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RELATIONSHIP BETWEEN VALUES AND ADJUSTMENT AMONG MARRIED AND UNMARRIED STUDENTS

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Abstract:

The present investigation was intended to find out the differences between married and unmarried students in different components of values and adjustment. The investigation also aims at finding out the correlations among the component variables mentioned above. The study was done on 70 students, out of which 35 were married and 35 unmarried and was selected using stratified sampling method. 'General Adjustment Inventory' and 'Study of Values' were given to assess the variables. Statistical techniques like Pearson Product-Moment Correlation Method and t-test were used. Pearson Product-Moment correlation results of the study indicated marked relationship between a few of the sub-variables of values and adjustment. The t-test results revealed that there was no significant difference between married and unmarried students in values and adjustment. Most of the correlations obtained among the variables under study were found to be significant.

KEYWORDS:

Values, Adjustment, Married and Unmarried Students.

INTRODUCTION:

College years is a high point in our lives in which we look forward to it, enjoy it, and carry pleasant memories with us when we graduate. Students seeking admission into college have as their sole aim, a high level of achievement. Difficulties in studying, in finding interest and purpose in college work, loneliness, unsureness of oneself, difficulty with opposite sex, and conflicts with parents are widely found in young adults whether in college or not.

A married student has a dual responsibility – as a student and as a partner. His or her responsibility increases, and it may add problems for his/her adjustment. He or she has to adjust with his spouse, in-laws, and relatives, in addition to his or her family members. As a student, a married person has to deal with a lot of such people which may affect his or her studies in different ways. This means that the influence of the family of married students is different from that of his or her unmarried counterpart. Thus there may be differences in Value patterns and Adjustment variables of married and unmarried students.

The earlier studies conducted on values do not distinguish between interests and values. The assumption based on Spranger's (1928), study is that people develop interests and values, and can be classified broadly in categories, and expected to behave in ways determined by these motives. Spranger in his "Types of Men" has suggested the view that men are best known through a study of their subjective values and he has given six-fold classification of such values: Theoretical, Economic, Aesthetic, Social, Political, and Religious.

1. Theoretical Value: The dominant interest of the theoretical man is the discovery of truth. According to Spranger, a person can best be understood not by his achievements but by his interests and intentions (Spranger, 1928).
2. Economic Value: Spranger views that the economic man is characteristically interested in what is useful. The economic man wants education to be practical, and regards unapplied knowledge as waste.
3. Aesthetic Value: The aesthetic man sees his highest value in form and harmony. Each single experience is judged from the stand-point of grace, symmetry, or fitness. He need not be a creative artist; he is aesthetic. But he finds his chief interest in the artistic episodes of life.
4. Social Value: The highest value for this type is love of people. The social man prizes other persons as ends, and, therefore, he himself is kind, sympathetic and unselfish. Spranger adds that in this purest form the social interest is selfless and tends to approach very closely to the religious attitude.
5. Political Value: The political man is interested primarily in power. His activities are not necessarily primarily in power. His activities are not necessarily within the narrow field of politics.
6. Religious Value: The highest value of the religious man may be called unity. He is mystical, and seeks to comprehend the cosmos as a whole, to relate him to its totality. They find their religious experiences in the affirmation of life and in active participation therein. (Spranger, 1928).

The areas of Adjustment used in the present study are described below:

- 1) Family Adjustment: Family adjustment may be defined in terms of simple, physical coherence of happiness, of the achievements of certain task in dealing with family problems. The intimate relations that are inherent in home and family life may build up either loosely knit loyalties or disrupting discords.
- 2) Social Adjustment: Participation in organized or informal group activity is a test of an individual's power to adjust his own attitudes and interest in community welfare and his co-operative attitude towards community projects are as important as the exercise of similar interest and attitudes in home and work relationships.
- 3) Hostel Adjustment: It is the adjustment of students with hostel surroundings, adjustment to roommates, other students in the hostel, and hostel authorities, etc.
- 4) Classroom Adjustment: A large portion of childhood, adolescence and young adulthood is spent in the classroom. A student who is unable to form satisfactory relationships is considered poorly adjusted.
- 5) Emotional Adjustment: Emotion is a kind of reaction pattern that could be observed in other people. It may be possible to observe the behaviour of other people, in a manner, described as angry, affectionate, afraid, jealous, anxious, excited, and so on.

Available studies regarding values among married and unmarried college students are less in number.

A related study was conducted by Kumar and Arockiasamy (1994) on 'Gender Differences in the Value Orientation among the College Students'. The sample of the study comprised of 1050 degree course students from various colleges. The findings showed that the students as a whole did not seem to have comprehended the importance of many of the value orientations. There was no significant difference between the male and the female college students in their value orientation. Both male and female college students prefer loving (social value), ambitions (achievement oriented value), and honest (ethical value) to some extent. It also showed that neither the college climate nor the home climate was related to the value system of the first degree students.

