Original Research Paper

Psychology

HOME, HEALTH, SOCIAL, AND EMOTIONAL ADJUSTMENT AMONG FIRST YEAR COLLEGE GOING STUDENTS

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ABSTRACT The present paper is an attempt to examine the major problems of adjustment among college going students to discover ways in which the college has attempted to assist students in making more satisfactory adjustments in problem areas, and to determine the need for a more dynamic type of guidance and counselling service to aid the process of college going student adjustment. Sample for the study includes 64 college going student (32 boys, and 32 girls) between the age group of 19-25 years, ten different colleges from Nagpur. The data were analyzed with the help of compared "t" test, an analysis of variance showed a Mean of college going boys, 35.21, and college going girls Mean 42.75, and t-value is -4.367, significant at 0.05 level. Based on study, more careful reflection on the unhealthy elements in college life will contribute to a higher degree of adjustment to problems in student experiences. This demands that the college management give special attention to the possible role of teachers, non- teaching, peer- group, psychologist, counsellor and other significant persons in relation to mental health in college activities. Indicate the importance of specially organized procedures by the college in guiding the student in finding balance and poise in home, health, social, and emotional adjustment, so as to adjust himself to the college community and life in the most productive manner.

KEYWORDS : Adjustment Inventory, counselling and guidance

Introduction

In psychology, adjustment refers to the behavioural process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this. Adjustment occurs when there is an inability to make a normal adjustment to some need or stress in the environment.

In general, the adjustment process involves four parts:
1. A need or motive in the form of a strong persistent stimulus
2. The thwarting or nonfulfillment of this need
3. Varied activity, or exploratory behaviour accompanied by problem solving
4. Some response that removes or at least reduces the initiating stimulus and completes the

Adjustment is a process by which an individual learns certain ways of behaviour to cope and adjustment with the situation which he/she attains through harmony with his/her social environment. After completing school many students join different colleges and institutions for their further education. The transition to college can be a stressful experience for students. College is an exciting time of life one filled with many profound transitions in preparation of an exciting and fulfilling future. They have to adjust with their own changes in personality on one side and the changing socio-economic environment on the other side.

College is one the most important foundation pillars on which the student's personality develops. Students learn proficiencies in various abilities like, learning process and work, social communications, handling emotion, and the management of day to day interactions at home and college. In reality, the growing students are dependent on the immediate environment i.e. the house and the college to meet his/her growth needs. The concern, therefore"extends to how the college facilities can be enhanced and improved to meet the growth needs of the student. Several studies have been reported in the area of social, educational, health and emotional adjustment of college students of both sexes. Some studies try to relate adjustment with variables like intelligence, achievement, age, sex, socio-economic status, needs, anxiety, suicidal ideation and security. Student's reaction to frustration has also been studied. A few studies focused on the nature, causes, and

extent of indiscipline among students. The relation between indiscipline and variables like achievement, participation in co-curricular activities etc.

Adjustment during the period of adolescence will determine to a large extent what they will be as a person as an adult. Adjustment implies a constant interaction between the person and their environment, each making demands on the other.

Table1:1 Home, Health, Social, Emotional and psychological problems encountered by student include

I. anxieties about aspects of study including exams and presentations	II. general stress and anxiety
III. Single parent	IV. Over expected parents
V. difficulties with alcohol or drugs	VI. Illness
VII. relationship difficulties	VIII. lack of self-confidence or low self-esteem
IX. bereavements and parental separations	X. loneliness and homesickness
XI. depression	XII. Communication problem
XIII. managing transitions	XIV. eating problems
XV. Social phobia	XVI. Loss of love one
XVII. Academic problem	XVIII. Sleep problem
XIX. traumatic experiences including rape, assault and abuse	XX. making difficult decisions
XXI. issues around sex and sexuality	XXII. Personality problem
XXIII. self-injury	XXIV. Worries about appearance
XXV. suicidal thoughts	XXVI. anger management

Areas of Adjustment:

Home Adjustment Home promotes satisfaction and security. The degree of adjustment of an individual exhibits in her behaviour with others. So is the ease with home adjustment, if one is well adjusted in home, most probably she must has been well adjusted socially because the adjustment in different fields of life are related and

effective to each other. So the home adjustment of students should be healthy one. The reflection of well and poor adjusted students hoe is clearly seen in their behaviour with their class fellows. A well-adjusted child will be more cherished and happy in comparison to the poor-adjusted.

Health Adjustment
Health also plays prime role in the development of one's personality. Sound health is the source of satisfaction and adjustment. The person should be physically as well as mentally healthy. Physically and mentally healthy person always feels herself well-adjusted in society then the unhealthy one. An unhealthy person always cries for her weakness and could not participate fully with others. Physically and mentally healthy person will be less guided by emotions. This is known as the roof of personality. Such physically and mentally healthy person feels themselves secure and content in their life.

