

Adjustment among Private and Government Nursing College's Girl Students Who Studying from Home and Hostel

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ABSTRACT

The present investigation to find out the difference of adjustment between girl students of nursing living in home and hostel. The sample constructed of 160 girl students of nursing, out of which 80 girl students of nursing living in home, 60 from girl students of nursing living in hostel for this purpose of investigation. Adjustment stress scale Bell Adjustment Inventory (BIQ) was administered to measure their adjustment stress level. Scoring has been done as per manual. The data was analyzed by statistical 't' test and correlation. Result was found that, there is significant difference in level of adjustment between girl students of nursing living in home and hostel. There is more adjustment level in the girl students of nursing who living in home then living in hostel. It was also found that, there is no significant difference between level of adjustment between private sector and government sector's girl students of nursing.

Keywords: Adjustment, girls students, private and government nursing college

“An adjusted person learns what the status quo is and then bends his personality and character to harmonize with it (Biggs and hunt.1958). Where inter actionist approach defines adjustment as a two way giving. Environment is modified but in the process, person also under goes modification (Bruce 1952). It is a process through which a person maintains a balance between his needs and situations that effect need satisfaction (Bornin and langfield). According to Coleman, adjustment is effectiveness of a person's efforts to adapt his need satisfaction to his environment. Adjustment is one of the most important psychology activities of human beings. If anyone wants satisfaction in life, they have to adjust themselves with their environment. Adjustment is precarious even changing balance between need and desires of the individual on the one hand demands of the environment or society on the other.

Many problems of available in student's age. International students face a variety of adaptation challenges while studying in the United States and one of the goals of this qualitative study was to identify the kinds of problems that students of a mid-sized university

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Received: August 22, 2017; Revision Received: October 07, 2017; Accepted: October 30, 2017

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faced. A second goal was to discover the kinds of behaviors and adjustment they used when faced with these problems.

Researchers have provided an understanding of the kinds of problems students have while adapting to students life, and one of the most discussed is problems with academic language. College students in a transitional period from late adolescence to early adulthood, meet quite a few new and ever complicated surroundings which they have never encountered before. They experience a wide variety of difficulties in making satisfactory adjustments of college life. Personality problems are frequently precipitated in college students by stresses met in attempted adjustment to perplexing situations. Therefore, college faculty and guidance personal should be aware of the concerns and problems of the students whom they serve. If the information about adjustment problems of college students is available and their needs and feelings are considered and understood, the professional staff in college will be in a better position to provide adequate education for students.

During the last three decades, increasing attention has been given to personality development and adjustment problems of college students. A growing number of studies have been directed toward exploring various aspects of college student's problems. Early Exploratory Approach to The Difficulties and worries of students.

One of the earliest studies of the problems bothering students was conducted by Borass (1917). He found that the most frequent difficulties, which upperclassmen had experience as freshmen, were due to the complicated college life and connected with scholastic work. Other investigations (Sperle, 1928; Strang, 1929; Reinhart, 1933; Fury, 1939; Andrews, 1944; Hunter & Morgan, 1949) also revealed that academic problems were of greatest concern to students, especially to freshmen.

The student is required intellectually to meet adult standards while his emotional life is still that of an adolescent. As a result, we find students who are morbidly sensitive or anxious or moody or timid or egocentric or suggestible or exclusive, who require delicate handling if their intellectual potentialities are to be brought out, for a maximum of intellectual achievement is not likely to occur where emotional conflicts are present. (Blanton, 1925).

Adjustment refers to the process of accommodating oneself to circumstances, and more particularly to the satisfaction of needs or motives under various circumstances. An environment barrier may frustrate a person attracted to a positive goal. Then he has to make adjustments with that barrier person who overcomes that particular barrier have good adjustment. According to Aggrawal (2004) the adjustment of adolescent very much depends on the fulfillment of their significant specific needs that consist of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs. It may be helpful, therefore, to devote a little more space to two important qualities of adjustment. First, it is a process that involves continuous changes and the second people develop consistent pattern of

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adjustment to these constant changes. Students make many transitions during their years of schooling: from home to school, middle to high school, and high school to college or work. These transitions are usually major events in the lives of students and parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group. This digest presents a brief overview of some of the issues involved in the transition from elementary to middle school and provide suggestions for transition programs and activities. There are two separate studies G.S.Gupta (1982) N.C.P.Sinha and M.Sharma (1978) in which the correlation between Adjustments was studied, but no consistent relationship was reported. Bhagia (1966) studied found that the girls exceed boys significantly in their adjustment to general environment and organizational aspect of the school.

METHODOLOGY

Participates

A sample of 160 girl students of private and government nursing College.(80 girl students of private nursing College and 80 girl students of government nursing College) was randomly selected from Ahmedabad of Gujarat State.

