailor their support systems and resources to better accommodate the diverse needs of students, ultimately fostering a more

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inclusive and supportive educational environment. In the subsequent sections of this paper, we will delve into the existing literature on adjustment patterns among male and female students, outline our methodology for studying these patterns, and explore specific domains of adjustment, including coping strategies, social integration, emotional well-being, and academic adaptation. Through a comprehensive examination of these aspects, we aim to contribute to a deeper understanding of the multifaceted nature of student adjustment and the role that gender plays in shaping this complex process.

Statement of the research problem

The statement of research problem is as under:
 “Adjustment Pattern of male and female Students”

Objectives of the study

The objectives of the study are as under:
 To explore the adjustment problems of male and female students.

Hypothesis

The researcher holds luxury background of the knowledge in the identical domain. Apart from this deep survey was conducted by the investigator in the relevant field. Accordingly, on the basis of the same, the present study consists of below mentioned hypothesis:

- 1. There exists no significant difference on adjustment problems of male and female college students.

Operational definitions of terms and variables

The operational definitions of terms and variables are reported as under:

- **Adjustment Pattern:** The term adjustment in this study mostly refers to the degree of capacity by which an individual tries to cope with inner tensions, needs, conflicts, frustration and is simultaneously able to bring coordination between his inner demands and those

imposed by the outer world. However, in this study adjustment refers the achievement made by the respondents on Adjustment Inventory scale developed by P. Kumar. A (2018) [41].

- **College Going Students:** College Going Students in this study refers those who are reading in 1st semester 2nd semester and 3rd semester selected colleges of the study.
- **Gender:** Gender in this study refers division of the sample made on the basis of their sex.

Delimitation of the problem

The constraint of time budget and other implications were exiting in the entire process. The present study will be delimited to following domains:

- 1. The study has been delimited to 100 respondents.
- 2. The study has been delimited fist year, 2nd year and third year students only.

Methodology

Keeping the nature of the study under consideration, the researcher found it suitable to use descriptive method. Descriptive survey method of research is suitably employed for the study.

- **Tools used:** The investigator used Adjustment Inventory scale developed by P. Kumar. A (2018) [41].
- **Sample:** The researcher collected the sample of 100 students 50 male and 50 female college going students. The whole sample has been selected from the Kulgam District.
- **Sampling technique:** The researcher collected the sample of 100 students by Random sampling technique.
- **Procedure:** whole sample was collected from Shri Lal Bahadur Shastri Degree College, UP

Examination and explanation of the data

The data has been analysed and interpreted as under:

Table 1: Showing the frequency and percent wise distribution of male and female collage going students on various levels of adjustment inventory. (N=200 each)

Category	Male		Female	
	Frequency	Percentage	Frequency	Percentage
High adjustment	10.00	20.00	5	10.00
Moderate adjustment	30.00	60.00	30	60.00
Low adjustment	10.00	20.00	15	30.00
Total	50	100	50	100

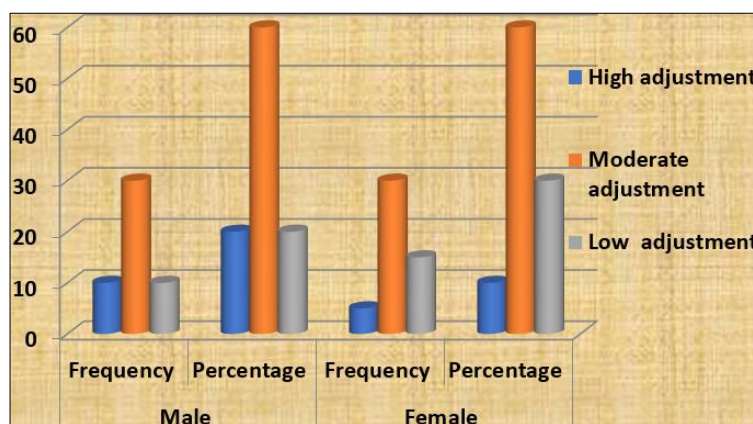


Fig 1: Showing the graphical representation of male college going students and female college going students on various levels of adjustment inventory. (N=200 each)

The results reported in table 1.1 (Please consult table 1.1, Fig. 1.1) gives frequency and percent wise distribution of male and female college going students on various levels of adjustment inventory. The results reveal that 20% (F=10) male college going students were seen with high level of adjustment pattern. In addition to this, 10% (F=5) male college students were seen with moderate level of adjustment pattern. Further, 60% (F=30) male collage going

students were seen with low level of adjustment pattern. Coming towards their counterparts, it was seen that 20% (F=10) female collage going were seen with high level of adjustment pattern. In addition to this, 30% (F=15) female collage going students were seen with moderate level of adjustment pattern. Further, 30% (F=15) female students were seen with low level of adjustment pattern.

