

OPEN ACCESS

Manuscript ID:
ASH-2021-08033569

Volume: 8

Issue: 3

Month: January

Year: 2021

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 20.10.2020

Accepted: 04.12.2020

Published: 01.01.2021

Citation:

Biswal, Dharitri, et al.
“Adjustment of New Boarders in Boys’ and Girls’ Hostel of Gangadhar Meher University.” *Shanlax International Journal of Arts, Science and Humanities*, vol. 8, no. 3, 2021, pp. 37-44.

DOI:

<https://doi.org/10.34293/sijash.v8i3.3569>



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Adjustment of New Boarders in Boys’ and Girls’ Hostel of Gangadhar Meher University

Dharitri Biswal

School of Education, Gangadhar Meher University, Sambalpur, Odisha, India

Sanjaya Sahu

Research Scholar, School of Education, Gangadhar Meher University, Sambalpur, Odisha, India

 <https://orcid.org/0000-0002-3648-0742>

Suruchi Sahoo

School of Education, Gangadhar Meher University, Sambalpur, Odisha, India

 <https://orcid.org/0000-0002-8110-2476>

Abstract

The well-adjusted students have a greater probability of being integrated and balanced personality, socially familiar, cheerful and wholesome life, and environmentally dynamic. They require adjusting in various aspects, viz, home adjustment, health adjustment, social adjustment, emotional adjustment, and educational adjustment. In this increasing suicide rate and conflicts in society, students’ adjustment in educational institutions and hostels is a noticeable area to be studied because students are considered as one of the important tenets of future human resources. A hostel is a place where students live in a supervised environment. Hostel life has a great impact on the academic achievement and health status of the students. Therefore, here an attempt was made to study the home, social, health, emotional, and educational adjustment of new boarders in boys’ and girls’ hostel of Gangadhar Meher University, Sambalpur. A total sample of 120 newly enrolled undergraduate students was taken randomly, out of which 60 boys and 60 girls from GM University hostels were selected. For this study, a descriptive survey method was employed by the researcher. The ‘Adjustment Inventory for college students’ developed by A.K.P.Sinha and R.P.Singh was used by the researcher to collect data. The collected data were analyzed and interpreted by using the “t” test. The findings revealed that no significant difference was found in home and health adjustment of the new boarders of boys’ and girls’ hostel. In contrast, a significant difference was found in social, emotional, and educational adjustment.

Keywords: Adjustment, New boarders, Boys’ hostel, Girls’ hostel, Gangadhar Meher University

The Background

The rapidly changing world demands adjustment as a persistent feature of human personality. A man of adjusting nature can lead a cheerful and wholesome life. Adjustment is an unending process and bound up with human life. Unless a person is not able to adjust himself to the environment, he/she can’t develop a wholesome personality. The concept of adjustment was originally a biological termed ‘adaption’ but later renamed as adjustment. Shaffer (1956) states that adjustment is a process by which a living organism maintains a balance between its needs and circumstances that inference the satisfaction of these needs.

Gates (1970) views adjustment as a continual process by which a person varies his behavior to produce a more harmonious relationship between himself and his environment. Advance Learner’s English Dictionary (2003) states that adjustment is a change in a person’s behavior or thinking. A person should act effectively by some guiding principles to strike a balance among various

circumstances of life. In this way, education plays a vital role in confronting various problems of human life and helps the students to make a good adjustment to the changing environment. The problem of adjustment arises everywhere, such as at home, school, college, hostels, and workplaces, etc., where we have to give up something and accept the situation. In hostels, the newly admitted students face so many problems because they don't adjust initially to the new environment. The adjustment can be defined as a process wherein one develops variations in the behavior to achieve harmony with oneself, others or the environment to maintain equilibrium between the individual and the environment. In this study, the dimensions of adjustment are home, health, social, emotional, and educational adjustment. A student should be well adjusted in all the aspects of life to grow holistically and achieve the educational goals.