Tewari (1993) conducted a study on 'Values among College Students: Caste Difference'. The objective of the study is to find out the value patterns of high and low caste male students. The sample of the study comprised of 80 randomly selected undergraduate male students. The major findings were: a) Significant caste differences were found only in theoretical, aesthetic and religious areas. b) High caste students were interested in the discovery of truth, artistic aspects of life, mystical, and sought to comprehend the cosmos as a whole, to relate himself to its embracing totality.

Available studies regarding adjustment among married and unmarried college students are quite inadequate in number.

A related study was conducted by Ghoroghi, Hasan, and Bada (2012) on 'Function of Family-of-origin Experiences and Marital Adjustment among Married Iranian students of University Putra Malaysia'. The purpose of this study was to examine the relationships between family-of-origin experiences and marital adjustment in a sample of married postgraduate Iranian students in Malaysia. The sample consisted of 220 married students who were randomly recruited to participate in the study through their email addresses. The results indicated that family-of-origin experiences were positively and significantly correlated with marital adjustment. In addition, this study indicated that marital adjustment influences by

family-of-origin experiences.

Horany and Hassan (2011) conducted a study on 'Marital adjustment among postgraduate students at Universities in Malaysia'. The purpose of the study was to investigate marital adjustment among married post graduate students in two public universities of Malaysia. A random sample of 176 students from two public universities in Malaysia has been selected. The results indicated significant differences marital adjustment mean scores between gender, three nationalities and two universities.

A study was conducted by Kasearu (2010) on 'Intending to Marry..... student's Behavioural Intention towards family forming'. The aim is to test the impact of the socio-demographic background, family related attitudes and the orientations of young adults and the opinion of significant others on the preference of family form. Empirical analyses demonstrate that gender and family-related attitudes and orientations have significant effects on family forming intentions. The findings provide insights in to the debate between the social learning theory and the selection approach by showing that the intention to prefer unmarried cohabitation does not depend on current living arrangements or cohabitation experience at the individual level.

OBJECTIVES

The main objectives of the study were to examine whether there exists any significant relationship between the six value variables, and between the five adjustment variables of married and unmarried students. Based on the purpose of the study the following hypotheses were formulated: (1) There will not be any significant difference in the six value variables of married and unmarried students, (2) There will not be a any significant difference in the five adjustment variables of married and unmarried students (3) There will be significant correlations among the different variables of value and adjustment.

METHOD

The plan and the procedure for the investigation are presented under various headings.

Sample

The sample consisted of 70 students, out of which 35 were married and 35 unmarried. The sample was selected using stratified sampling method. The sample contained students from various fields of study such as graduation, post graduation, research, professional and technical courses. The subjects included both males and females, and were selected from both urban and rural areas, and those belonging to different religions, and those studying in Government and private colleges in Thiruvananthapuram, Kerala.

Tools

Value variables and Adjustment variables were major variables. The following tools were used to collect the necessary information regarding the different variables under study: (1) Study of Values, (2) General Adjustment Inventory, and (3) Personal Data Sheet.

(1) Study of Values: Based on Spranger's typology, Allport, and Vernon (1931) constructed a test which affords a method for scaling the relative predominance of the six values in personality. This was revised by Allport, Vernon and Lindzey in 1951 and 1960. The test used for the present investigation was adopted by Mathew in 1968 for the college student population above the pre-degree level in Kerala. This was used in the present investigation. The test measures the relative strength of the six values in an individual. The reliability, split-half, was found to vary from 0.55 to 0.70 with a mean reliability coefficient of 0.63. The test shows moderate correlations with scores on Vocational Interest Inventory (Mathew, 1968). College students specializing in different fields of study get different characteristic value patterns.

(2) General Adjustment Inventory: A General Adjustment Inventory was developed by Sajeena and Sananda Raj (1997) for measuring the adjustment of married and unmarried students. The inventory consists of 60 questions which were highly competent enough to elicit responses of the student's general adjustment. The inventory was divided into five sections, each containing 12 questions. The five sections are Family Adjustment, Social Adjustment, Hostel Adjustment, Classroom Adjustment and Emotional Adjustment. The reliability of the inventory has been estimated using split-half (odd-even) method using a sample of 50 adults, whose age ranging from 18 to 25 years. The odd-even reliability after corrections for attenuation was found to vary from 0.92 to 0.95, for the various components, showing that the inventory is highly reliable. The items in the inventory have been developed on the basis of similar standardized tests,

which cover different aspects of the adjustmental variables as measured by the present inventory. Hence, the inventory may be said to claim fairly high degree of content validity.

(3) Personal Data Sheet: Personal Data Sheet has been prepared by the present investigator for the purpose of the present study. The questionnaire was used for collecting the detailed bio-data of the subjects. It includes name, age, sex, religion, marital status, location of the house, name of the institution and educational qualifications.

Procedure

The participants were informed that the purpose of the study was to examine some of the characteristics of Values and Adjustment. Then they were supplied with the tools and later collected back. Then the data was consolidated for further statistical analysis. The major statistical techniques used for the analysis were t-test and correlation.