Table 2: Showing the mean significant difference between mean scores of male and female colleges going students on composite of adjustment inventory. (N=50.00 each)

Variable	Male		Female		't' value
	Mean	SD	Mean	SD	
Adjustment	83.49	11.02	82.91	10.89	0.91@

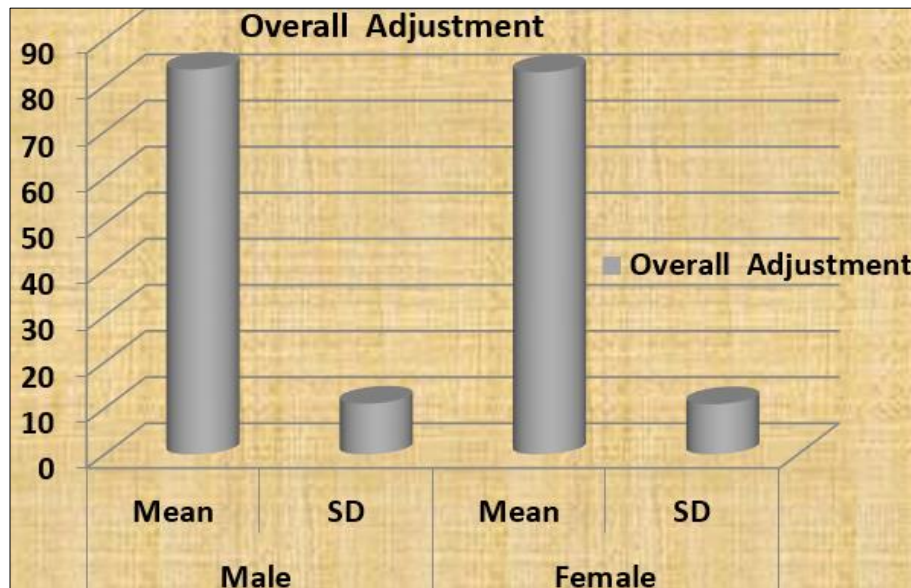


Fig 2: Showing the graphical representation of male and female college going students on composite score of adjustment inventory.

The results presented in table 1.2 (Please see table 1.2, Fig. 1.2) gives information about the on-adjustment pattern of male and female students. In overall dimension score of male students has been reported 83.49 while as score of female students has been reported as 82.91. When the both group of respondents were comparatively analysed with the help of independent 't' test, the calculated 't' value was reported 0.91. Hence, from the above reported results; the investigator can infer that there exists no significant impact of gender on overall dimension. Accordingly, the status of the hypothesis is as under:

Hypothesis

“There exists no significant difference between male and female college going students on their adjustment pattern”

“The hypothesis stands “ACCEPTED”. Besides, the results are carried in support of the host of the researcher, like; Makwana, M. D. and. Kaji, S.M. (2014) ^[30], Moore, K.A., Redd, Z., Burkhauser, M., Mbwana, K., & Collins, A. (2002) ^[35], Mohanraj, R. (2005) ^[34], Zim, K. S. (2015) ^[40], Vishal, P. and Kaji, S.M. (2014) ^[39], Tajinder K, & Jaspal, S. (2019) ^[38], Raut R. (2019) ^[37], Mimrot, (2016) ^[32], Adams, G.R., Dyeg, P., Bennion, L. D. (1990) ^[1] Chenna, C. (2007) ^[27] and Chambal, D. S., & Manral, B. (2017) ^[24].

Conclusions of the study

The aim of the study was to investigate the level of adjustment pattern of male and female students in relation to

their gender. In context to same, it was found that there exists no significant difference between male and female students on adjustment. Thus, from the above reported results investigator can inferred that impact of gender has been seen not significant on composite score adjustment of the respondents.

Suggestions of the study

The suggestion of this study is as under:

- **Recognize Individual Differences:** It's essential to recognize that adjustment patterns are not solely determined by gender. Each student is a unique individual with their own personality, background, and experiences. While there might be general trends, it's important not to make assumptions about a student's behavior solely based on their gender.
- **Promote Gender-Inclusive Environments:** Educational institutions should strive to create environments that are inclusive and respectful of all genders. This includes addressing any stereotypes or biases that might influence students' perceptions of what is considered "normal" behaviour for their gender.
- **Counselling and Support Services:** Providing counselling and support services that are tailored to the specific needs of male and female students can greatly assist in their adjustment process. These services should address challenges related to academics, social interactions, mental health, and personal development.

- **Encourage Open Communication:** Facilitating open communication between students, teachers, and administrators can help in identifying any adjustment issues early on. Students should feel comfortable discussing their concerns and seeking guidance without fear of judgment.
 - **Flexible Learning Strategies:** Acknowledge that males and females might have different learning preferences and styles. Offering a variety of teaching methods and assessment formats can cater to these differences and enhance overall learning experiences.
 - **Address Social Pressures:** Societal norms and expectations can place unique pressures on male and female students. By fostering an environment that encourages authenticity and self-expression, students can feel more empowered to be themselves and resist conforming to gender stereotypes.
 - **Promote Healthy Friendships:** Encourage the development of healthy friendships across genders. Students can learn valuable social skills by interacting with diverse groups, which can positively impact their overall adjustment and well-being.
 - **Mentorship and Role Models:** Providing mentorship opportunities and exposing students to successful individuals of all genders in various fields can help challenge traditional notions of gender roles and inspire students to pursue their interests and passions.
 - **Empowerment Programs:** Implement empowerment programs that focus on building self-esteem, confidence, and leadership skills among both male and female students. These programs can help students navigate challenges and develop resilience.
 - **Research and Data Collection:** Continuously gather data on adjustment patterns, considering various factors such as cultural backgrounds, socioeconomic status, and personal experiences. This data can guide educators, researchers, and policymakers in creating more targeted interventions.
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Conclusion

Understanding the adjustment patterns of male and female students requires a nuanced approach that takes into account individual differences, societal influences, and educational environments. By adopting the suggested strategies and insights, educational institutions can foster a more inclusive, supportive, and empowering atmosphere that facilitates positive adjustment experiences for all students, regardless of their gender.

Competing interest

The research declared that no potential if interest with respect to authorship, research and publication of this article.

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