Justification of the Study

Meta-analysis result showed a significant relationship found between academic achievement and adjustment, social maturity, school adjustment, and academic achievement of college students about gender, socio-economic status, social maturity, and school adjustment, mental health and emotional adjustment (Sangeeta and Chirag, 2012; Shah and Sharma, 2012; Sharma and Goutam, 2013), whereas no significant relationship found between self-evaluation and social area of adjustment (Singh, 2017), and also a low positive correlation was found between social school adjustment and academic achievement (Devi, 2015). A Significant difference was found about gender, locality, academic stream, type of schools (Alam, 2018); female students were more adjusted than male students in the areas of educational, emotional, and social adjustment (Chauhan, 2013), in contrast with that female students were academically less adjusted than male students (Bhagat, 2017), no significant difference in social intelligence and adjustment (Nagra, 2014); home, school and emotional adjustment (Makwana and Kaji, 2014); gender, socio economic status and academic achievement (Nidhi and Kermane, 2015); self-efficacy, gender and types of school (Bhagat, 2017). The present study has sought to answer there any significant mean difference in new borders of

Gangadhar Meher University's hostels in comparison to home, health, social, emotional, and educational adjustment.

Problem Statement

As per the above justification of the study, the researcher developed some interests to fill the gap found in the literature studies for which the present study has been designed to examine "Adjustment of New Boarders in Boys' and Girls' Hostel of Gangadhar Meher University, Sambalpur."

Objectives of the Study

- To compare mean scores of home adjustment of new boarders in boys' and girls' hostel.
- To compare mean scores of health adjustment of new boarders in boys' and girls' hostel.
- To compare mean scores of social adjustments of new boarders in boys' and girls' hostel.
- To compare mean scores of emotional adjustments of new boarders in boys' and girls' hostel.
- To compare mean scores of educational adjustments of new boarders in boys' and girls' hostel.
- To compare mean scores of home, health, social, emotional, and educational adjustment of new boarders in boys' and girls' hostel.

Hypotheses

- There is no significant difference between mean scores of home adjustment of new boarders of boys' and girls' hostel.
- There is no significant difference between mean scores of health adjustment of new boarders of boys' and girls' hostel.
- There is no significant difference between mean scores of social adjustments of new boarders of boys' and girls' hostel.
- There is no significant difference between mean scores of emotional adjustment of new boarders of boys' and girls' hostel.
- There is no significant difference between mean scores of educational adjustment of new boarders of boys' and girls' hostel.
- There is no significant difference between mean scores of home, health, social, emotional, and

educational adjustment of new boarders of boys' and girls' hostel.

Delimitations of the Study

The present study was delimited to the newly admitted undergraduate students in the boys' and girls' hostels of Gangadhar Meher University. It has also been delimited with some aspects of adjustment: home, health, social, emotional, and educational.

Method

So far, the objectives of this study are concerned researcher used a descriptive survey method to study various adjustment of the new boarders in the boys' and girls' hostel of Gangadhar Meher University, Sambalpur.

Population and Sample

All the undergraduate students newly admitted in the boys' and girls' hostel of G.M. University, Sambalpur, have constituted the population of the study. A sample of 120 undergraduate students made up of 60 boys and 60 girls from the hostels of G.M. University, Sambalpur, was selected randomly.

Tools Used

In this present study, the investigator adopted a standardized tool called 'Adjustment inventory for college students' developed by A.K.Sinha and R.P.Singh in 1971. The content validity of the inventory was determined by ten expert judgments. At the same time, the reliability co-efficient was ascertained with the help of Split half, Test-retest, Hoyt's coefficients, and K-R Formula-20 method, and the reliability ranged from 0.83 to 0.94, 0.82 to 0.96, 0.85 to 0.95, and 0.82 to 0.92, respectively.

Procedure of Data Collection

The data for the present study were collected personally by the investigator with the approval of the head of the institution in a systematic manner. Before administering the tool, important instructions were given to the participants by the investigator and collected all the necessary information with the right collaboration.

Statistical Techniques used

To find out the significant mean differences in all aspects of adjustment about gender, the investigator used a simple percentage statistical technique and t-test to analyze the data and draw necessary conclusions.

