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Sex Ratio Imbalance in Higher Education and Social Adjustment among Student

Rita Rani Talukdar
Associate Professor,
Deptt. of Psychology,
Gauhati University.
Gauhati

Joysree Das
Guest Lecturer,
Deptt. of Psychology,
Tripura University.
Tripura

Abstract

Gender imbalance is a disparity between male and females in a population. Commonly, countries with gender imbalances have three characteristics in common. The first is a rapid decline in fertility, either because of preference for smaller families or to comply with their nation's population control measures. Second, there's pressure for women to give birth to sons, often because of cultural preferences for male heirs. Third, families have widespread access to technology to selectively abort female fetuses. The concept of adjustment originated in biology and has been derived from Darwin's concept of evolution in the mid eighteenth century which was later on borrowed by the psychologists and renewed adjustment. According to Adler, 'a socially well adjusted person is not only efficient and happy in his environment but also he must have a sense of social feeling, i.e. he must be cooperative and sympathetic". The objectives of the study are:[1]. To find out the status of gender imbalance among college students,[2]. To search the percentage of male & female students pursuing higher education.[3]. To search the social adjustment pattern of students[4]. To search differences between male and female college students with reference to their social adjustment pattern. In this study, total sample are 100. All the sample are selected from M.B.B College psychology department, Agartala (Tripura). Here all the subjects are selected from 3years degree course in psychology. A socio- demographic interview schedule was used to collect the basic information about the subject. And social adjustment inventory by Dr. Roma Pal was used to measure for the social adjustment patterns. Some of descriptive & inferential statistics is used for analyzing the data and the result & findings of the study shows sex ratio differences in Higher Education. Social adjustment patterns of girls differ from that of boys.

Introduction
Gender Imbalance

Gender imbalance is a disparity between male and females in a population. Gender imbalance in Bahrain caused by policies that restrict female spouses and children of immigrant workers.

According to Nicholas Kristof and Sheryl WuDunn, two Pulitzer Prize-winning reporters for the New York Times, violence against women is causing gender imbalances in many developing countries. These authors report that more girls have been killed in the last 50 years, just because they were girls, than the number of males who were killed in all the wars of the 20th century. They detail rampant gender cide in the developing world, particularly in China, India and Pakistan.

Commonly, countries with gender imbalances have three characteristics in common. The first is a rapid decline in fertility, either because of preference for smaller families or to comply with their nation's population control measures. Second, there's pressure for women to give birth to sons, often because of cultural preferences for male heirs. Third, families have widespread access to technology to selectively abort female fetuses.

As a contributing measure to gender imbalance in developing countries, Kristof and WuDunn's best estimate is that a girl in India, from 1 to 5 years of age, dies from discrimination every four minutes (132,000 deaths per year); that 39,000 girls in China die annually, within the first year of life, because parents didn't give girls the same medical care and attention that boys received. The authors describe similar gender dis crimination and gendercide Congo Kenya, Pakistan, Iraq, Bahrain, Thailand and many other developing countries.

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Some of the factors suggested as causes of the gender imbalance are warfare (excess of females, notably in the wake of WWI in western Europe, and WWII, particularly in the Soviet Union); sex-selective abortion and infanticide (excess of males, notably in China as a result of the one-child policy, or in India); and large-scale migration, such as that by male laborers unable to bring their families with them (as in Qatar and other Gulf countries). Gender imbalance may result in the threat of social unrest, especially in the case of an excess of low-status young males unable to find spouses, and being recruited into the service of militaristic political factions. Economic factors such as male-majority industries and activities like the petrochemical, agriculture, engineering, military, and technology also have created a male gender imbalance in some areas dependent on one of these industries. Conversely, the entertainment, banking, tourism, fashion, and service industries may have resulted in a female-majority gender imbalance in some areas dependent on them.

One study found that the male-to-female sex ratio in the German state of Bavaria fell as low as 0.60 after the end of World War II for the most severely affected age cohort (those between 21 and 23 years old in 1946). This same study found that out-of-wedlock births spiked from approximately 10–15% during the inter-war years up to 22% at the end of the war. This increase in out-of-wedlock births was attributed to a change in the marriage market caused by the decline in the sex ratio.

Gender Imbalance in Estonia

The Northern Mariana Islands have the highest female ratio with 0.77 males per female. Qatar has the highest male ratio, with 2.87 males/female. For the group aged below 15, Sierra Leone has the highest female ratio with 0.96 males/female, and the Republic of Georgia and the People's Republic of China are tied for the highest male ratio with 1.13 males/female (according to the 2006 CIA World Fact book).

