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RESEARCH ARTICLE

SOCIO-EMOTIONAL ADJUSTMENT AMONG INDIAN STUDENTS STUDYING ABROAD

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ABSTRACT

The present study was conducted on a sample of 100 Indian students who are pursuing their education at foreign universities. The data was further stratified into male and female as well as graduate and postgraduate students. The study mainly aimed at finding out the socio-emotional differences in Indian students studying abroad with respect to their gender and level of education. The data was collected with the administration of Bell's adjustment inventory. The careful analysis of data, helped the investigator to infer that there is no significant difference in the social adjustment among Indian students studying abroad with respect to their gender and level of education, But in the case of emotional adjustment, female students were found better than male students. But on the other hand, no significant difference was found in the case of emotional adjustment among Indian students studying abroad with respect to their level of education.

INTRODUCTION

The future of the nation depends upon its children. To make children worth contributing to the development of the nation, it is very much imperative to provide them with quality education. Education as a tool for achieving better employment and a bright future has resulted into a rise in the standard of competition among students. Due to technological advancement, underdeveloped and developing nations are thriving for the latest advancements in various fields like industrial, economic, agricultural, and educational, etc. As it has been very rightly said that education is the manifestation of perfection already existing in man. Keeping in mind the challenges of the present world it has become mandatory to get an education and in today's global world students are no more bounded to get an education in one's country only but are moving outside their country. In abroad also various types of educational courses in the area of science and technology, humanities, economics, agriculture, etc. are available for students in educational institutions. As a result, students travel to different countries in search of educational opportunities; similarly, many students from different states of India go to study in various reputed universities in other countries. Students from India take admission in foreign universities to quench their thirst for learning. The dearth of quality education in India is one of the main reasons responsible because of which students are moving abroad for further studies. Another factor responsible for it is the preconceived notion in the minds of the students that education abroad will provide them a good platform in the future to get well-paid employment. Some students are influenced by others for going abroad and this influence has converted into a trend.

There are so many push factors due to which students prefer to visit abroad, as the students get the opportunity to learn about distinct cultures and language. It provides a platform to the students to enable them to meet amazing people, meeting new course opportunities, and great learning material that ultimately polishes their skills as well as their knowledge which will be required in the future at workplace but there is the other side of the coin also as getting education abroad cannot be affordable for all. No doubt there are several advantages of this but with these various problems have also cropped up like inadequate finance, the difference in culture, lack of knowledge of the educational system of foreign countries problem of social adjustment and loneliness faced by students who study abroad.

Moreover, it puts before the student's academic challenges and most complicated transfer issues. Moreover, it is a herculean task to understand and embrace new cultures and to come out of culture shock as the students who are residing abroad with the purpose of getting an education live separately from their family and friends. Out of all these problems, which are faced by Indian students studying abroad, the problem of lack of adjustment and perceived loneliness are the prominent one. Kennedy (1993) in a study on psychological and socio-cultural adjustment of two groups of sojourners (145 Malaysian and Singapore students in New Zealand and 156 Malaysian students in Singapore) found that locus of control, life changes, social difficulties, and social support variables predicted psychological adjustment during cross-cultural transitions. Sam (2001) reported that 304 international students (159 males and 145 females) at the University of Bergen, Norway were satisfied with life. However, students from Europe and North America were on the whole more satisfied than their peers from Africa and Asia.

It was also found that factors such as the number of friends, satisfaction with finances, perceived discrimination, and information received prior to the foreign sojourn significantly affected the student's life satisfaction. Language proficiency and having host national friends did not show a significant effect on life satisfaction. Cynthia (2001) examined the psychological adaptation of overseas and migrant students and Anglo-Australian students, in the light of various individual variables including social self-efficacy, locus of control, loneliness, age, sex, and acculturating group membership. Participants were 382 students attending various universities in Melbourne, Australia. The results indicated ethnic differences in loneliness, social self-efficacy, locus of control, and academic satisfaction. For nonimmigrant students, a sense of control was important to their psychological and academic adaptation whereas for migrant/overseas students, supportive social relationships were important for their psychological and academic adaptation. The chances of racial discrimination also pose challenges before them. All these issues add to the problem of loneliness as well as lack of adjustment. The major problem is the problem of adjustment in various areas among students.

There are many factors, which influence the lack of adjustment among students studying abroad like rapid psychological changes, overflowing emotions, social restrictions, and a new environment. Although studies have been conducted on students studying abroad on certain variables but the area related to socio-emotional adjustment especially among those students who are studying abroad has not been explored thoroughly. Keeping in mind this the researcher has resolved to undertake the present study with the concerned variables.