Social Adjustment
It is generally said that man is a social animal. In reference to this we may say that a person develop his personality in her social environment, she tries to mold herself on according to her society's social values and ideals and to achieve these values and ideals her activities and behaviours will be same as other members of her society, in which she lives and where her social needs and desires are satisfied. And then she feels herself socially adjusted. Area of social adjustment is influenced by social maturity of the person. Maturity in social relationship means to establish good relations with family neighbours, playmates, class fellows, teachers and other members of the society

Emotional Adjustment
A person is emotionally adjusted if she expresses emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions causes mental disorders and maladjustment. Emotional adjustment is essential for creating a sound personality. It is the roof of personality adjustment and physical, intellectual mental and esthetical adjustments are possible when emotional adjustment is made.

Purpose of Study
The purpose of this study the major problems of adjustment among college going students to discover ways in which the college has attempted to assist students in making more satisfactory adjustments in problem areas, and to determine the need for a more dynamic type of guidance and counselling service to aid the process of college going student adjustment.

NULL Hypothesis
There will be no significant difference on adjustment problems of male and female college going students.

Material & Methods:
- **Place of Study :** This study was conducted at central India at Nagpur
- **Period of Study :** April – September 2016 (6 Months)
- Inclusion Category
  - College going student (boys and girls) (Age group 19 to 25 yrs.)
- **Exclusion**
  - College going student (boys and girls), at ten different colleges from central India Nagpur.
- **Sample size:** College Going students in ten different colleges in Nagpur were included in the study (N=64).
- **Study Design:** Cross sectional study (Questionnaire Based Study)

Procedure of Data collection
For collection of data from Nagpur city of Maharashtra was chosen. By keeping age and gender requirements in mind the subjects were selected more than the required then the test of The Adjustment Inventory, the needed 64 subjects have been selected randomly from ten different colleges, which consists 32 Boys and 32 Girls.

First of all, checklist of trails was administered on the subjects to get their original viewpoint. The subjects were randomly selected from the college going student's boys and girls. Each subject took about 25 min to respond on the entire above tools. A period of six months was devoted for the data collection.

Measuring Instruments-
A checklist developed by Standford University Press, California–**The Adjustment Inventory**
Areas Studies:
- Home Adjustment
- Health Adjustment
- Social Adjustment
- Emotional Adjustment

The Adjustment Inventory - Includes total of 140 Validated Questions.
Reliability-.93 and Validity 0.90

Statistical Analysis
We have entered all data in **Microsoft Excel** and further Statistical Analysis was done with the help of QI-**Macros 2014 Software.** The data were analyzed using 't' test.

RESULTS
Table1:2-Means and SD of College going boys and girls along with their statistical significance of difference between means

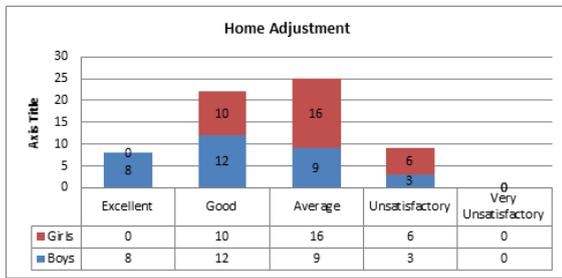| Sino	Areas	N	Mean	SD	t- Value	Significant Level
1	Home Adjustment	Boys(32)	4.03	13.06	t= -3.266	Significant at P< 0.05
		Girls(32)	6.62	14.24		
2	Health Adjustment	Boys(32)	4.06	6.96	t= -5.610	Significant at P< 0.05
		Girls(32)	9.12	10.17		
3	Social Adjustment	Boys(32)	15.53	63.35	t= 1.26	Not Significant at P> 0.05
		Girls(32)	13.68	30.60		
4	Emotional Adjustment	Boys(32)	10.43	21.02	t=-2.500	Significant at P< 0.05
		Girls(32)	13.31	23.51		
5	Total Adjustment	Boys(32)	35.21	91.85	t=-4.367	Significant at P< 0.05
		Girls(32)	42.75	89.54		