Instruments

For examining the level of adjustment of the subjects Adjustment scale Bell Adjustment Inventory (BIQ-1968)was administered on the sample.

Reliability				
Method	Home	Health	Social	Emotional
Split Half	0.84	0.81	0.87	0.89
Test-retest	0.91	0.90	0.89	0.92
Validity- Validity Coefficients of the Inventory				
Method	Home	Health	Social	Emotional
Home	0.72			
Health		0.79		
Social			0.79	
Emotional				0.82

Procedure

After finalizing the instruments and receiving the consent of the 80 girl students of private nursing College and 80 girl students of government nursing College choose were requested to fill the BIQ without Omitting and item. All the data analysis using statistical measures such as mean, standard Deviation 't' test and person's product moment correlation.

Research Design

The aim of present research was to a study adjustment of girl students of private nursing College and government nursing College.160 girl students of private government nursing College (80 girl students of private nursing College and 80 girl students of government nursing College) were randomly selected from varies colleges from Ahmedabad city of

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Gujrat. Selection for sample random method was used. To check the differences between groups 't' test was used and to check relation between variables.

RESULT AND DISCUSSION

The aim of present research was to a study adjustment of private and government nursing college's girl students who studding from home and hostel.160 nursing college's girl students (80 from private nursing college and 80from government nursing college.).The 't' test was applied for the purpose of statistical interpretation to test the significant. Result and discussion for the present study are follows:

Table: 1 Ho1: "There is no significant difference between level of adjustment among private and government nursing college's girl students."

1. From the results given in **table 1**, it appeared that magnitude of student adjustment levels among private and government nursing college's girl students the mean scores were **41.98** and **43.70**. The S.D. score were **14.97** and **13.64**. The difference in terms of private and government nursing college's girl students adjustment levels between the two groups of students was also statistically tested by computing t ratio which was also found no significant (**t=0.76**). It is **not significant**. Hence the **null hypothesis** "There is no significant difference between level of adjustment among private and government nursing college's girl students." **Is accepted**.
2. Therefore it is concluding that "There is no significant difference between level of adjustment among private and government nursing college's girl students."

Table: 2 Ho2: "There is no significant difference between level of adjustment among girl students who studding from home and hostel."

1. From the results given in **table 2**, it appeared that magnitude of student adjustment levels among girl students who studding from home and hostelas the **mean** scores were **45.98** and **39.70**. The **S.D.** score were **14.01** and **13.92**. The difference in terms of girl students who studding from home and hostel adjustment levels between the two groups of students was also statistically tested by computing t ratio which was also found no significant (**t=2.84**).It is **significant at 0.01**. Hence the **null hypothesis** "There is no significant difference between level of adjustment among girl students who studding from home and hostel" is **rejected**.

Therefore it is concluding that,

2. "There is significant difference between level of adjustment among girl students who studding from home and hostel."
3. Adjustment level is more in the girl students who studding from home than hostel."

Tables and Chart

Ho1: "There is no significant difference between levels of adjustment among girl students of private government nursing College."

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Table no. 1: Showing 't' value and mean differences between among girl students of private government nursing College."

Group	N	Mean	S.D	't' Value
Girl students of private nursing College	80	41.98	14.97	*0.76
Girl students of government nursing College	80	43.70	13.64	

