The International Journal of INDIAN PSYCHOLOGY

Research Paper

Behaviour Technology for Enhancing Adjustment among Fresher Female Hostel Students

Dr. Rajesh Ganesan[1]*, Mahuya Deb[2]

ABSTRACT

The research work was conducted with the purpose of enhancing adjustment of the Fresher Postgraduate Female students residing in University campus hostel, through the application of four Intervention Techniques. The research work adopted Pre-Post Test Experimental and Control group design with Double Blind Experiment in semi-experimental condition. 50 Fresher Female Hostel students between the age range of 21-22 years were selected from Tripura University Women's Hostel through Purposive sampling technique. The 50 students were randomly assigned to the Experimental (25) and Control Group (25). The four dimensions of adjustment (home, health, social, emotional) were assessed with the help of Bell Adjustment Inventory (students form) revised by Dr. R.K. Ojha (1994). After the Pre-Test data collection the four different Intervention techniques were administered to the Experimental group for 6 weeks and the Control group did not receive any treatment. For data analysis Mean, Standard Deviation, Gain score and t-test were used. All data was carried out using Statistical Package for Social Sciences (SPSS) version 17. Findings of the study, concluded that the Experimental group reported improvement in their adjustment compared to the Control group.

In hostel the students come from different ethical, social, geographical and economical background. Adjustment to college/University hostel involves a variety of coping responses. The fresher students confronted different adaptation challenges in the hostel. The students' adjustment are not only affected by the academic demands they are equally concerned with the social and emotional changes to the new situations. Since numerous studies have indicated that female students face unique problems and have more difficulties in adjusting to university environment than their male counterparts. Cook (1995), states that female students

---

[1] M.S. (ISA), Ph.D., Assistant Professor, Department of Psychology, Tripura University, India
[2] Doctoral Research Scholar, Department of Psychology, Tripura University, India
*Responding Author

often have more difficult time adjusting to the colleges and university environment. As many researches reported that approximately 30-40 % of the freshmen students enrolled in university, drop out before they complete their degree and this withdrawal is often the result of adjustment difficulties (Gerdes & Mallinckrodt, 1994; Consolvo, 2002; D. Yalim, 2007).

Concept of Adjustment

The word Adjustment, has derived from the Latin word 'ad-just' which means the process by which one balances needs and the obstacles in his or her environment. In Psychology, adjustment is the behavioral process by which humans and other animals maintain equilibrium among their various needs and the obstacles of their environment. Some of the definitions of adjustment are presented below:

Good (1945): Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment. Skinner (1963): Adjustment means how well a person gets along with a situation. Bhatia (1965): Adjustment is the relationship between an individual and his environment through which his needs are satisfied in accordance with social demands.

Considering the purpose of the study, the four variables were selected to determine the adjustment problem among the hostel fresher female students. The variables were:

1. **Home Adjustment:** Home adjustment refers to the understanding and attachment with the family member. Family furnishes the basic environment for building personality of the individual.
2. **Health Adjustment:** Health adjustment is the ability to adjust physically and mentally in different type of atmosphere without causing any impact on health.
3. **Social Adjustment:** Social adjustment refers to interaction and adaptation of the individual with people and social structures.
4. **Emotional Adjustment:** Emotional adjustment is the maintenance of emotional equilibrium in the face of internal and external stressors.

REVIEW OF LITERATURE

H. N. Ismail and N.A. Ishak (2005), examined the effect of REBT (Rational Emotive Behavior Therapy) and behavior approaches in solving adjustment problem among 288 first year students of a local University of Malaysia. A 48-item Counseling Evaluation Test (48 ICET) developed by McMahon (1971), and the Self- Acceptance Scale (SAS) developed by Phillips (1951), were used to measure adjustment problem and self-acceptance of first year students. The results of the study reported that the control group had higher scores in adjustment problem compared to the experimental group that receive REBT Brief Group Intervention and the Behavioral Brief Group Intervention.