The value for the entire world population is 1.01 males/female, with 1.07 at birth, 1.06 for those under 15, 1.02 for those between 15 and 64, and 0.78 for those over 65.[1]

The "First World" G7 members all have a gender ratio in the range of 0.95–0.98 for the total population, of 1.05–1.07 at birth, of 1.05–1.06 for the group below 15, of 1.00–1.04 for the group aged 15–64, and of 0.70–0.75 for those over 65.

Countries on the Arabian peninsula tend to have a 'natural' ratio of about 1.05 at birth but a very high ratio of males for those over 65 (Saudi Arabia 1.13, Arab Emirates 2.73, Qatar 2.84), indicating either an above-average mortality rate for females or a below-average mortality for males, or, more likely in this case, a large population of aging male guest workers. Conversely, countries of Eastern Europe (the Baltic states, Belarus, Ukraine, Russia) tend to have a 'normal' ratio at birth but a very low ratio of males among those over 65 (Russia 0.46, Latvia 0.48, Ukraine 0.52); similarly, Armenia has a far above average male ratio at birth (1.17), and a below-average male ratio above 65 (0.67). This effect may be caused by emigration and higher male mortality as result of higher Soviet era

deaths; it may also be related to the enormous (by western standards) rate of alcoholism in the former Soviet states. Another possible contributory factor is an aging population, with a higher than normal proportion of relatively elderly people: we recall that due to higher differential mortality rates the ratio of males to females reduces for each year of age.

Sex ratio imbalances have many consequences. High ratios of males make it easier for women to marry, but harder for men. Analyses of how sex ratio imbalances affect personal consumption and intra-household distribution were pioneered by Gary Becker, Shoshana Grossbard - Shechtman, and Marcia Guttentag and Paul Secord. High ratios of males have a positive effect on marital fertility and women's share of household consumption and negative effects on non-marital cohabitation and fertility and women's labor supply. It has been shown that variation in sex ratio over time is inversely related to married women's labor supply in the U.S.

Social Adjustment

Adjustment is a life-long process which helps individuals manage or cope with the various demands of the environment. As social being we live in a society and want acceptance and recognition by the other members of society. We try to behave according to the norms of the society so that we are able to adjust with others.

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a - bus Or a train, we often hear or use this term; even when a guest comes to stay with us for a few days we have to adjust him/her in our house. Though sometimes we face problems in making these adjustments, they are important to maintain personal as well as social peace and harmony. Thus adjustment maintains peace and harmony in home, school, society and in the country. So, adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment.

Nature of Social Adjustment

As social beings we live in a society, we form opinions about others and others have opinions about us. Everybody wants acceptance and recognition from and within society. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy task as the personality of each individual is a unique organisation. This organisation has to make special efforts to adjust with others unique organisations, which we call society. Actually adjustment is a wider term used in various spheres of life. For example, if an individual is well adjusted in his family environment, his family adjustment will be good. So before defining social adjustment it is necessary for us to restrict the area of social adjustment. In other words we can say that social adjustment is the direction we, the teachers, try to instill adjustment skill in our students. As teachers we should emphasize on the adjustment of the student in the school. It is the teacher's responsibility to help the student cope with the existing situations of the school. For this we should contribute to improving the social environment of the school.

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Processes in Social Adjustment

There are certain processes we can use for social adjustment. Let us discuss the mainv processes in the following paragraphs.

Stress and Adaptation

The efforts to live and be satisfied is called adaptation: Environmental factors which make it hard for an individual to live are called stress. At the most elementary level of life, stress is experienced as irritation discomfort. And at a slightly more advanced level, stress is explained as the anticipation of harm. In human beings certain kinds of stresses produce anxiety. Anxiety sometimes produces defensive Response which are mental efforts to reduce stresses. Defenses are generally regarded as poor methods of adjustment. Actually adjustment means reduction of tension or satisfaction of motives.

Social Influence

The process of social influence contains two critical elements-(a) someone's intervention, and (b) inducing change in other person. The FP (Focal Person)is one who is influenced by the source of intervention is termed as the agent.

Imitation

Imitation involves change in focal person's behaviour that matches or copies others' behaviour. Students imitate a variety of behaviours in many different settings. They imitate the behaviour of social personalities for getting the recognition.

Compliance to Others

Human being as a social being has to adjust himself in the social environment. He works everyday according to his daily schedule e.g., eating, drinking, bathing, sleeping, working, etc. But practically in his daily life he commands others and works according to his own or others' rules and regulations. In a family, every member is dependent on each other; sometimes even parents also obey the rules of their children and this type of situation influences them to adjust in social environment.