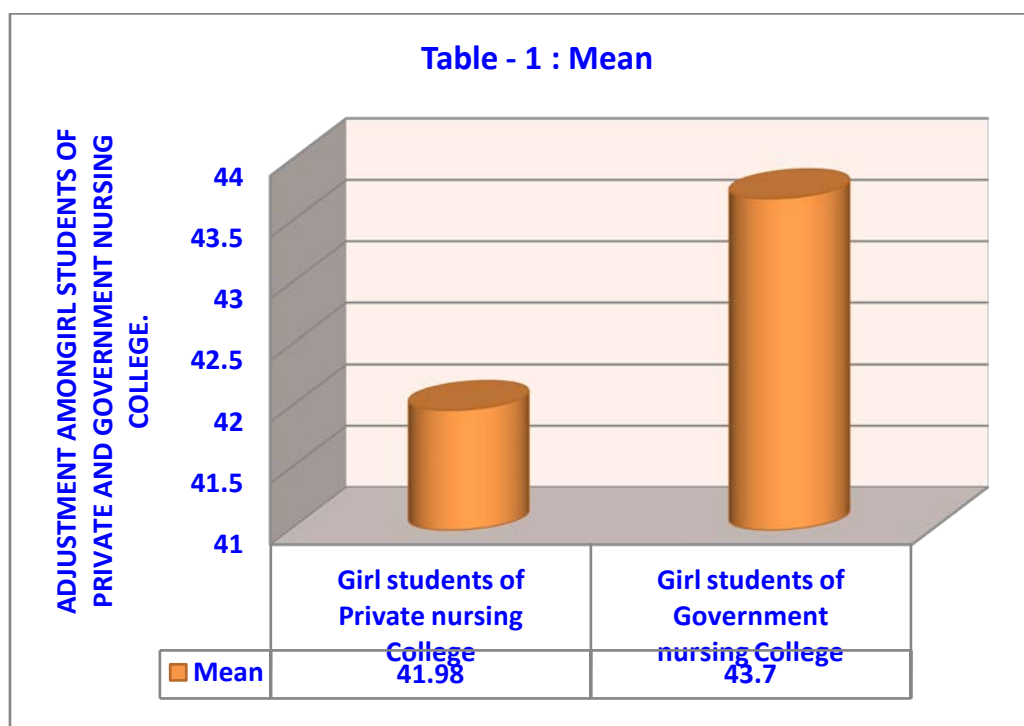
**Not Significant*

Ho2: "There is no significant difference between levels of adjustment among girls students who studding from home and hostel."

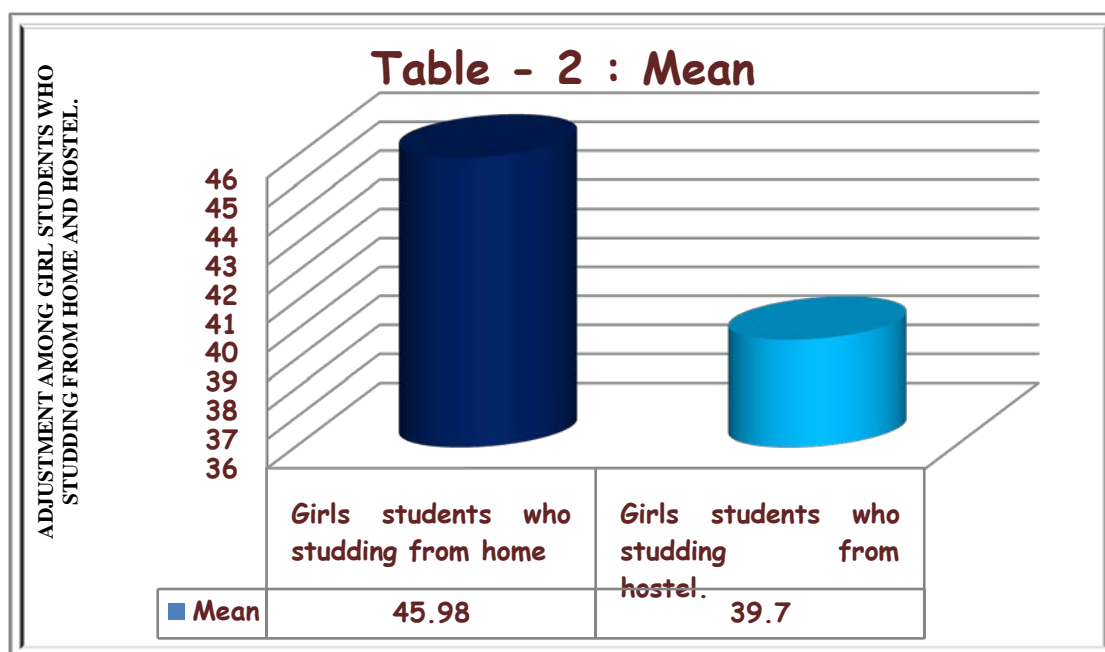
Table no. 1: Showing 't' value and mean differences between girls students who studding from home and hostel.

Group	N	Mean	S.D	't' Value
Girls students who studding from home	80	45.98	14.01	*2.84
Girls students who studding from hostel.	80	39.70	13.92	

**Significant at:0.01*



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Summary of the Finding

Therefore it is concluding that,

1. "There is no significant difference between level of adjustment among private and government nursing college's girl students."
2. "There is significant difference between level of adjustment among girl students who studding from home and hostel."
3. Adjustment level is more in girl students who studding from home than hostel."

Limitation of the study

1. The study was conducted in only Ahmedabad city (Gujarat) one of the most limitations of this study is small sample size of 160private and government nursing college's girl students.
2. The finding made in the study may be biased participants in sample selection for this research random method was used.
3. The present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample. The conclusion of present research is partially significant.

Acknowledgments

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interests: The author declared no conflict of interests.

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How to cite this article: Patel N N (2017). Adjustment among Private and Government Nursing College's Girl Students Who Studying From Home and Hostel. *International Journal of Indian Psychology*, Vol. 5, (1), DIP: 18.01.017/20170501, DOI: 10.25215/0501.017