M.T. Jdaitawi et al. (2011), examined the effect of Emotional Intelligence Training on enhancing social and academic adjustment among 289 first year university students of Jordan.The Emotional Intelligence Appraisal (EAI), Scale developed by Bradberry and

Greaves (2004), and the Student Adjustment to College Questionnaire (SACQ) developed by Baker and Syrik (1999), were used for data collection. ANCOVA was applied for data analysis. The result of the study concluded that after receiving Emotional Intelligence training the experimental group reported improvement in their social and academic adjustment as compared to the control group.

G. Vahidiborji et al. (2017), aimed to examine the effect of Rational Emotive Therapy on enhancing adjustment among 20 female high school students, with high anxiety. The samples were selected from Hazrate Maryam high school of Shirvan city, Iran. The Depression, Anxiety, Stress Scale, (DASS) developed by Loviandand Loviand (1995) and Adjustment Inventory for School Students, Sinha and Singh (1997), were applied for data collection. The findings of the study reported that the training of reality therapy method was effective on emotional adjustment, social adjustment and educational adjustment among the female high school students.

F. Hamidi, et al. (2017), examined the role of Rational Emotive Behavior Therapy on adjustment of 15 high school male students of Bostan Abad city. The Adjustment Inventory for school students developed by Sinha and Singh (1997), was used for data collection. Mean, SD and Analysis of Covariance (ANCOVA) were used for data analysis. The result of the study reported that Rational Emotive Behavior Therapy was effective on enhancing the overall adjustment among the high school students.

METHODOLOGY
Details of the Sample and sampling technique
This study confined to 50 Fresher Postgraduate Female students residing in the hostel of Tripura university campus. The age of the sample ranged from 21-22 years. The sample for the research work was selected through Purposive sampling technique from the Tripura University Women's Hostel.

Objectives of the present study
1. To assess the adjustment problem among the hostel fresher female students.
2. To administer the Intervention Techniques for reducing adjustment problem among the hostel fresher female students.
3. To determine the significant difference between the Pre-Test and Post-Test intervention measures among the hostel fresher female students with adjustment problem.

Hypotheses
The Alternative Hypothesis of the study are:
After the application of the Intervention Techniques:
1. Home adjustment of the hostel fresher female students will improve.
2. Health adjustment of the hostel fresher female students will improve.
3. Social adjustment of the hostel fresher female students will improve.
4. Emotional adjustment of the hostel fresher female students will improve.

Tools for data collection:
1. **General Information Data Sheet**: The General Information Data Sheet contains basic information about the sample.
2. **The Bell Adjustment Inventory (Student From):** This Inventory was revised by Dr. R. K. Ojha (1994), on the basis of Bell's adjustment Inventory (Student Form) with an aim to measure adjustment of students. The inventory includes four dimensions of adjustment – home, health, social and emotional. Each dimension has 35 statements which are answered 'Yes' or 'No'. It is a negative inventory. When an individual answers in 'yes', it indicates difficulties in adjustment.

Research Design

The Pre-Post Test Experimental and Control group design was adopted in this research work. The Research Design involves Experimental design with Double Blind Experiment. A sample of 25 fresher female hostel students were considered as the Experimental group, where the four dimensions of Adjustment (home, health, social and emotional) were assessed and the treatment effect were measured after giving intervention in Post-Test under experimental condition. A sample of another 25 fresher female hostel students were considered as the Control Group in the study, where four dimensions of Adjustment (home, health, social and emotional) were assessed without administering intervention. Every factor, which influenced the situation were made to remain exactly the same between the Experimental and Control Groups.

Interventions Techniques

In this research work four Intervention Techniques were administered to the students for 6 weeks. The details of the four Intervention Techniques are given below:
1. Breathing Rate Reduction Technique (Rajesh, 2014)
2. Benson's Relaxation Response (Benson, 1984)
3. Tension Relaxation Technique (Ganesan, V. and Rajesh, G. 2004)
4. Genital Muscle Relaxation Technique (Ganesan, 1980)

Description of the Intervention Techniques
Breathing Rate Reduction Technique
Rajesh, G. (2014)
Deep breathing is a simple, yet powerful, relaxation technique. It's easy to learn, and can be practiced almost anywhere, and provides a quick way to get the stress level in check. Deep breathing is the cornerstone of many other relaxation practices.

