

A Comparative Study of Bal/Balika Ashram and Parent Home Adolescents on Emotional Adjustment

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Abstract: *The present study was carried out to compare bal/balika ashram and parent home adolescent students on emotional adjustment. A sample of 360 (90 male and 90 female from bal/balika ashram and 90 male and 90 female from parent home adolescent students) were selected randomly for the present study. The result of the study reveals that there is statistically significant difference in the emotional adjustment of bal/balika ashram and parent home adolescent students.*

Keywords: Bal/Balika Ashram, Parent Home, Adolescents, Adjustment, emotional Adjustment

1. Introduction

A child gets all opportunities in a parental home to develop physically, mentally and culturally and fulfill his economic, social, religious and educational needs. He participates in the social, religious and other activities of the family resulting in the cultivation of quality namely cooperation, good will, sacrifice etc. The interaction and emotional relationship between child and parents shapes his expectancies and responses in the subsequent social relationships. In addition to this the beliefs, values and attitudes of the societies are filtered through the parents and transmitted to the child in a highly personalized selective fission. But every child is not so fortunate to have parents. Some of the children lose their parents during their early years and are faced with the problems of their guardianship care and upbringing. They do not get parental care, love and wholesome family environment. They start and continue life with great social disadvantage. Being deprived of parental care and familial protection, all such children are kept in destitute homes/bal/balika ashrams and suffer from environmental deficiencies in many ways.

2. Destitute Homes/Bal/ Balika Ashrams

Destitute homes are institutions run by government or voluntary organizations where orphans, destitute children or homeless children are kept. They are given shelter, food, clothing and education by the institution. Steps for their rehabilitation are also taken by these institutions. These homes are also called bal/balika ashrams.

2.1 Problems and Adjustment of Destitute Children

The deprived child is an ill person with a past history of traumatic experience and a personal way of coping with the anxieties aroused. The child in the destitute home is not being managed with the aims of curing him of his illness. The aims are, first, to provide housing, food and clothing for children who are neglected, second to devise a type of management in which the children live in a state of order rather than chaos, and third, to keep as many of the children as possible from a clash with society until they must be a let loose on the world somewhere about the age of 16. Due to all these problems and complicity destitute home children find it difficult to adjust with others within the institution and outside the institute in schools, society and public

places. They have to make adjustments with numerous other children of different habits, styles and temperaments so they have to suffer from various adjustment problems.

2.2 Concept of Adjustment

Adjustment is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Adjustment is a process that leads to a happy and contented life. Adjustment gives the strength and ability to bring desirable change in the condition of the environment. There is a continuous interaction going on between an individual and his environment. If this interaction is profitable to the society and good for an individual, it is known as adjustment and if the individual has the courage to attain the goal, it is known as adjusted. A compromise between the needs of the individual and the demands of the society in which he lives is called adjustment. A well adjusted person is one who is efficient and happy in a reasonable satisfactory environment. The maladjustment refers to disharmony between the person and his environment. The behaviour of a person is purposeful which is directed towards the goal or satisfaction of some needs. It is the adjustment, which satisfies a person's feeling or needs. An individual is adjusted to the extent to which there is harmony among his needs. Goals leading to the fulfillment of these needs are attainable and these goals are socially desirable. Adjustment is to achieve mental or behaviour balance between one's need and the demand of the other as a result of which the individual is put to more satisfactory state. A good adjustment is one, which is both realistic and satisfying. Adjustment helps us to keep balance between one's need and capacity to meet these needs. Adjustment gives us the ability and strength to bring desirable changes in the state of our environment.

3. Significance of the Study

The process of adjustment starts right from the birth of the child and continues till his death. Individual has to adjust to various physical, social, emotional and vocational situation Adjustment is not only the problem of all societies. In a country like India where a considerable number of population is living below the poverty line, children from this strata has to face environmental deficiencies in many ways, so they differ from various adjustment problems. The children living in a destitute homes is even more

sympathetic and pitiable being deprived of parental care and familial protection such children get user opportunities for interactions with physical world and social world outside their immediate neighborhood. So they develop several adjustment problems. For the proper guidance to the children of destitute homes proper demotion is needed. Only the teachers and their caretakers can provide right type of education and make them aware of the problems of adjustment. This study will definitely help the children for proper adjustment. Hence the present study is a humble attempt in this direction. The findings of this study will be useful for destitute children in solving their emotional adjustment problems.