*P < 0.05, SD- Standard deviation

Result
The study conducted on college going student's boys and girls (N 64) between the age group of 19 to 25 years, in Nagpur (Maharashtra). An analysis of variance showed a Total Mean of college going boys, 35.21, and college going girls Mean 42.75, and t-value is -4.367, significant at 0.05 level, (Table 1:1) Thus the hypothesis is rejected here.
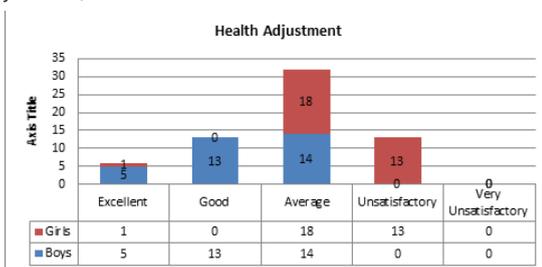
Home adjustment result shows significant difference. College going students boys mean is 4.03, and college going students girls mean is 6.62, college going students girls high mean indicate unsatisfactory at home adjustment and college going students boys low mean indicate low unsatisfactory at home adjustment. Home is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection, and over all well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological well-being as well. In 21 century all families are not necessarily able to provide favorable and emotionally nourishing environment. A home environment in which empathy works, peer communication occurs spontaneously there is smoother and warmer relationship; free communication not presents, when there is respect for the opinion of others. Family Environment and the most important are modifying relationship/ resulted in satisfaction. Undoubtedly, adjustment is of prominent importance in people's interaction (Loscocco & Spitze, 1991).

Figure1:1 Average mean of The Adjustment Inventory (Home Adjustment)

Health adjustment result shows significant difference. College going students boys mean is 4.06, and college going students girls mean is 9.12, college going students girls high mean indicate unsatisfactory at health adjustment and college going students boys low mean indicate low unsatisfactory at health adjustment. Present study show that only an adjustable person can make his life successful that is why, college authorities, friends, parents, should pay attention to minimize the adjustment problems of college going students. Kumaraswamy, (1990) in a study of "psychological problems of college students of a 100 medical students, it was found 26% having Psychological distress and 31% anxiety and Depression. It is a known fact that Anxiety, Depression and Stress are common among college students. (Gerdes & Mallinckrodt, 1994) found that "the shift between high school and colleges can be challenging and many changes occur in emotional, social and academic adjustment. Adjustment difficulties, loneliness and depression are much more common now a day among college students than their peers who are not in college. In the modern society, life is becoming very complex & conflicting day by day. If a person is well adjusted only then one can survive without psychological stress which may result in maladjustment. Hence adjustment is very important in one's life." According to Gallagher (2010), more than 70 percent of directors reported crisis issues that required immediate response, about 68 percent reported psychiatric medication issues, about 45 percent reported alcohol or drug use, and almost 40 percent reported self-injury issues.

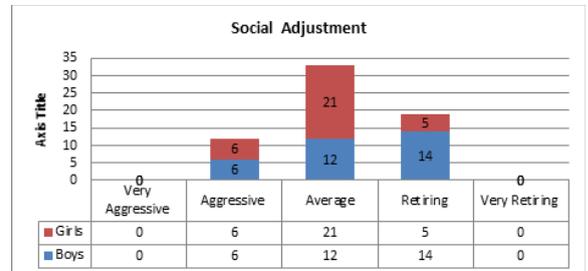*Figure1:2 Average* mean of The Adjustment Inventory (Health Adjustment)

Social Adjustment result shows no significant difference. College going students boys mean is 15.53, and college going students girls mean is 13.68, both genders showed average social adjustment issues. Without a successful adjustment and transition to college, Students may drop out. Nearly 30-40% of college students drop out without obtaining a college degree, and many of these students never return to college to complete degrees (Consolvo, 2002). Individuals who are able to succeed at handling their independence and newfound freedoms are able to make new relationships while maintaining old relationships (Holmbeck & Leake, 1999). Developmental processes for male and female college students may differ, in that women tend to rely on relationships and socialization experiences to aid in adjusting to college more than their male counterparts (Kenny & Rice, 1995).

Research by Rong and Gable (1999) emphasized the importance that living environment, social support and making meaningful relationship connections have on students' overall adjustment to the college environment. Institutio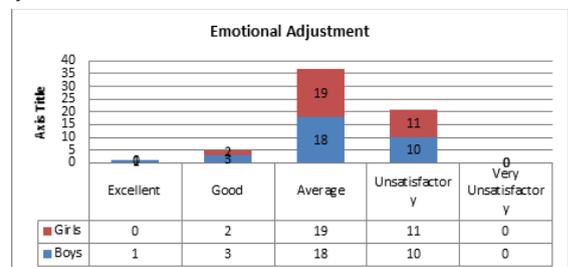ns that provide opportunities for not only academic support, but also social and personal support increase their retention rates (Consolvo, 2002).

Figure1:3 Average mean of The Adjustment Inventory (Social Adjustment)

Emotional Adjustment result shows significant difference. College going students boys mean is 10.43, and college going students girls mean is 13.31, college going students girls high mean indicate unsatisfactory at emotional adjustment and college going students boys low mean indicate low unsatisfactory at emotional adjustment. College going girls had to make adjustments to new patterns of behavior and social expectations they experienced emotional instability. While these emotions were often intense, uncontrolled and seemingly irrational. Holmbeck and Wandrei (1993) found that student's emotional health depends upon how well he connects with people and maintain relationships with his peers. Primrose C. Nyamayaro (2013) in a study of The relationship between adjustment and negative emotional states among first tear medical students, Overall, in this study female students were more stressed and anxious compared to male students.