The Results

Table 1: Significance Difference between the New Boarders of Boys' Hostel and New Boarders of Girls' Hostel about Home Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Home	Boys	7.06	1.96	60	118	0.95
	Girls	7.45	2.60	60		

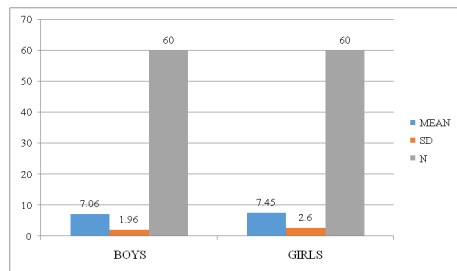


Figure 1: Mean Difference of Home Adjustment of New Boarders in Boys' and Girls' Hostel

The above table 1 and figure1 reveals the significant mean difference between the new boarders of boys and girls' hostel about home adjustment. It was found that the obtained t-value (0.95) is less than the table value against df 118 under 0.05 level and 0.01 level of significance are 1.98 and 2.26, respectively. Therefore, the null hypothesis there is no significant difference in mean scores of home adjustment of new boarders of boys and girls' hostel was accepted. It indicates that the mean scores of new boarders of both boy's and girls' hostel of Gangadhar Meher University do not differ significantly about their home adjustment.

Table 2: Significance Difference between the New Boarders of Both Boys’ and Girls’ Hostel about Health Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Health	Boys	6.77	2.63	60	118	0.43
	Girls	6.98	2.67	60		

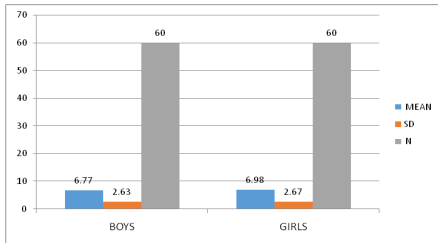


Figure 2: Mean Difference in Health Adjustment of New Boarders in Boys’ and Girls’ Hostel

From table 2 and figure 2 shows the significance mean the difference in health adjustment of new boarders in boys’ and girls’ hostel. It was evident that the t-value 0.43 was less than the table value against df 118 given under 0.05, and 0.01 level of significance are 1.98 and 2.62 respectively. Hence, the null hypothesis there is no significant difference in mean scores of health adjustment of new boarders of boys and girls ‘hostel was accepted. It means the mean scores of new boarders of both boys’ and girls’ hostel of Gangadhar Meher University do not differ significantly about health adjustment.

Table 3: Significance Difference between the New Boarders of Boys’ Hostel and Girls’ Hostel about Social Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Social	Boys	10.38	2.53	60	118	1.98
	Girls	11.27	2.29	60		

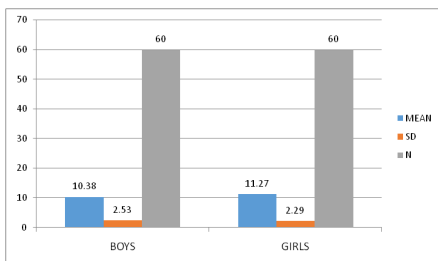


Figure 3: Mean Difference in the Social Adjustment of New Boarders in Boys’ and Girls’ Hostel

Table 3 and figure 3 shows the significant difference between mean scores of social adjustments of new boarders of boys’ and girls’ hostel. From table 3, it was found that the obtained t-value 1.98 is equal to the table value at 0.05 level that is 1.98 with df 118 but less than the table value at 0.01 level (2.62). Therefore, the test was significant at the 0.05 level but not significant at the 0.01 level. Thus, the null hypothesis there is no significant difference in mean scores of social adjustments of new boarders of boys and girls was rejected. It shows that the mean scores of social adjustments of new boarders of boys’ and girls’ hostel of Gangadhar Meher University differed significantly. Further, the mean scores of social adjustments of girls’ hostel students are 11.27, which is higher than that of boys’ students, whose mean score of social adjustment is 10.38. It can be said that the new boarders of girls’ hostel were found to be more socially adjusted than their counterpart boys’ student.

Table 4: Significance Difference between the New Boarders of Boys’ Hostels and New Boarders of Girls’ Hostel about Emotional Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Emotional	Boys	15.25	3.92	60	118	3.40
	Girls	17.63	3.75	60		

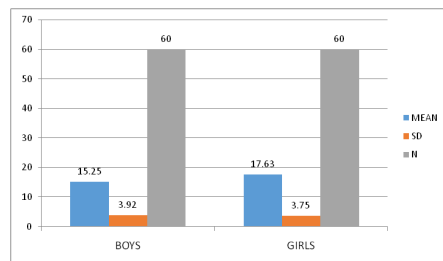


Figure 4: Mean Difference in Emotional Adjustment of New Boarders in Boys’ and Girls’ Hostel