4. Review of Related Literature

Yasir (2006) conducted a study on four major orphanages located in Srinagar city to assess the existing differences in available facilities and their impact on the psychological adjustment of these children. High scores were associated with adverse living conditions like poor residential setup, rigid timetables, poor recreation facilities, poor nutrition and lack of modern educational facilities.

Saraswati and Gaonkar (2007) revealed that majority of the institutional children had unsatisfactory social, emotional and educational adjustment.

Hunshal, et al. (2008) found that the institutional children do display poorer health when compared to others living with their families and within the wider community setup. Such children show poor adjustment levels, high emotional problems and difficulty in social interactions.

Smita (2009) reported that destitute girls were facing more adjustment problems as compared to non-destitute girls.

Maureen, et al. (2011) made a study on school adjustment in relation to academic achievement and gender and revealed that there were no significant differences between girls and boys in school adjustment.

Basu (2012) in a study of the adjustment abilities of secondary school students, found that there exist significant differences between the adjustment of secondary school students when compared on the basis of gender, type of family structure and medium of instruction in school.

Jones and Morris (2012) stated that foster care children are more likely to experience adjustment problems due to earlier distressful life experiences than their counterparts.

Paramanik, et al. (2012) studied the adjustment ability among secondary school students in relation to gender and residence. The sample consisted of 471 class X students with 234 boys and 237 girls which were drawn randomly from different schools of Purulia districts, West Bengal. The study revealed that there is no significant difference between adjustments of students residing either in urban or rural areas. But on the other hand the mean adjustment score of girls was higher than that of boys which indicate that the girls are better adjusted as compared to their boys counterpart.

Roy and Mitra (2012) examined the pattern of adjustment among early and late adolescent school students. The study revealed that early and late adolescent group differed significantly from each other in the home, health and social areas of adjustment. Further, girls showed better adjustment than boys.

Abtahi and Nadri (2013) in their study demonstrated that there was no significant difference between male and female students on social adjustment.

Asmita and Ritu (2013) assessed and compared the adjustment level of adolescents from foster homes and biological nuclear families. In the present study, it was found that girls from both the family settings exhibited higher level of adjustment in all the domains than boys. Besides this, majority of the respondents from both the family settings were found to be average or above in all the domains of adjustment. However, at the same point, approximately 25% of the study population was seen to be having unsatisfactory adjustment level, as well it was also found that except on the educational adjustment component, respondents from biological nuclear families were significantly more socially, emotionally and compositely adjusted than their counterparts.

Padmaj, et al. (2013) found that institutional care has an adverse impact on children leading to poor health outcomes. Further, it was suggested that care providers in the institutions have to adopt strengths and resilience based approach which focuses on protective factors and encourages the development of skills and traits that help in coping with difficulties. This would work towards improving the health adjustment of the institutionalized children.

Satish (2013) in his study compared destitute and non-destitute male adolescents on social, emotional, health, school and total adjustment. The results revealed that there is no statistically significant difference between adjustment problems of destitute and non-destitute male adolescents of Jammu city. The trend of the means showed that destitute boys face more adjustment problems as compared to non-destitute males.

Singh, et al. (2014) compared boys and girls on Bell Adjustment Inventory and found no significant differences between boys and girls on home, health, social, emotional and overall adjustment.

Operational Definitions of the Terms Used

- 1) **Bal/Balika Ashram Children or Destitute Children:** Children who are parentally, socially, economically and culturally deprived and living in destitute homes or bal/balika ashrams are called destitute children.
- 2) **Parental Home Children:** The children who live with their parents and family.
- 3) **Adolescents:** Children between the age group of 12-19 years are called adolescents.
- 4) **Adjustment:** It is a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment.

- 5) **Emotional Adjustment:** A person is emotionally adjusted if he expresses proper emotion in a proper situation in a proper form. An emotionally stable person may be well adjusted and emotionally unstable conditions cause mental disorder and maladjustments

Objectives of the Study

To study the main and interactional effects of gender and inhabitation of adolescent students on emotional adjustment

Hypothesis of the Study

There will be significant main and interactional effects of gender and inhabitation of adolescent students on emotional adjustment.

Sample of the Study

A sample of 360 adolescents (90 male and 90 female from bal/balika ashram and 90 male and 90 female from parent home adolescent students) were selected randomly from the state of Himachal Pradesh for the present study.

