RESEARCH ARTICLE

ASSESSMENT OF ADJUSTMENT IN RELATION TO STUDENT MIGRATION

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ABSTRACT

The present study focuses on the adjustment level of the students of Hemvati Nandan Bahuguna Garhwal University (HNBGU), Srinagar Garhwal. This Indian Central University is located in the hilly region of Garhwal which is a difficult terrain for many plain region students. The study compares adjustment level between two groups of university students. First is the "Non-migrated group" consisting of those students who belong to hilly regions of Garhwal and had done their schooling and graduation from hilly regions of Garhwal only. Other is the "Migrated group" consisting of those students who belong to plain regions and had migrated to hilly areas for higher studies. 100 students studying in Postgraduate courses were assessed on Adjustment Inventory for College Students (AICS; Sinha & Singh, 1995). The results throw light upon the need to assimilate the migrated students with the changed environment so that they can adjust better and work towards a high academic achievement.

INTRODUCTION

Every student must adjust to the changes in his environment. University life puts forwards its demands and challenges to which the students must adjust. If a student can adjust well to his university life, it is considered to be an important indicator for fulfilling academic, emotional and social needs. According to Shaffer (1956), Adjustment is the process by which a living organism maintains a balance between its needs and circumstances that influence the satisfaction of these needs. According to Symonds (1949), Adjustment can be defined as a satisfactory relation of an organism to its environment. Thus we can say that Adjustment is a continuous process to produce a harmonious relationship between man and his environment. Adjustment to university life necessitates a range of demands differing in kind and degree and requiring lot of coping behaviours or adjustments. The students are not only concerned about academics; they are equally affected by the social and emotional changes. Adjustment complications arise from the differences between the expectations of the students and realities of college life. The nature of student's expectations about the university and their relation to adjustment in university were examined in a longitudinal

investigation by Jackson, Pancer, Pratt, & Hunsberger, 2000. Students whose expectations were fearful reported more stress, depression, and poorer university adjustment than students with other types of expectations, particularly prepared. Some students are eager to experience more freedom and adventure and therefore look forward to attending college. Whereas other students may show enthusiasm about college initially, but later learn that the actual experience is not at par their expectations. They don't feel happy, comfortable, or secure in their new environment. In addition, there are some students who know that leaving home will be difficult and, therefore, dread the thought of packing and going to college (Wade, Cairney, & Pevalin, 2002). Thousands of students every year leave their home and take admissions to different universities for higher studies. They must adjust to being away from home for the first time, maintain a high level of academic achievement, and adjust to a new social environment (Ross, Niebling & Heckert, 1999). Students every year migrate from different plain regions of India to Hilly regions of Srinagar for higher studies in Hemwati Nandan Bahuguna Garhwal University (HNBGU), Srinagar Garhwal. The aim of the present study was to find out if there is any difference in the adjustment level of Migrated Students and Non-migrated Students. Non-migrated Students are those students who belong to hilly regions of Garhwal and have done their schooling and graduation from hilly regions of Garhwal only. Migrated Students are those students who

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belong to plain regions and have migrated to hilly areas for higher studies.

Objectives

- To study the adjustment among the Non-migrated students and migrated students of HNBGU.
- To study the adjustment among the male and female migrated students of HNBGU.

Hypothesis

- There would be no significant difference in the adjustment among the Non- migrated students and migrated students.
- There would be no significant difference in the adjustment among male and female migrated students.

Sample

The locale of the present study was confined to the Birla and Chauras campus of HNBGU. A sample comprising of 50 Non-migrated students (n=25 males and n=25 females) and 50 Migrated students (n= 25 males and n= 25 females) were selected from various faculties (M.A/M.Com/M.Sc). A total of 100 students were selected of age range between 20 to 24 years.

Tool

Adjustment Inventory for college students (AICS; Sinha & Singh, 1995): The inventory is designed to discriminate normal from poorly adjusted college students. The scale has total 102 items which measure adjustment of the college student in five areas i.e., a) Home (16 items), b) Health (15 items), c) Social (19items), d) Emotional (31 items), and e) Educational (21 items). Each item has two options Yes or No. The split half reliability is 0.89. The test retest reliability is 0.92. The concurrent validity coefficient adjustment is 0.82.

Procedure

Data was collected from the Migrated Students after five months of their stay in the Srinagar City. Hence, enough time was given to the migrated students to get along with the new environment. Consent was taken from the respondents after explaining to them the purpose of the research as well as the academic use of the data later on. Before administering the test a short intake interview was taken where their doubts related to the tests were dealt with. They were assured that their responses would be kept confidential and that it was purely for educational research purpose. Instructions were read aloud by the investigator and simple clarifications of word meanings were given on request without influencing subjects responses. Scoring was done as per given in the manual. After administration of the test, a small unstructured interview was also done with each of the students to know more about their experiences in and out of HNBGU.

