

College Adjustment And Social Support Of Adolescent Girls

Dr. Franky Rani¹, Ms. Monika Luthra²

Abstract

Transition from school to college often causes much stress for the most adolescent girls. In the new environment of college life, girls often face various social, emotional and academic demands, each of which could create stressful situation for most of them. All these can lead to specific problems in college adjustment. So the present study aimed to find out the correlation between social support and college adjustment among adolescent girls. Participants were 100 college adolescent girls from the randomly selected four colleges of Amritsar. The participants filled out Social Support Scale by Dhull & Godara, (2016) and Adjustment Inventory by Dr. V. K. Mittal, (1974). t test, and Pearson correlation were run in SPSS-22 to analyze the data. The results showed that college adjustment has significant positive relationship with the dimensions of Social Support i. e. Family Support, Friend Support, and Others Support. The findings of the study also showed that there exists significant difference in college adjustment and all the dimensions of social support between urban and rural adolescent girls. Findings suggest that urban adolescent girls score higher on area of college adjustment and social support in comparison to rural adolescent girl, showing better college adjustment of urban adolescent girls.

Locale exhibited its significant effect on college adjustment and social support.

Introduction:

Major changes occurs in lives of many adolescents when they transit from school life to college life (Sadoughi, M., & HasempourF., 2016). Shift from student life to college life can cause much stress and acute pressure for the adolescents (Friedlander et al, 2007) especially for the girls adolescents (Shiddiq, M. I. & et. al., 2019). Researchers believe that some college female students achieve adjustment more quickly and others have difficulty in making adjustment to their new college life (Sangeeta and Chirag, 2012). The adjustment process is a universal sequence that can be identified in the behaviour of organism from the lowest species up to man. The effective adaptation to the environment, both external and internal, including conformity to group norms, more ideals, values and so on is referred as adjustment (Abraham, 1968). Adjustment is the process through which a person seems to preserve physiological equilibrium while moving towards self-enhancement. Therefore, adjustment has been viewed as a measure of integration; it is a person's harmonious behaviour that allows other members of the society to identify them as being well adjusted (Pathak, 1990). College adjustment means how well a

¹Assistant Professor Department of Education, Guru Nanak Dev University, Amritsar, India.

²Research Scholar Department of Education Guru Nanak Dev University Amritsar, India.

student can adjust to the demands associated with the college experience (Baker & Sirky, 1989). College adjustment constitute of overcoming stressors, tensions, and disputes while learning to meet one's own needs (Robinson, 2009). To reduce such stress and for the prevention of maladjustment, Social Support has been emerged as important contextual variable in research and literature. It has been found that adjustment is related to environmental factors such as Social Support (Malecki & Demaray, 2003; Piko, 2000; Wenz-Gross & Siperstein, 1998). There are two main models of Social Support which discuss the extent to which and how Social Support can influence adjustment of college students. The first model, referred to as the generic model of social support (Lazarus, 1966), claims that social support, in and of itself, has a direct impact on a person's health and that its lack or scarcity can make a person feel more stressed. Social assistance may therefore be beneficial in a variety of ways. Social support is a situational or environmental factor that decreases the likelihood that a person may perceive a situation as stressful (Lazarus and Folkman, 1984). Social support enables people to cope and handle stressful situations by reducing the amount of stress they experience. Social support helps individuals to reduce the amount of stress experienced, giving one the ability to cope and deal with stressful situations. The other model, called the buffering model of social support (Lazarus, 1966), states that only upon undergoing stressful experiences, social support can contribute to adjustment. Therefore, Social support has always been found to promote psychological wellbeing, as well as to buffer negative effects of a stressful situation (Ozbay, et. al. 2007). Camara, et. al. (2017) understood Social support as individuals feeling loved and cared for, with the main sources being one's family, peers, and teachers. Evidence exists of the influence of those contextual systems closest to the adolescents, such as family peer who are important to ensuring good adjustment (Tome, G. 2012). In a study on adjustment conducted by Chauhan (2013), higher secondary school students in the durg area were shown to exhibit substantial differences in adjustment, with female students showing better adjustment than male students.. Yellaia, (2012) looked at the effect of adjustment on high school students' academic performance and concluded that there are considerable differences between male and female students, students in public and private schools, and students attending rural and urban schools. A study by Paramanik, Saha, and Mondal, (2014) on secondary school students' adjustments based on gender and place of residence found no appreciable difference in adjustments between students living in urban and rural areas. The results of a study by Singh (2015) on adjustment among senior secondary school students in connection to emotional intelligence and mental health showed a substantial positive association between adjustment and emotional intelligence as well as between adjustment and mental health.

In light of the above, the aim of this study is to analyze the correlation between social support and college adjustment among adolescent girls, and to analyze difference in social support i. e. Family Support, Friend Support, & other support and in college adjustment between urban and rural adolescent girls respectively.

Method

Participants:

Participants were 100 adolescent girls, 54% urban adolescent girls and 46% rural adolescent girls, selected randomly from four colleges of Amritsar.

Measures:

Social Support was assessed using the Social Support Scale by Dhull&Godara, 2016. It consists of 40 items (positive items 30 + negative items 05), self-report measure of the extent to which participants believe that they are valued by, and involved with, family members, friends, and others. Participants indicated the extent to which they endorsed statements about their social support on a 3- point scale. The participant has to tick one alternative against each statement.

The maximum score for a positive item to be awarded is 3 and least is 1. In case of negative items, the scoring procedure is reversed.