ADJUSTMENT PATTERN

The concept of adjustment means the adaptation of physical environment as well as social demands. No human being can live apart from his social environment. There is an action and reaction chain going on between the individual and his environment. There are social pressures and demands of socialization. To these may be added the individual's personal demands such as the satisfaction of psychological needs as well as sociological needs. Adjustment of a person may take place by adapting the self to the environment or by changing the environment. There are various forms of adjustment like home adjustment, health adjustment, social adjustment, and emotional adjustment. These types of relationships, which involve the accommodation of the individual to circumstances in his social environment for the satisfaction of needs or motives, are called social adjustment. Aggarwal (1991) compared, the home, health, social, emotional, educational, and overall adjustment of college students belonging to arts, science, and commerce disciplines and found that three groups namely arts; science, and commerce differ significantly from each other with respect to health adjustment.

Adjustment as a process is of major importance for psychologists, teachers and parents. The nature of adjustive process is decided by a number of factors particularly internal needs and external demands, in such conditions there are three alternatives, one the individual may inhibit or modify his internal needs or demands and second, he can alter the environment, and can satisfy his demands and the third alternative is that he can use some mental mechanisms to escape from the conflicting situations and may be able to maintain the balance of his personality. Alexander (2002) revealed that there is no difference in the proportion of maladjustment among the rural and urban adolescents. Male adolescents are better adjusted than female adolescents. It was also found that income does not exercise any influence on adjustments of rural adolescents. Meneger (2004) studied interpersonal communication between parents and adolescents as related to adjustment in adolescents. The findings of the study revealed that a positive and significant correlation was found between level of communication of father and mother and total adjustment of adolescents. Herbert has mentioned that adjustment is biologically and psychologically vital to life. Coleman said that adjustment is the outcome of the individual's efforts to deal with stress and to meet his needs.

Ponraj and packiam (2004) found that girls were better-adjusted than boys at the three levels of adjustment that is home, school and society. Secondly, religion does make any impact on three adjustments of the adolescents at home, school, society and health. Further, it was found that Christian boys and girls were well adjusted with the above environment factors in contrast to the Hindu adolescents who encountered the problem of adjustment in all the dimensions. Boys and girls from backward caste communities were better adjusted in their environment conditions as compared to the scheduled caste adolescents. Panday (2005) found that rural students secured better points in emotional health and school adjustment area. Urban students secured comparatively better marks in the aesthetic adjustment area. Results also showed that a significant relationship existed between adjustment, level of aspiration and achievements. Setia has also mentioned that Adjustment is the satisfactory relationship between the individual and environment in respect of five areas of adjustment: Home, Health, Social, Emotional and Educational. Julia et al. (2009) reported that adult immigrants who experienced more stressful life events presented deterioration in their psychological well-being over time. Finally, adults who immigrated to Germany were more likely to acquire a new language than their counterparts who immigrated to Israel. Matthew et al. (2010) found that higher parental care and less overprotection were significantly associated with better college adjustment across several domains of college-related problems, including academic problems, anxiety, interpersonal problems, depression, self-esteem problems, and family problems. Both maternal and paternal care was critical for successful college adjustment.

STATEMENT OF THE PROBLEM

SOCIO-EMOTIONAL ADJUSTMENT AMONG INDIAN STUDENTS STUDYING ABROAD

OBJECTIVES

- To find out the difference in social adjustment of Indian students studying abroad as per their gender and level of education.
- To find out the difference in emotional adjustment of Indian students studying abroad as per their gender and level of education.

HYPOTHESES

- There exists no significant difference in social adjustment of male and female Indian students studying abroad.
- There exists no significant difference in social adjustment of graduate and post graduate Indian students studying abroad.
- There exists no significant difference in emotional adjustment of male and female Indian students studying abroad.
- There exists no significant difference in emotional adjustment of graduate and post graduate Indian students studying abroad.

DELIMITATIONS

- In the present study only social and emotional dimensions of the adjustment Pattern has been taken into consideration.
- The study is delimited to only those Indian students who are studying in countries like the U.S.A, U.K, Canada, and Australia.
- The sample has been restricted to 100 students only.

SAMPLE

In the present study, data was collected from 100 Indian students, who are studying abroad out of which 50 were male students and 50 were female students. Apart from this, out of the total 100 students, data of 25 Indian students was taken from each country i.e. USA, UK, Canada, and Australia. The sampling area is the proportion of the population that represents the whole area. In the present study, the area of study was countries like the USA, U.K., Australia, and Canada. As far as sampling technique is concerned, in the present study investigator resolved to adopt purposive sampling techniques

TOOLS

In the present study, the investigator used the following tools to measure the adjustment pattern of Indian students studying abroad.

1. Bell's Adjustment Inventory (1998) by R.K.OJHA

PROCEDURE: In the present study, the investigator could not approach the respondents personally because of paucity of time and geographical constraints. Hence, it was resolved to send the questionnaires of both scales through e-mail. All the respondents were assured that their results were kept confidential and will be used for the research purpose only.

RESULTS AND DISCUSSION

On the basis of the results hypotheses were tested and conclusions were drawn.

Hypotheses 1: There exists no significant difference in the social adjustment of male and female Indian students studying abroad.