Tool Used

The investigator used R.K. Ojha's Adjustment inventory for the present study.

5. Analysis and Interpretation

Comparison of Bal/Balika Ashram and Parent Home Adolescents on Emotional Adjustment

The mean scores of adolescent students on emotional adjustment at various levels in 2x2 factorial design involving two levels of gender i.e. male and female and two levels of inhabitation i.e. bal/balika ashram and parental home are given in Table 1.

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Table 1: Means (M) at Various Levels for Emotional Adjustment

A (Gender)	B (Inhabitation)		Mean
	B ₁ (Bal/Balika Ashram)	B ₂ (Parental Home)	
A ₁ (Male)	8.39	6.86	7.63
A ₂ (Female)	10.08	9.07	9.58
Mean	9.24	7.97	

The summary of results of analysis of variance for comparing the main and interactional effects of A (gender) and B (inhabitation) on emotional adjustment is given in Table 2.

Table 2: Summary of Results of Analysis of Variance for Emotional Adjustment

Source of Variance	Sum of Squares	df	Mean Square	F
A	342.23	1	342.23	81.74*
B	145.67	1	145.67	34.79*
AxB	6.14	1	6.14	1.47
Within	1490.57	356	4.19	
Total	1984.61	359		

*Significant at 0.01 level of confidence

Main Effects

A (Gender)

It is clear from Table 2 that the calculated value of F for the main effect of A (gender) on emotional adjustment is 81.74 which is significant at 0.01 level of confidence for 1/356 df. Therefore, the hypothesis stated as "Gender of adolescent students will have significant effect on emotional adjustment", was accepted. From this, it can be said that there exists a significant difference in emotional adjustment of male and female adolescent students. From Table 1, it is evident that the mean score for the male adolescent students on emotional adjustment is equal to 7.63 whereas it is 9.58 for female adolescent students. The A (gender) mean square corresponds to a comparison between the means of male and female adolescent students. The significant mean square (342.23) is indicative of the fact that these two means differ significantly. It means, irrespective of the levels of inhabitation, the female adolescent students have significantly higher mean score (9.58) on emotional adjustment than male adolescent students (7.63). From the above, it may be inferred that male adolescent students have significantly better emotional adjustment than female adolescent students.

B (Inhabitation)

Table 2 reveals that the observed F value for the main effect of B (inhabitation) on emotional adjustment is 34.79 which is significant at 0.01 level of confidence for 1/356 df. Thus, the hypothesis stated as "Inhabitation of adolescent students will have significant effect on emotional adjustment", was retained. Hence, it can be said that the bal/balika ashram and parental home adolescent students differ significantly on emotional adjustment. From Table 1, it is evident that the mean score for the bal/balika ashram adolescent students on emotional adjustment is 9.24 and 7.97 for parental home adolescent students. The B (inhabitation) mean square corresponds to a comparison between the means of bal/balika ashram and parental home adolescent students. The significant mean square (145.67) indicates that these two means differ significantly. In other words, regardless of the levels of gender, the bal/balika ashram adolescent students have significantly higher mean score (9.24) on emotional adjustment than parental home adolescent students (7.97). From this, it can be interpreted that adolescent students of bal/balika ashrams are poor in emotional adjustment as compared to their parental home counterparts.

Interactional Effect

AxB (Gender x Inhabitation)

Table 2 shows that the computed F value for the interaction effect of AxB, i.e. (gender x inhabitation) on emotional adjustment is 1.47 which is not significant at 0.05 level of confidence for df 1/356. In the light of this, the hypothesis stated as "Gender and inhabitation of adolescent students will have significant interaction effect on emotional adjustment", was rejected. Hence, it may be inferred that interaction effect of gender and inhabitation is not significant on emotional adjustment of adolescent students. In other words the effect of gender on the area emotional adjustment of overall adjustment is the same for both the levels of inhabitation and vice versa.

6. Discussion of the Results

The results of the present study indicates that the adolescent students of bal/balika ashrams and parental homes, irrespective of the levels of gender, exhibit significant differences on emotional adjustment. The parental home adolescent students have better emotional adjustment than their bal/balika ashram counterparts. Further no significant interaction effects of gender and inhabitation are found on emotional adjustment i.e. the effect of gender of the students on emotional adjustment of the adolescent students is the same for both levels of inhabitation and vice versa.

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