Conformity to Norms

Conformity refers to the situation in which individuals change theirbehaviour so that they become more similar to those of the other members of the group. In conformity situations the agents have at least some interest in changing the focal person'sbehaviour. Every group has its own norms and rules to follow. These norms or rules are agreed upon by the group members and these exert a powerful influence on social behaviour. It is necessary for the focal person to be aware of the norms and rules to be subject to its pressure.

Obedience

Obedience refers to situations in which the agent has the legitimate right to influence the focal person and the focal person has the obligation to obey. Such reciprocal role relationships are most clearly demonstrated when the agent has a higher status than the focal person and the roles are part of a social system in which a higher status clearly influence over the lower status, such as ranks in the military.

Rationale of the Study

This study is conducted on gender imbalance and social adjustment among college students. In this study, total sample are 100. All the sample are selected from M.B.B College psychology department, Agartala (Tripura). Here all the subjects are selected from 3years degree course in psychology. No other such type of research study has been conducted earlier to find out gender imbalance and social adjustment among college students in Tripura.

The objectives of the Study

1. To find out the status of gender imbalance among college students,
2. To search the percentage of male & female students pursuing higher education.
3. To search the social adjustment pattern of students,
4. To search differences between male and female college students with reference to their social adjustment pattern.

Methodology
Sample

Sample of the study consisted of 100 students. The entire sample was selected from M.B.B College psychology department, Agartala (Tripura). Here all the subjects were selected from 3years degree course in psychology. Purposive random sampling technique was used to collect the data. The age of the subjects ranges from 19years to 21years selected from more or less similar socio-economic status.

Tools

A self develop questionnaire was used to find out the status of gender imbalance among college students. And Social adjustment inventory by Dr. Roma Pal scale was used to measure the mental health level. The inventory consists of 60 statements having two options. Out of this 2 option subject has to choose only one alternative response. The scoring system of the inventory is very simple. For the subjectsresponse of Yes, score of 2 should be given and in case of no response 1 score. For getting the composite scores of social adjustment, total scores of items should be added. The reliability of the scale determine by split half method. The reliability coefficient was .82. the validity of the scale ranges from .77 to .80.

Procedure

Initially all the selected subjects were called in a small group. Rapport was established by talking informally. The selected tool was administered one by one with small interval. All the instructions regarding the tool was given according to instructions led down by the author of the test. After completion of testing all the field copies of response sheets were collected and subjected for scoring and further statistical calculation.

Findings
Result and Discussion

Present study intended to search the status of gender imbalance among college students & to search the percentage of male & female students pursuing higher education To search the social adjustment pattern of students,. In this study, total sample are 100. In the present study an attempt had been made to search the gender imbalance & social adjustment patterns among college students. The data regarding gender imbalance & social adjustment measure when treated by descriptive statistics the following values are obtained. It is shown below in.

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Table No -1.

Girls Students	Boys Students
N= 60	N= 40
MEAN=72.13	MEAN=61.05
SD=10.64	SD=12.72

Our first objective was to find out the status of gender imbalance among college students. Observation table no 1 shows the number of girls and boys students. Here to find out the gender imbalance one self developed questionnaire was used. And results shows that girl students are much more than boys students. So it means to say that gender imbalance is present among these college students.

Our second objective was to search the percentage of male and female students pursuing higher education. So observation of the table no – 1 indicates that 60 percent girls students and 40 percent boys students are pursuing higher education.

The third objective was to search the social adjustment patterns among the college students. So descriptive statistics results suggest that the mean value of the girls group is 72.13 and the mean value of the boys group is 61.05. And their SD is 10.64, 12.72 respectively. The mean value of the two classified group seems to differ from each other. The difference between girls and boys students seems to be very high but merely on the basis of mean observation it would not be clear whether these differences are really significant or not. Therefore to solve this problem the data was further treated by inferential statistics ie. t test.The result of the t test is given in the following

Table No- 2

t test
Step : $M_1 - M_2$ = 72.13- 61.05= 11.08
SE_D = 1.65
Z = 6.71**

Our obtained Z value is 6.71. Our computed Z value is much greater than 1.98 as well as 2.63, critical values required to reach 5% and 1% levels of significance respectively. So significant z result suggest that the two different groups differ from each other.

Conclusion

From the above findings the following conclusions are drawn -
1. Gender imbalance is present among the college students in higher education.
2. Percentages of Girls students are found to be higher than boys students pursuing higher education.
3. Girls & boys students differ from each other on the basis of their social adjustment patterns.

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