The procedure of Breathing Rate Reduction Technique are
1. Step1: Sit comfortably in relaxed way and mentally count 1 while exhaling and count 2 while inhaling this is to be continued for period of 1 minute.
2. Step2: The total number is to be recorded, (for example-30).This number is to be divided by 2 and final figure is to be recorded, (for example-30/2=15).
3. Step3: After the each trial a gap of 1 minute can be taken.

4. Step4: The same procedure is continued with a slight difference of trying to gradually prolonged duration of exhalation and inhalation within your comfort level.
5. Step5: Like this 20 trials have to be done per day.

Duration: 40 minutes.

Benson's Relaxation Response

 Ganesan V., (2009)

The term 'Relaxation Response' was coined by Dr. Herbert Benson. The modified version of this technique was developed by Ganesan, V., 2009.

The procedure of Benson Relaxation Response are

1. Step1: Keep your left hand palm straight resting on the thigh with the right hand palm resting on the thigh.
2. Step2: Keep your head, neck and spine erect straight but relaxed.
3. Step3: For the first 2 minute observe what thoughts are passing in your mind. Do not disturb by the flow of thoughts and do not interfere with them.
4. Step4: Ignore the external noises. Close eyes, inhale and exhale deeply .Think the name of your favorite God (Krishna) mentally in a prolonged relaxed manner for about 16 minutes.
5. Step5: Do not care about the flow of other thoughts.
6. Step6: If the flow of thought stops you, stop repeating the name of God. If the flow of thought restarts, you can also restart thinking about the name of God.
7. Step7: Pronounce the name of God when you breathe out and keep quite when you breathe in.
8. Step8: Finally remain silent for 2 minutes and open your eyes.

This Relaxation technique is done after taking solid food or 2 hours after taking food for 2 times or at least 1 times a day.

Duration: 20 Minutes.

Tension Relaxation Technique

Ganesan, V., (1990)

This technique was developed by Ganesan, V. and Rajesh G. 2004.The aim of this technique is to reduce the tension the tension level of the subject.

The Procedure of Tension Relaxation technique are

1. Step 1: Be seated in the chair with the spine erect.
2. Step 2: Press the feet strongly over the floor experiencing muscle tension in calf and thigh.
3. Step 3: Bend elbows and forearm parallel to the ground.
4. Step4: Clench the fist and experience the muscle tension in the fist, forearm, upper arm, shoulder and the chest.
5. Step 5: Close eyes, bite the teeth, jaw muscles, forehead muscles.
6. Step 6: Give a command to yourself: 'Get ready get tense'.

7. Step7: Hold the breath and tense the muscles from the top of the head to the feet. Release the breath by giving the command 'reduces the tension and relaxes'.
8. Step 8: After the final trial lay down straightly and relax for 15 minutes. While relaxing the head, body and muscle should be relax.

The steps should be repeated for 10 times.
Duration: 30 Minutes.

Genital Muscle Relaxation Technique
Ganesan, V. (1980)
Genital muscle relaxation technique has been developed by Ganesan V., (1980).
The procedure of Genital Muscle relaxation Technique is
1. Step 1: Contract the anal muscles, count mentally from 1001 to 1006 and relax.
2. Step 2: Contract the genital muscles, count mentally from 1001to 1006 and relax.
3. Step 3: Contract both the anal and genital muscles, count mentally from 1001 to 006 and relax.

Each of the above three steps are to be repeated 20 times each.
Duration: 40 Minutes.