Table 4 and figure 4 reveals the significant difference between mean scores of emotional adjustments of new boarders of boys’ and girls’ hostel. It was found that the obtained t-value of 3.40 is greater than the table value against df 118 under 0.05 and 0.01 level of significance are 1.98 and 2.62, respectively. Therefore, the null hypothesis there is

no significant difference between mean scores of emotional adjustment of new boarders of boys' and girls' hostel was rejected. It means the mean scores of emotional adjustment of new boarders of boys and girls hostel differed significantly. Further, the mean scores of emotional adjustments of new boarders' girl's student are 17.63, which is significantly higher than that of new boarders' boy's student, whose mean score of emotional adjustment is 15.25. It may be said that girls' students were more emotionally adjusted than the new borders boys' student.

Table 5: Significance Difference between the New Boarders of both Boys' and Girls' Hostel about Educational Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Educational	Boys	11.25	2.81	60	118	2.17
	Girls	12.38	2.89	60		

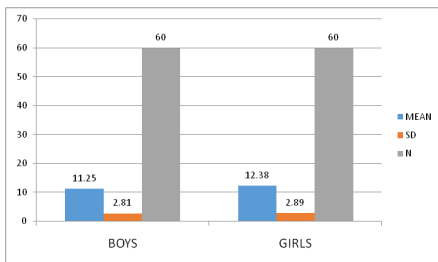


Figure 5: Mean Difference in Educational Adjustment of New Boarders in Boys' and Girls' Hostel

Table 5 and figure 5 shows the significant difference between mean scores of educational adjustment of new boarders of boys' and girls' hostel. It was found that the obtained t-value 2.17 was greater than the table value against df 118 at 0.05 level (1.98) and less than the table value at 0.01 level of significance (2.62). Therefore, the test was only significant at the 0.05 level but not significant at the 0.01 level. Hence, the null hypothesis there is no significant difference between mean scores of educational adjustment of new boarders of boys and girls hostel was rejected. It means the mean scores of educational adjustment of new boarders of boys and girls hostel differed significantly. Further, the mean score of educational adjustment of girls' students is 12.38, which is higher than that of new borders boys' student, whose mean score is 11.25. It may

be concluded that new borders girls students were found to be more academically adjusted than that of their counterparts boys students.

Table 6: Significance Means the Difference between the New Boarders of Boys' and Girls' Hostel about Home, Health, Social, Emotional, and Educational Adjustment

Types of adjustment	Group	Mean	SD	N	df	t value
Home, health, social, emotional, educational adjustment	Boys	50.72	9.44	60	118	3.67
	Girls	55.65	4.34	60		

Lastly, table 6 shows the significant mean difference between the new boarders of both boys' and girls' hostel about home, health, social, emotional, and educational adjustment. It was found that the obtained t-value 3.67 is greater than the table value against df 118 at 0.05 level (1.98) and 0.01 level of significance 2.62. Thus, the null hypothesis that there is no significant difference between mean scores of home, health, social, emotional, and educational adjustment of new boarders of boys' and girls' hostel was rejected. It implies the mean scores of home, health, social, emotional, and educational adjustment of new boarders of boys' and girls' hostel differed significantly. It further indicates that the mean scores of home, health, social, emotional, and educational adjustment of new boarders of girls hostel is 55.65, which is significantly higher than of new boarders of boys hostel mean score which is 50.72. Therefore, it may be said that new boarders girl students were found to be significantly more adjusted in all aspects as compared to the new boarders of boys.

Main Findings

1. It was found there exists no significant difference between mean scores of home adjustment of new boarders in boys' and girls' hostel.
2. There exists no significant difference between mean scores of health adjustment of new boarders in boys' hostel and girls' hostel.
3. There exists a significant mean difference between the new boarders of boys' hostel and new boarders of girls' hostel about social adjustment.

4. There exists a significant mean difference between both the new boarders of boys' and girls' hostel about emotional adjustment.
5. There exists a significant mean difference between both the new boarders of boys' and girls' hostel about educational adjustment.
6. Lastly, it was found that there was a significant difference found between the new boarders of boys' and girls' hostel about their home, health, social, emotional, and educational adjustment.