RESULTS AND DISCUSSION

Hypothesis 1

The comparison of married and unmarried students for the six value variables was done using t-test and the details are given in Table 1.

Table 1 indicates that none of the value variables differentiated married and unmarried students significantly. In other words, married and unmarried students under study had not indicated any significant difference in the six values variables, namely, Theoretical, Economic, Aesthetic, Social, Political, and Religious Values.

Hypothesis 2

The comparison of married and unmarried students for the five adjustment variables was done using t-test and the details are given in Table 2.

Table 2 indicates that none of the adjustment variables differentiated Married and Unmarried students significantly. In other words, married and unmarried students under study had not indicated any significant difference in the five adjustment variables, namely, Family Adjustment, Social Adjustment, Hostel Adjustment, Classroom Adjustment, and Emotional Adjustment.

Hypothesis 3

The correlation of correlations among the eleven variables for the total sample is presented in Table 3.

The coefficients of correlation among the fourteen variables for the total sample are presented in Table 3. It can be found that there are some variables that are significant at 0.05 level and 0.01 level. The following correlations were found and are given below:

(i) The correlations between Theoretical Value and Aesthetic Value is -.354, between

Theoretical Value and Religious Value is -.314, between Theoretical Value and Family Adjustment is -.259, all of which are significant statistically. Also, the correlations between Economic Value and Aesthetic Value are -.412, between Economic Value and Religious Value is -.264, between Economic Value and Hostel Adjustment is .332, all of which are significant statistically. The correlations between Social Value and Political Value is -.392, between Political Value and Religious Value is -.315, between Family Adjustment and Social Adjustment is .283, all of which are significant statistically. The correlations between Family Adjustment and Classroom Adjustment is .379, between Social Adjustment and Hostel Adjustment is .296, between Social Adjustment and Classroom Adjustment is .416, between Hostel Adjustment and Classroom Adjustment is .351, between Classroom Adjustment and Emotional Adjustment is .321, all of which are significant statistically.

Table 1
Data and Results for the comparison of Married and Unmarried Students
(N=35 each) for the six Value Variables

Sl. No.	Variables	Marital Status	Mean	SD	t
1.	Theoretical Value	Married	40.00	5.78	-0.21
		Unmarried	40.29	5.39	
2.	Economic Value	Married	44.00	6.28	1.50
		Unmarried	41.71	6.44	
3.	Aesthetic Value	Married	36.80	5.58	-0.46
		Unmarried	37.46	6.42	
4.	Social Value	Married	47.63	6.84	-0.69
		Unmarried	49.11	7.17	
5.	Political Value	Married	33.66	5.26	0.55
		Unmarried	32.86	6.79	
6.	Religious Value	Married	38.17	5.73	-0.20
		Unmarried	38.51	8.17	

Table 2
Data and Results for the comparison of Married and Unmarried Students
(N=35 each) for the five Adjustment Variables

Sl. No.	Variables	Marital Status	Mean	SD	t
1.	Family Adjustment	Married	45.77	4.85	0.09
		Unmarried	45.66	5.64	
2.	Social Adjustment	Married	45.37	5.98	-0.19
		Unmarried	45.66	6.29	
3.	Hostel Adjustment	Married	41.31	6.73	-0.70
		Unmarried	42.48	7.34	
4.	Classroom Adjustment	Married	45.11	5.60	-0.47
		Unmarried	45.74	5.48	
5.	Emotional Adjustment	Married	43.43	4.58	1.17
		Unmarried	42.08	5.01	

Table 3
Inter correlation Matrix for the 11 Variables for the Total Sample (N=70)

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Theoretical Value	()	-.005	-.354**	-.028	-.125	-.314**	-.259*	-.066	.072	-.143	.075
2. Economical Value	()	-.412**	-.172	-.017	-.264*	-.038	-.023	.332**	-.130	.024
3. Aesthetic Value	()	-.183	-.119	-.118	.175	.024	-.052	.126	.068
4. Social Value	()	-.392**	-.197	.066	.104	-.096	.217	-.224
5. Political Value	()	-.315**	.042	.066	-.014	-.091	-.039
6. Religious Value	()	-.020	.079	-.162	-.001	-.095
7. Family Adjustment	()	.283*	.086	.379**	.110
8. Social Adjustment	()	.296*	.416**	.181
9. Hostel Adjustment	()	.351**	.127
10. Classroom Adjustment	()	.321**
11. Emotional Adjustment	()

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed)

CONCLUSIONS

The following conclusions were drawn from the findings of the study:

1. There is no significant difference in the six value variables of married and unmarried students.
2. There is no significant difference in the five adjustment variables of married and unmarried students.
3. There was significant correlation between some of the variables used in the study. It was found that out of the 55 correlations, 10 pair of variables was significant at 0.01 level and 4 pair of variables were significant at 0.05 level.

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