Table 1.1 Showing Mean Scores, SD, and t-value of Social Adjustment of Male and Female Indian Students Studying Abroad

Sample Group	N	Mean	SD	t-value	Remarks
Male	50	16.7	4.04	1.63	Insignificant
Female	50	18.27	5.42		

The above-mentioned table shows that the mean score for the difference in social adjustment of male and female Indian students studying abroad is found to be 16.7 and 18.27 respectively. The calculated t-value for the social adjustment of male and female Indian students studying abroad came out to be 1.63 whereas the tabulated value came out to be 1.99 and 2.64 at 0.05 and 0.01 level of significance respectively. As the calculated value is smaller than the table value, hence the hypothesis i.e. there exists no significant difference in the social adjustment of male and female Indian students studying abroad is accepted.

Hypotheses 2: There exists no significant difference in the social adjustment of graduate and postgraduate Indian students studying abroad.

Table 1.2 Showing Mean Scores, SD, and t-value of Social Adjustment of Graduate and Post graduate Indian Students Studying Abroad

Sample group	N	Mean	SD	t-value	Remarks
Graduate	50	17.06	4.56	0.889	Insignificant
Postgraduate	50	17.92	5.08		

It is evident from the above-mentioned table the mean score for the social adjustment of graduate and postgraduate Indian students studying abroad found to be 17.06 and 17.92 respectively. The calculated t-value for the social adjustment of graduate and postgraduate Indian students studying abroad was found as 0.889 whereas the tabulated value came out 1.99 and 2.63 at 0.05 and 0.01 levels of significance respectively. As the calculated value is smaller than the table value, hence the hypothesis i.e. there exists no significant difference in the social adjustment of graduate and postgraduate Indian students studying abroad is accepted.

Hypotheses 3: There exists no significant difference in emotional adjustment of male and female Indian students studying abroad.

Table 1.3 Showing Mean Scores, SD, and t-value of Emotional Adjustment of Male and Female Indian Students Studying Abroad

Sample group	N	Mean	SD	t-value	Remarks
Male	50	16.09	6.54	2.19	Significant*
Female	50	18.94	6.48		

It is evident from the above-mentioned table the mean score for the difference in emotional adjustment of male and female Indian students studying abroad found out 16.09 and 18.94 respectively. The calculated t-value for the social adjustment of male and female Indian students studying abroad came out to be 2.19 whereas the tabulated value came out to be 1.99 and 2.63 at 0.05 and 0.01 levels of significance respectively. As the calculated value is greater than the table value at 0.05 level of significance, hence the hypothesis i.e. there exists no significant difference in the emotional adjustment of male and female Indian students studying abroad is not accepted.

Hypotheses 4: There exists no significant difference in emotional adjustment of graduate or postgraduate Indian students studying abroad.

Table 1.4 Showing Mean Scores, SD, and t-value of Graduate or Post graduate Indian Students Studying Abroad

Sample group	N	Mean	SD	t-value	Remarks
Graduate	50	17.22	5.73	0.44	Insignificant
Postgraduate	50	17.79	7.54		

The above-mentioned table clearly indicates that the mean score for the emotional adjustment of graduate and postgraduate Indian students studying abroad was found to be 17.22 and 17.79 respectively. The calculated t-value for the emotional adjustment of graduate or postgraduate Indian students studying abroad found out is 0.44 whereas the tabulated value came out to be 1.99 and 2.64 at 0.05 and 0.01 levels of significance respectively. As the calculated value is smaller than the table value, hence the hypothesis i.e. there exists no significant difference in the emotional adjustment of graduate and postgraduate Indian students studying abroad is accepted.

CONCLUSION

On the basis of the analysis and interpretation of data, the following conclusions were drawn.

- It is concluded that there is no significant difference in the social adjustment of male and female Indian students studying abroad. It may be because whenever students go abroad to study, somewhere they prepare themselves mentally to become socially adjusted in a new country. Here it can be said that gender hardly makes any difference in determining the level of social adjustment among Indian students studying abroad.
- There exists no significant difference in the social adjustment of graduate and postgraduate Indian students studying abroad. This shows that the level of education does not play any significant role in the social adjustment of students studying abroad.
- It is concluded that there is a significant difference in the emotional adjustment of male and female Indian students studying abroad. Female students are found as more emotionally adjusted as compared to male students.
- There is no significant difference in the emotional adjustment of graduate and post-graduate Indian students studying abroad.

SUGGESTIONS FOR FURTHER STUDY

For understanding and to modify the behavior of human beings, intensive research in education and psychology is needed on various aspects of human behavior. No single study can cover all aspects. Hence, there is a wide scope for further research in the present study also. The investigator has offered the same as the under mentioned.

- The study may be conducted on students who are studying in countries other than the USA, UK, CANADA, and AUSTRALIA.
- The study may be conducted on all immigrants (not only students) regarding their adjustment.
- The study can also be conducted on foreign students studying in India.
- The sample size can be large.

- A study can be undertaken on non-Indian students also who are studying abroad.
- A comparative study can be also undertaken with regard to counties, institutions or other personological variables.
- The adjustment pattern of Indian students studying abroad may be studied with other variables such as socio-economic status, achievement motivation, personality, stress, etc.

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