Adjustment of College girls was assessed using the college adjustment subscale of Adjustment Inventory by Dr. V. K. Mittal, (1974). The college adjustment subscale consists of 20 items (positive and negative both items). The inventory is chiefly meant for discriminating welladjusted students from poorly adjusted ones. The inventory provides separate measures of adjustment in four areas, viz :- Home adjustment, social adjustment, health and emotional adjustment and school/college adjustment. In the present study the fourth subscale has been used to assess the adjustment level of college adolescent girls. The reliability of the inventory was calculated by corrected split half method. The reliability of college adjustment wascalculated .745.

Objectives:

There are following objectives of the present study:-

1. To find out the relationship between social support and college adjustment among adolescent girls.
2. To study the social support of urban and rural adolescent girls.
3. To study the college adjustment of urban and rural adolescent girls.

Hypotheses

1. There is no significant correlation between college adjustment and social support of adolescent girls.
2. There is no significant difference in social support i. e. Family Support, Friend Support, & other support between urban and rural adolescent girls.
3. There is no significant difference in college adjustment between urban and rural adolescent girls.

Statistical Analysis:

The responses to various tests were scored according to the directions set in the manuals of the test and with the help of scoring keys. Means were computed for the difference sets of data. t-test was applied to test of the significance of mean difference between urban and rural adolescent girls. Coefficient of correlation (r) was calculated to ascertain relationship between social support and college adjustment. Analysis of Variance treatment was given to dependent variable to assess the impact of locale and social support on college adjustment.

Table No 1. Shows Coefficient of Correlation (r) between Social Support viz. Family support, Friend Support, Others support and College Adjustment among adolescent girls.

Variable	FS	FR	OS	SS
College Adjustment (r)	0.411	0.456	0.407	0.833

FS: Family Support; FR: Friend support, OS: others support, SS: Social support $p < .05$

The first hypothesis proposed that there is no significant correlation between college adjustment and social support of adolescent girls. Results of correlation revealed that there is a positive and significant relationship Social support and college adjustment. A Positive correlation ($r = .833, p < .05$) is found as indicated in Table 2. Further the above table illustrates that there is a positive and significant relationship between dimensions of Social support viz. Family support, Friend Support, Others support and college adjustment. The moderate correlations ($r = .411; .456; .407, p < .05$) are found respectively as indicated in Table 1. It is clear from the results of the correlation that when comparing the amount of social support from each source, friends will be the most important source for adolescent girls.

Table No 2. Shows mean SD and t-value of overall social support viz. family support, Friend Support, Other support and College Adjustment between urban and rural adolescent girls.

Locale/	Urban 54	Rural 46	
Variables	Mean + SD	Mean + SD	t value
Family Support	30.0652+4.13	28.3519+ 5.42	1.754
Friend support	30.8174+ 6.06	27.3148+4.98	3.082
Other support	29.6304+5.26354	28.5000+6.27589	.966
Social support	122.3478+14.29564	112.6667+13.81959	3.44
College adjustment	31.9348+ 4.87808	28.5000+5.52097	3.27

The above table no 2 illustrates mean, SD and t-value of social support viz. Family support, Friend Support, Others support and College Adjustment between urban and rural adolescent girls. The scores of mean, and SD of Family support, Friend Support, Others support & Total social support and College Adjustment between urban and rural adolescent girls are 28.3519+ 5.42; 30.0652+4.13; 27.3148+4.98; 30.7174+ 6.06; 28.5000+6.27589; 29.6304+5.26354; 112.6667+13.81959; 122.3478+14.29564; 31.9348+ 4.87808; 28.5000+5.52097 respectively. The t-values of Family support, Friend Support, Other support & Social support and College Adjustment between urban and rural adolescent girls are 1.75; 3.082; .966; 3.44; 3.27 which are significant at 0.05 level. It is clear from the above table that the locale has significant effect

on social support and college adjustment of adolescent girls. It indicates that urban and rural adolescent girls differ significantly regarding their social support and college adjustment. The above table shows that urban adolescent girls score higher on area of college adjustment and social support in comparison to rural adolescent girl, showing better college adjustment and social support of urban adolescent girls. One more finding can be interpreted from the table that friends support in comparison to family support and others supports the most important source for adolescent girls. Hence the first and second hypotheses „There is no significant difference in Social support between urban and rural adolescent girls.“and „there is no significant difference in college adjustment between urban and rural adolescent girls.“ have been rejected and the locale has significant effect on social support and college adjustment of adolescent girls.

Discussion:

Understanding college adolescent girls“ perceptions of social support and its relationship with college adjustment have important implications for maximizing retention rates within higher education institutions. This study intended to enhance knowledge about the role of social support in college students, especially adolescent girls. The goals here were to describe it and analyses its capacity to predict adolescent girls“ college adjustment. Firstly, the results of this study indicate that social support has a positive relationship with college adjustment. These results were in line with research conducted by Friedlander et al. (2007); Shiddiq et. al. (2019) who reported that social support was an important factor for the success of students adapting to tertiary institutions. Several other factors can influence college adjustment, including locale. Further, results showed that, when compared to rural adolescent girls, urban adolescent girls perceived more support from all sources. This is not surprising given other research's similar findings (Demaray&Malecki, 2002; Demaray&Malecki, 2003; Brookmeyer et al., 2011).

In the second place, when comparing perceived support from each source – Family, Friend & other– both urban and rural reported recognizing more support from friend support. And the source perceived as less supportive, also in both cases, was that related to others support. The study's findings are interesting particularly in light of the fact that social support seems to be a factor for which interventions at higher education level are feasible, can be tailored to a particular group of students, and suggests straightforward actions that may be accessible in most higher education institutions.

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