

# Correlates of Home Health Social Emotional Adjustment among Adolescence Girls

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**Abstract-** The present study an attempt is made to assess the correlates of adjustment among adolescents student studying in 9th class in Banasthali University. A total sample of (N=167) adolescent students studying in Banasthali University were randomly selected in 2012-2013. They were administered Bell's Adjustment Inventory (1934) which measured adjustment of an individual in 4 areas (Home, health, social and emotional). The data were analyzed using descriptive statistics, t-test analysis and One-way ANOVA to find out the significance of difference between students with different levels of adjustment in various areas. Results revealed that the highly significant influence on home, health, social and emotional adjustment of adolescence students.

**Index Terms-** Home, health, social, emotional Adjustment, hostel girls.

## I. INTRODUCTION

Adolescence is a transitional period of life it's in between childhood and adulthood, during this period some important biological, psychological and social changes take place. It is a period of storm and stress. Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find its difficulties to adjust normally with changes and experience some problems, which are characterize of this developing stage.

It is concerned with the ability to cope effectively with his environment. According to Parameswaran and Beena (2004) "Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action. This adjustment is of two type's viz. adjustment to external conditions and adjustment becomes necessary, as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students."

Mahmoudi (2011) "a total of 100 adolescent students of 9th class studying in Shiraz city were randomly selected. Only home adjustment had significant influence over academic achievement. Emotional, social and health adjustments did not have significant influence over academic achievement of the sample studied." Bhaskar & Rudramma (2007) there is a significant relation between age of maturation and their adjustment pattern showing significant difference in social, emotional and overall adjustment at 11 (early) and 15 (late) years of age of maturation.

D'Souza & Gururaj (2001) "240 subjects were selected as a sampling from the 8th, 9th, and 10th standards, from two High schools of Mysore city, India. Shyness has no differential effect on home and health adjustment, however, there is a significant linear increase in the social, emotional and total maladjustment with the increase in the level of shyness i.e., higher the shyness higher the maladjustment in social and emotional adjustment of the students." Deb & Walsh (2012) "the social adjustment scores of school children who experienced violence, regardless of the nature of the violence, was significantly lower when compared with scores of those who had not experienced violence ( $p < 0.001$ ). Social adjustment was poorer for girls than boys ( $p < 0.001$ )."

Khan & Hassan (2012) "children of non-working mothers are more emotionally intelligent than children of working mothers. Children of working and non-working mothers show significant difference in self-awareness, empathy, self-motivation, emotional stability, managing relations, integrity, self-development and altruistic behavior. Children of non-working mothers have been found clear in their priorities, pay more attention to the worries and concerns of others. They are found to be friendly, sociable, helpful and skilful in dealing with people. They are found to be more responsible, more comfortable to novel ideas and new information. They face boldly good and bad situations. They are more aware of their weaknesses, are more co-operative, helpful, outgoing and democratic. They are better able to encourage people to take initiative. They can handle conflicts around them more intelligently than the children of working mothers. No significant difference was found in value orientation and commitment between children of working and non-working mothers."

## II. METHODOLOGY

### A. Objective

To find out the adjustment pattern

To find out the girls home, health, social and emotional adjustment.

**B. Delimitation**

To delimit a problem is to fix the boundaries of the piece of research work. The present is delimited in the following manner:

1. The present study was delimited to Banasthali University campus.
2. The study delimited to the 9th class girls of Banasthali University hostel.

**C. Population and Sample**

A total sample was 167 adolescents girls of 9th class were selected in two years. In 2012 randomly selected 105 girls and in 2013 selected 62 girls from Banasthali University hostel.

**D. Tools**

Bell's Adjustment Inventory developed by Dr. R.K. Ojha (1934) was used for the purpose of selection of data. This inventory includes four parts viz. home, health, social and emotional adjustment. The inventory is totally negative inventory. Each part has 35 questions, which are answered in 'Yes' and 'No'. For each 'Yes' responses 1 score is to be given and are not concerned to the 'No' responses. When an individual answer in 'Yes' it indicates his/her difficulties, if he/she answers as 'No' it indicates that the individual has no difficulty in that particular area.

**III. RESULTS AND DISCUSSION**

The result revealed that the correlates of home, health, social and emotional adjustments among adolescence girls are highly significance.

**Table-1:**

Mean-Values results are showing home, health, social and emotional adjustment of girls.

Areas	Mean	Std. Deviation	T	Sig. (2-tailed)
Home	7.78	2.926	34.359	.000**
Health	6.27	4.140	19.571	.000**
Social	16.46	3.474	61.232	.000**
Emotional	12.34	6.033	26.436	.000**
total	42.85	12.536	44.174	.000**

\*\* Significant at 0.01 level.

Table 1 showed that the highly significance level in home, health, social and emotional adjustment of girls. Girl's social adjustment (M = 16.46, SD = 3.474) emotional adjustment (M = 12.34, SD = 6.033) home (M = 7.78, SD = 2.926) health (M = 6.27, SD = 4.140).

**Table-2:**

One-way ANOVA results for home, health, social and emotional adjustment of girls.

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	10696.096	3	3565.365	192.304	.000**
Within Groups	12310.719	664	18.540		
Total	23006.814	667			

Table 2 showed that the highly significance level at (.000\*\*) (F 192.304)

The results show that for school girls living in hostels social adjustment is the highest importance followed by their emotional adjustment, whereas home and health adjustments are lesser important. The reason for social adjustment to be of the highest importance is that because in hostels girls stay far away from their family and relatives. They spend most of their time with hostel-mates who come from different background and from different geographical parts. Students are very highly attached with mates and

seek the missing family environment and support from their friends. Due to the same reasons emotional adjustment is higher than home and health adjustment.

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