Procedure of Data collection
The respective administration of the Tripura University Women's Hostel was informed and permission to conduct the research work was granted. The samples were selected through purposive sampling technique from the hostel. Consent was also taken from the respondents after explaining to them the purpose of the research work. Rapport was established and the respondents were assured that their responses would be kept confidential. The Bell Adjustment Inventory (student form), revised by Dr. R.K. Ojha (1994), was used to assess the four dimensions of adjustment of the fresher female hostel students. The data was collected from the sample in group. At first the questionnaires of Bell Adjustment Inventory (student form) were distributed to the respondents. Instructions were given clearly and requested to fill out the questionnaires honestly according to given instructions. After the Pre-Test data collection the four intervention techniques were administered to the Experimental Group for 6 weeks but the Control group did not receive any treatment during these period. After Completion of the 6 weeks the four dimensions of Adjustment of both the Experimental and control group were again assessed using the questionnaire. The difference obtained from Pre-Test to Post-Test was thus recorded.

Statistical Methods of Data Analysis
In this study Mean, Standard Deviation, Gain Score and t-test were used for data analysis. All the analyses were carried out by using Statistical Package for Social Sciences (SPSS), version 17.

RESULT AND INTERPRETATION OF DATA

Table 1 Pre-Test and Post-Test result of the Experimental Group

S.No	Dimensions of Adjustment	Pre-Test			Post-Test			G. Score	df	t
		N	M	S.D	N	M	S.D			
1.	Home Adjustment	25	13.2	2.64	25	11.36	1.66	-1.84	24	2.35*
2.	Health Adjustment	25	13.2	2.69	25	11.21	1.25	-1.99	24	3.84*
3.	Social Adjustment	25	12.96	3.55	25	11.19	1.17	-1.77	24	2.80*
4.	Emotional Adjustment	25	13.52	2.93	25	10.67	1.68	-2.85	24	4.21*

Significant at 0.05 level

Note. *N: Number of students, M: Mean, S.D.: Standard Deviation, G. Score: Gain Score, df: Degrees of Freedom.*

The table presents the Pre-Test and Post-Test of the Experimental Group on the four dimensions of adjustment (Home, Health, Social and Emotional).

As presented in the table 1, in the Pre-Test the mean of the sample on Home Adjustment was 13.2 with Standard Deviation 2.64, whereas, the Post- Test result reported–Mean 11.36 with SD 1.66.The difference between the Pre-Test and Post-Test of the Experimental Group on Home Adjustment was -1.84. As the negative Gain Score between the Pre-Test and Post-test was negative (-1.84), which indicates that the Post-test score was lower than the Pre-test score. The result indicates that there was significant difference in Pre-Test and Post-Test scores of the Experimental group on Home Adjustment, as the calculated value of t-test (2.35) was greater than the table value 2.06 at 0.05 level of significance. As expected in the First Hypothesis of the study: After the application of the Intervention techniques the Home Adjustment of the hostel fresher female students had improved, thus the Hypothesis 1 is accepted.

On Health adjustment the Pre-Test mean of the sample was 13.2 with Standard Deviation 2.69.Whereas, Post-Test result of the Experimental Group was –Mean 11.21 with SD 1.25.The difference between the Pre-Test and Post-Test of the Experimental Group on Health Adjustment was -1.99.As the negative Gain Score between the Pre-Test and Post-Test indicates that the Post-Test score was lower than the Pre-Test score. The result indicates that there was significant difference in Pre-Test and Post-Test scores of the Experimental group on health adjustment as the calculated value of t-test (3.84) was greater than the table value 2.06 at 0.05 level of significance. As expected in the Second Hypothesis of the study: After the application of the Intervention techniques the Health Adjustment of the hostel fresher female students had improved, thus the hypothesis 2 is accepted.

On Social Adjustment the Pre-Test mean of the sample was 12.96 with Standard Deviation 3.55.Whereas, the Post-Test result reported–Mean 11.19 with SD 1.17.The difference between the Pre-test and Post-Test of the Experimental Group on Social Adjustment was-1.77.As the negative Gain Score indicates that the Post-test score was lower than the Pre-test score. The result indicates that there was significant difference in Pre-Test and Post-Test scores of the Experimental group on Social Adjustment, as the calculated value of t-test (2.80), was greater than the table value 2.06 at 0.05 level of significance. As expected in the third Hypothesis of the study: After the application of the Intervention techniques the Social Adjustment of the hostel fresher female students had improved, thus the hypothesis 3 is accepted.