RESULTS AND DISCUSSION

Table 1 shows the comparison among the non- migrated and migrated students adjustment in all the five areas of adjustment. Results reveal that there is a significant difference among the non- migrated and migrated students in overall
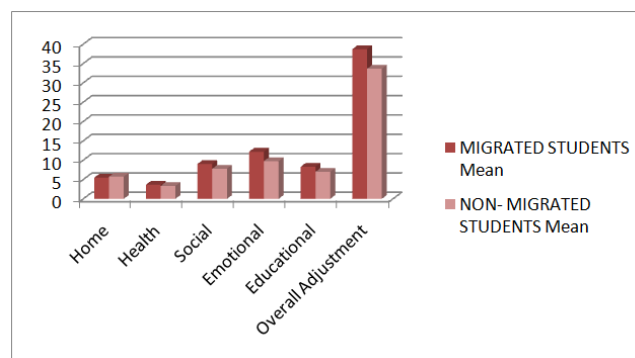
adjustment t (98) = 2.54, $p<.05$. The mean score of migrated students is M=38.72, SD=9.87, which is higher than the mean score of non-migrated students M=33.65, SD=10.07. The non-migrated and migrated students also differ significantly on Social area t (98) = 2.92, $p<.01$, Emotional area t (98) = 3.01, $p<.01$ and Educational area t (98) = 2.41, $p<.05$. However, no significant difference was found in the means of Home and Health adjustment among the two groups of students. The mean scores reveal that the non- migrated students are better adjusted as compared to the migrated students especially on the social, emotional and educational front.

Table 1. Intergroup comparison for Sub-Scales of Adjustment between Non- Migrated students and Migrated students (N=100)

	Migrated Students		Non- Migrated Students		
	Mean	SD	Mean	SD	t value
Home	5.5	1.94	5.76	2.37	0.60
Health	3.66	2.85	3.33	2.03	0.66
Social	9.03	2.14	7.8	2.07	2.92**
Emotional	12.2	4.35	9.76	3.69	3.01**
Educational	8.33	2.73	7	2.78	2.41*
Overall Adjustment	38.72	9.88	33.65	10.07	2.54*

Note: High scores corresponds to poor adjustment level

The reason behind this finding may be that the non- migrated students are familiar with the environment. They have an immediate sustainable social and emotional support such as parents, peers and other significant ones. Research by Rong and Gable (1999) emphasized that living environment, social support and making meaningful relationship have an impact on students' overall adjustment to the college environment. Whereas the migrated students face a difficult time adapting to the new environment. Similar results were indicated in a study by Al-Qaisy (2010), where new students coming from other cities were not able to adapt to Tafila Technical University because of the difference, the built environment to the location of the university, in addition to the sense of alienation from family and friends.

Graph 1. Intergroup comparison for Sub-Scales of Adjustment between Non- Migrated and Migrated students (N=100)

Table 2 shows the comparison among the male and female migrated students adjustment in all the five areas of adjustment. Results show that there is a significant difference between male and female migrated students in overall adjustment t (48) = 1.98, $p<.05$. The mean score of migrated females on overall adjustment is M=38.92, SD= 10.42, which is higher than the mean score of male migrated students M=33.39, SD=10.05. These two groups also differed on the Health area t (48) = 2.10, $p<.05$, Social area t (48) = 2.31, $p<.05$ and Emotional area t (48) = 2.04, $p<.05$. No significant

difference was found in the means of Home and Educational adjustment among the two groups of students. The mean scores revealed that the male migrated students are better adjusted as compared to the female counterparts on overall adjustment especially on the health, social and emotional front.

Table 2. Gender-based comparison for Sub- Scales of Adjustment for Migrated students (N=50)

	Female migrated Students		Male migrated Students		
	Mean	SD	Mean	SD	t value
Home	5.8	2.39	5.78	2.43	0.02
Health	4.6	3.33	2.93	2.15	2.10*
Social	9.0	3.63	7.02	2.26	2.31*
Emotional	11.26	3.02	9.26	3.86	2.04*
Educational	8.26	2.73	8.4	2.82	0.17
Overall Adjustment	38.92	10.42	33.39	10.05	1.98*

Note: High scores corresponds to poor adjustment level
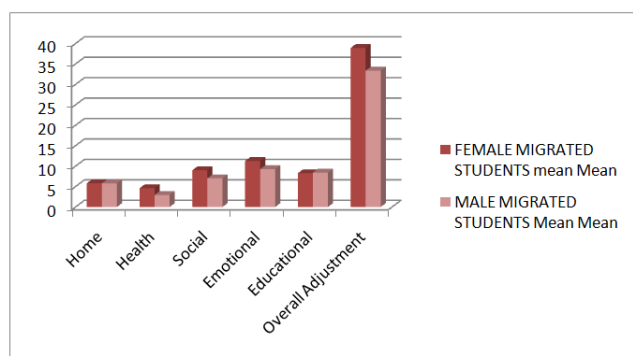
Graph 2. Gender-based comparison for Sub- Scales of Adjustment for Migrated students (N=50)

McWhiter (1997), in his study of 625 college students, found that female students are more likely to experience loneliness and social isolation than their male peers. This study found that female students had a more difficult time fitting into the college environment and were less likely to be involved in campus activities and less likely to have leadership positions in campus organizations. Similar results were recorded by Pittman (2008), in his study of 79 college students; found that female students have more social isolation than their male counterparts. Cook (1995) calculated that female students are found to demonstrate more adjustment problems such as establishing social relationship in college compared to the male students.

Conclusion

Migrated students showed difficulty in adjusting emotionally, socially and academically as compared to non-migrated students.

The female migrated students show poor adjustment as compared to male migrated students on health, emotional and social front. The results suggest the need to assimilate the migrated students with the changed environment so that they can adjust better and work towards a high academic and other curricular achievement.

Limitations

- Undergraduate students could have been included in the present study to get a clear picture in the pattern of their behaviour.
- The sample could have been drawn from other campuses to generalize the research findings.
- The more psychological instruments would have been used to acquire an in- depth knowledge of the respondents behaviour.

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