Figure1:4 Average mean of The Adjustment Inventory (Emotional Adjustment)

Conclusion

1. A more careful reflection on the unhealthy elements in college life will contribute to a higher degree of adjustment to problems in student experiences. This demands that the college management give special attention to the possible role of teaching, non-teaching, peer- group, psychologist, counsellor and other significant persons in relation to mental health in college activities.

2. Possibly the most effective ways of meeting the many problems that exist in student adjustment is that of in-service training of the teachers, non- teaching and advisors in principles of mental hygiene In home, health, social, and emotional adjustment. This management and training should serve the purpose of making sensitive to human problems, and at the same time give knowledge of the problems in personal adjustment.

3. This study has attempted to indicate the importance of specially organized procedures by the college in guiding the student in finding balance and poise in home, health, social, and emotional adjustment, so as to adjust himself to the college community and life in the most productive manner.

Management skills for adjustment issues:
1. Mood Disturbance
   A. Educate regarding relationship between mood and adjusting

B. Identify predisposition/history of emotional response to stressors

C. Review methods of coping in similar situations

D. Reduce stimuli to decrease agitation/anxiety

E. Develop appropriate daily structure

F. Identify precipitating factors that exacerbate mood disturbance

G. Educate regarding importance of good nutrition

H. Regular physical exercise to release tension and decrease fatigue

I. Journal writing to vent thoughts and feelings and to clarify and facilitate problem solving

2. Ineffective Coping

A. Encourage appropriate venting of thoughts and feelings

B. Identify physical activities that provide for a healthy outlet for negative feelings

C. Encourage independent functioning

D. Facilitate identification of factors that person has some control over and initiate problem solving. Also identify factors that person has no control over and initiate letting go.

E. Increase awareness for person's response to feelings of powerlessness (victim role, manipulation of others, helplessness, etc.)

F. Positive feedback and reinforcement toward improved coping

3. Impaired Problem Solving

A. Facilitate identification of the issues

B. Facilitate development of alternative ways to manage or resolve issues

C. Facilitate individual to take action, being aware of the consequences and alternative choices should they be necessary

4. Impaired Adjustment

A. Have person describe his/her functioning prior to the change

B. Have the person describe his/her "normal functioning"

C. Encourage venting of thoughts and feelings associated with change or loss

D. Encourage independent functioning

E. Facilitate problem solving about how the person is going to incorporate the change or loss as a life experience

F. Identify problems associated with the change or loss

G. Utilize modeling and role playing to prepare person to follow through on dealing with difficult areas

H. Refer the person to appropriate community resources

5. Ineffective Stress Management

A. Teach relaxation techniques
    1. Progressive muscle relaxation
    2. Visual imagery/meditation

B. Self-care (exercise, nutrition, utilization of resources)

C. Educate regarding role of negative self-talk

6. Low Self-Esteem

A. Be accepting and nonjudgmental toward person

B. Facilitate identification of realistic expectations (goals) and limitations

C. Facilitate identification of person's assets/strengths

D. Facilitate identification of areas of desired change and develop a problem-solving framework that person can utilize in working toward those goals

E. Encourage and support the person in confronting areas of difficulty

F. Discourage repetition of negative thoughts

G. Encourage taking responsibility for choices and behaviors

7. Impaired Social Interaction

A. Facilitate increased awareness of behavioral responses in relationship and how others experience and interpret the individual's behavior

B. Identify ineffective and inappropriate attempt to get needs met, such as manipulative, angry, or exploitative behavior

C. Identify appropriate verbal and behavioral responses

D. Role-model and practice appropriate verbal and behavioral responses for a variety of anticipated situations

E. Utilize resources

F. Positive feedback and reinforcement for efforts and accomplishments

8. Social Support

A. Educate and support regarding the development of an appropriate and adequate support system

The primary goal of treatment is to facilitate the patient in returning to the precrisis level of functioning. The secondary goal is to capitalize on the emotional turmoil of the crisis to change preexisting maladaptive patterns into more useful and self-satisfying ways of responding to the environment. Overall, therapy is supportive in nature, focusing on an individual's strengths in an effort to help individuals adapt and cope effectively with stressors.

Limitation of the research
•   Limited sample size
•   Areas based research

Future research is required to further delineate and characterize the prevalence, frequency, and psychosocial correlates related to the adjustment areas.

Future prospect study should be developed in cooperating large sample size and mass study with appropriate methodology to capture the frequency and prevalence of adjustment , and management.

Ethical Clearance: Obtained from institutional human ethical committee.

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