On Emotional Adjustment the mean of the sample was 13.52 with Standard Deviation 2.93.Whereas, Post-Test result of the Experimental Group reported –Mean 10.67 with SD 1.68.The difference between the Pre-Test and Post-Test of the Experimental Group on Emotional Adjustment was -2.85. As the negative Gain Score between the Pre-Test and Post-Test indicates that the Post-Test score was lower than the Pre-Test score. The result indicates that there was significant difference in Pre-Test and Post Test scores of the Experimental group on emotional Adjustment, as the calculated value of t-test (4.21) was greater than the table value 2.06 at 0.05 level of significance. As expected in the fourth Hypothesis of the study: After the application of the Intervention techniques Emotional Adjustment of the hostel fresher female students had improved, is accepted.

Table 2 Pre-Test and Post-Test result of the Control Group

S.No	Dimensions of Adjustment	Pre-Test			Post-Test					
		N	M	S.D	N	M	S.D	G. Score	df	t
1.	Home Adjustment	25	13.68	3.59	25	13.44	3.18	-0.24	24	0.14
2.	Health Adjustment	25	13.84	4.45	25	13.56	3.47	-0.28	24	0.20
3.	Social Adjustment	25	14.36	1.84	25	14.28	3.54	-0.08	24	0.09
4.	Emotional Adjustment	25	14.52	1.85	25	13.96	2.82	-0.56	24	0.82

Note. *N: Number of students, M: Mean, S.D.: Standard Deviation, G. Score: Gain Score, df: Degrees of Freedom.*

The table 2 presents the Pre-Test and Post-Test result of the Control Group in the four dimensions of adjustment without administration of the Intervention Techniques.

On Home adjustment the Pre-Test mean of the Control group was 13.68 with SD 3.59.Whereas, Post-Test result reported –Mean 13.44 with SD 3.18.The difference between the Pre-Test and Post-Test of the Control Group on Home Adjustment was 0.24 and the calculated value of t-test (0.14), which was less than the table value 2.06 at 0.05 level of significance. The result indicated no difference between the Pre-Test and Post-Test score of the Control Group.

On Health adjustment the Pre-Test mean of the control Group was 13.84 with SD 4.45.Whereas, Post-Test mean of the Control Group was –Mean 13.56 with SD 3.47.The difference between the Pre-Test and Post-Test score of the Control Group on Health Adjustment was 0.28. The result indicated no differences between the Pre-Test and Post-Test score of the Control Group on Health Adjustment as the calculated value of t-test (0.20) was less than the table value 2.06 at 0.05 level of significance.

On Social Adjustment the Pre-Test mean of the Control Group was 14.36 with SD 1.84.Whereas, the Post-Test score of the Control Group was –Mean 14.28 with SD 3.54.The difference between the Pre-Test and Post-Test of the Control Group on Social Adjustment was 0.08. The result indicated that there were no significant differences between the Pre-Test and Post-Test score of the Control Group on Social Adjustment, as the calculated value of t-test (0.09) was less than the table value 2.06 at 0.05 level of significance.

On Emotional adjustment the Pre-Test Score of the Control group was -mean14.52 with SD 1.85.Whereas, in the same dimension Post-Test Score of the Control Group was –Mean 13.96 with SD 2.82. The difference between the Pre-Test and Post-Test of the Control Group on Emotional Adjustment was 0.56. Thus the result indicated that there were no differences in the Pre-Test and Post-Test score of the Control Group on Emotional Adjustment as the calculated value of t-test (0.82), was less than the table value 2.06 at 0.05 level of significance.