Discussion of Results

The findings revealing that a significant difference was found in adjustment of higher secondary school students about gender is supported by Sangeeta and Chirag (2012), Shah and Sharma (2012), Chauhan (2013), and Alam (2018). The finding that no significant difference was found in home and health adjustment of new boarders of boys and girls was merged with the findings of Sharma and Goutam (2013) Makwana and Kaji (2014). The finding of the present study that there found a significant difference in mean scores of social, emotional, and educational adjustments of new boarders about gender didn't match with the findings supported by Nagra (2014), Nidhi and Karmane (2015), Bhagat (2017), and Singh (2017). The findings of the study also varied with some variables such as locality, type of school, socio-economic status, social maturity, academic achievement, social intelligence, mental health, academic stream attributed by Sangeeta and Chirag (2012), Nagra (2014), Devi (2015), Karmane (2015), Bhagat (2017), Singh (2017), and Alam (2018). The finding of this study that means scores of girl's students were significantly higher than that of boys student matched with the finding found by Chauhan (2013) whereas, a contradictory finding came from Bhagat (2017) who found female students were academically less adjusted than male students. However, the findings of the present study matched with some findings of other studies and also found variations as compared to other variables.

Educational Implications

1. The study may be helpful for the hostel superintendent to take necessary measures for the home adjustment of new boarders in

boys' and girls' hostel of Gangadhar Meher University.

2. The study may help the administrative staff to take suitable steps for the health adjustment of new boarders in boys' and girls' hostel of Gangadhar Meher University.
3. The findings of the study may help the teachers in taking necessary measures and making a friendly atmosphere for the social adjustment of new boarders in boys' and girls' hostels of Gangadhar Meher University.
4. The findings will allow the teachers to establish a counseling cell to help those newly admitted students. They are facing emotional problems in boys' and girls' hostel at Gangadhar Meher University.
5. The findings may help teachers, administrators, and other staff at Gangadhar Meher University to make an academic-based environment so that new borders in both boy's and girls' hostel will study properly without any hindrances.

Suggestions for Further Research

1. The present study was conducted on new boarders of G.M. University hostels, but a similar study can also be conducted for all the boarders stay in hostels to know their various adjustment aspects,
2. A comparative study may be undertaken by taking two universities or colleges to measure significant differences among various adjustment problems. The study was confined only to 120 students. A similar study can be undertaken with a large sample.
3. A similar study can also be conducted by taking school-level students to stay in hostels in different regions.
4. A case study may be conducted by taking one or more than one student who lives in the hostel for indebtng analysis about his/her various adjustment problem.
5. A similar study can be undertaken in other parts of Odisha by expanding the sample size, scope, and delimitation.

Conclusion

The present study came with the finding that there exists no significant difference between the new boarders of boys' and girls' hostel about home and health adjustment, but about social, emotional and educational adjustment both the new boarders of boys' and girls' hostel differed significantly. The study provides recommendations to the higher education institutions to prepare orientation programs in campus life, academic tasks, counseling with continuous assistance and socializing, and to get along with faculty and fellow college students. The process of adjustment in all aspects will be accelerated. Moreover, adequate coping skills with the environment and recognition of weak characteristics will be developed through proper orientation of students, which would support them to be well adjusted and intellectually sound.

Acknowledgment

For the present research work, we are very thankful to Gangadhar Meher University, Amruta Vihar, Sambalpur, Odisha, for providing such an opportunity to undertake the research. We are also extending our heartfelt thanks to the Vice-Chancellor, Teachers, and all my dear friends of Gangadhar Meher University who directly or indirectly supported our work. Lastly, we would convey a big thanks to the Superintendents of University hostels and to the newly admitted students for providing genuine data on their part; without their support and active responses, this work would never be possible.

Funding Details

We have not received any financial grant from any person and agency in completing the research work. This work is the result of our self-funding.

Disclosure Statement

There is no potential conflict of interest reported.

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Author Details

Dharitri Biswal, School of Education, Gangadhar Meher University, Sambalpur, Odisha, India.

Email ID: dharitribiswal18@gmail.com.

Sanjaya Sahu, Research Scholar, School of Education, Gangadhar Meher University, Sambalpur, Odisha, India,

Email ID: sanjaya053sanjaya@gmail.com.

Suruchi Sahoo, M.Phil. Scholar, School of Education, Gangadhar Meher University, Sambalpur, Odisha, India.

Email ID: suruchi.sahoo123@gmail.com.