DISCUSSION OF FINDINGS

The Pre-Test result of the Experimental and Control group reveals that the students reported more Emotional adjustment problem compared to the other three dimensions of adjustment. As the findings of the study indicated that students reported improvement in their Emotional adjustment after participating in the Intervention Techniques programme. The result of the study is supported by J. A. OLIHA and V. E. I. Audu, (2010), reported that Rational Emotive therapy (RET) and Systematic Desensitization (SD) were effective in the promotion of emotional adjustment among the Senior Higher secondary school students. The Post-Test results of the Experimental and Control group reported that significant differences existed between Experimental and Control groups on the four dimensions (Home, Health, Social and Emotional) of adjustment as the Intervention Techniques were administered only to the Experimental Group and the Control Group did not receive any treatment. The Experimental Group reported improvement in the four dimensions (Home, Health, Social, and Emotional) of adjustment after participation in Intervention Techniques session. The study is in

consistent with H.N. Ismail and N.A. Ishak (2005), which reported that Control group was found to have higher score in adjustment problem compared to the Experimental group that received Rational Emotive Behavior Therapy Brief Group Intervention.

CONCLUSION

Findings of the study showed that majority of the students under Experimental and Control Group reported Adjustment difficulties in all the four dimensions of adjustment, specifically concerning the emotional areas. J.M. Kesayira et al. (2007), in their study on challenges faced by university students found that lack of finance to meet basic needs is the major stressor for university students. Whereas, the Post-Test result indicated the Experimental group reported improvement in all four dimensions of adjustment. From the findings of this study, it can conclude that the Intervention Techniques were all effective in enhancing adjustment among the fresher female students in University and College hostels.

REFERENCE

Benson, H. (1984). Beyond Relaxation Response. New York: Times Books.

Hamidi, F. et al. (2017).The Role of Rational Emotive Behavioral Therapy on Students Adjustment. International Journal of School Health.Vol.4 (2), p. 1-6.

Ismail, H. N. and Ishak, N.A. (2005).Brief Group Interventions: An alternative way to help Maladjusted students In Campus. Inclusive and Supportive Education Congress: International Special Education Conference.1-st- 4th August. Glasgow.

Jdaitawi, M.T. et al. (2011).The Effectiveness of Emotional Intelligence Training Programme on Social and Academic Adjustment among first year University Students. International Journal of Bussiness and Social Science.Vol.2, (24), p. 251-258.

Kasayira, J.M. et al. (2007).Stressors faced by University students and their coping strategies: A Case of Midlands State University in Zimbabwe.37th ASEE/TEEE Frontiers in Education Conference, p.22-28.

Oliha, J.A. and Audu, V.E.I (2010).Effects of Counselling Techniques in Rehabilitating Emotional Maladjustment Problem among Adolescents. Edo Journal of Counseling. Vol.3, (1), p. 110-122.

Rajesh, G. (2014). Application of Brief Behaviour Technology for Reduction of Breathing Rate and its effectiveness in Management of Complex Emotional Problems. National Proceedings of the U.G.C. Sponsored National Conference on enhancing Psychological Well-Being. Feb 20-21, 2014, Dept. of Psychology, PG Centre, Bharathiar University, Coimbatore.

Rajesh, G. and Ganesan, V. (2009).Brief Techniques in Behaviour Technology. In Shyam,R., Khan, S.R. Psychology and Health Promotion. New Delhi:Global Vision, p.259-269.

Skinner (1952). Educational Psychology. p. 102.Staples Press Ltd: London.

Vahidiborji, G. et al. (2017).The study of Effectiveness of Reality Therapy on Adjustment of Female Adolescents with Anxiety. Journal of Psychology and Clinical Psyychiatry.Vol.7, (1), p. 1-4.

How to cite this article: Ganesan, R & Deb, M (2018). Behaviour Technology for Enhancing Adjustment among Fresher Female Hostel Students. *International Journal of Indian Psychology*, *6*(3), 131-141. DIP:18.01.073/20180603, DOI:10.25215/0603.073