

A STUDY ON HOME, HEALTH, SOCIAL, EMOTIONAL AND OCCUPATIONAL ADJUSTMENT AMONG THE SUBJECTS OF HOSPITALITY AND TOURISM INDUSTRY

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ABSTRACT

Background: Adjustment is “a condition or state in which one feels that one’s needs have been (or will be) fulfilled and one’s behaviour conforms to the requirements of a given culture”. An organisation is a place where an individual strives to achieve their desired goals. But, during that process there is an important thing which is a need of balance to his/her needs in conformity with the organisational environment he/she is integrated. **Objective:** The present study aims to study the adjustment ability of male and female subjects in the spheres of adjustment and determine their adjustment status along with the spheres of adjustment. **Methodology:** In this descriptive survey study, stratified random sampling technique was used for selecting the sample (n=22) from the population on the basis of gender, age group (19-25) and locality of students. The subjects were students of IHM PUSA, New Delhi. The standardised psychometric tool named Adjustment Inventory developed by S.L. Saxena was used to collect primary data. Mean, S.D and t-test were applied to check the significant difference in the groups. **Results:** The results for total mean scores of adjustment of boys was 210.86 and girls 241.81 and t value: 0.37, which was not found to be significant 5% level of significance. **Conclusion:** There is a need for counselling and guidance measure which must be adopted by the institutions, in order to bring an adequate amount of change and development in the habits and personality of the subjects/students, eventually leading to enhancement of adjustment ability. Secondly, emphasis needs to be more on the personality development aspect with usage of different set of techniques such as, positive approach technique which include building trust, optimism, collaboration, self-management and internality.

Key Words: Adjustment, Expectation, Behaviour, Mental Health, Counselling, Guidance.

INTRODUCTION

According to Cambridge Dictionary, Adjustment is “the ability to become more familiar with a new situation; for e.g. he/she so far failed to make the adjustment from home to office work. In psychology, adjustment refers to “a continuous behavioural process by which a person varies his/her behaviour to produce a more harmonious relationship between himself/herself and his/her environment”. According to various researchers adjustment refers to the process by which a living organism maintains a balance between its need and the circumstances that influence the satisfaction of these needs (Shaffer, 1961). It lays stress on the needs and their satisfaction. One feels adjusted to the extent one’s needs are gratified in the way of being gratified. The individual tries to bring changes in his/her circumstances in order to overcome the difficulties in the realization of his/her needs. Sometimes he/she reduces the quantum of his/her need so that he/she feels satisfied within the limited resources of needs. In this way, he/she tries to keep a balance between his/her needs and the capacity of realizing these needs. As long as the balance is maintained, he/she remains adjusted. The very moment is disturbed, if he/she drifts towards maladjustment”. Skinner (1968) says adjustment involves the organization of personality. This organization leads to the stability that is an active adjustment of individual to his social and physical environment. Vonhaller (1970) said, “We can think of adjustment as psychological survival in much the same way as a biologist uses the term adaptation to describe the physiological survival”. In a nutshell, adjustment is a process that takes us to lead a happy and well-contented life. It helps us keep balance between our need and the capacity to meet these needs. It persuades an individual to change their way of life according to the demands of the situation. It empowers an individual with strength and ability to bring desirable changes in the conditions of our environment.

Spheres of Adjustment

Personal: This adjustment is concerned with an individual’s adjustment to his/her self. A question may arise- what the term “self” means with regard to personal adjustment? Answer to this is, the total individuality incorporating various aspects of his/her growth and development, personality traits and characteristics and satisfaction of his/her basic needs may essentially be included in the body of the term self. In this sense, the extent to which one remains satisfied with what he/she owns in terms of his basic needs remain gratified, he/she may be called adjusted within the sphere of personal adjustment. **Home:** This sphere or element promotes an individual a sense of snug and security. This element provides a reasonable insurance for the total adjustment and well-being of an individual if it is conducive or else, if home environment is not good and the subject is fed up with his/her family environment and likes to spend his/her time somewhere outside the home avoiding the company of these family members, definitely the subject is seriously lacking

ability to adjust in home environment. Health: It plays a vital role in the subject's adjustment ability. It helps an individual to develop the imperative aspects of human's ability to adjust. This element comprises of physical development, mental development and mental health. Each area plays a significant role in supporting the adjustment ability. Social: This sphere of adjustment is concerned with one's adjustment with his/her social surroundings. It is essential to his/her self. In all circumstances the subject should feel reasonably satisfied with what he/she gets in terms of their social environment. If it is so, he/she may get along well with other and keep himself/herself in the category of a socially adjusted person, but if it does not happen he/she may become socially maladjusted person. This spheres comprises of home, family, friends, relatives, neighbours, other members of community like teachers and colleagues. Occupational or professional: This sphere of adjustment is concerned with one's ability to adjust with his/her professional occupation. In this sphere, a person is scrutinized under following elements: The choice of profession is either in tune with his/her abilities and capacities, or not; level of self-doubting (whether the choice made is good or bad); level of job satisfaction; relation with colleagues, work commitment level, etc., A professionally occupationally adjusted person will have a sense of satisfaction in performing his/her duties in his/her work, also will be reasonably satisfied and able to gel up with colleagues and material resources available in his/her field work.

A well-adjusted person is supposed to possess the following characteristics:-

Physically adjusted: A well-adjusted individual enjoys wholesome adjustment in terms of his/her physical health and physiological well-being. She/he is physically mature and sound in physical health in relation to his/her age linked physical and physiological growth and development. What he/she has got in terms of their somatic structure, physical development, strength and abilities, he/she feels secure and satisfied with them. Emotionally adjusted: A well-adjusted individual demonstrates a well-balanced emotional behaviour. He/she is able to express desirable emotions in a proper amount according to the needs of the situation and his/he well-being. Socially adjusted: A well-adjusted individual is a socially matured individual. He/she has the necessary development and social obligations. He/she knows his/her social environment and has a desire and capability of adjusting his/her self to the demands of the social life. Awareness of one's own strength and limitations: A well-adjusted individual knows his/her strengths and weaknesses. He/she tries to make capital out of his/her assets in some areas by accepting limitations in the other. Respecting one's self and the others: Disliking one's self is a typical symptom of maladjustment. An adjusted individual has respect for one's self as well as for others. Satisfaction of the basic needs: His/her basic needs like organic, emotional and social needs are fully satisfied or in the process of being satisfied. He/she does not suffer from emotional craving and social isolation. He/she feels reasonably secure and maintains his/her self-esteem. Does not possess critical or fault-finding

attitude: He/she knows how to appreciate the goodness in the objects, persons or activities. He/she does not try to search for weaknesses and faults. His/her observation is a scientific one rather than critical or punitive. He/she likes the people, admires their qualities and wins their affection. Flexibility of his/her behaviour: He/she is not rigid in his/her attitude or way of living. He/she can easily accommodate or adapt himself/herself in the changed circumstances by making necessary changes in his/her behaviour. Capable of struggling with odd circumstances: He/she is not easily overwhelmed by the odd circumstances. He/she has sufficient will and courage to resist and fight against odds. He/she has an inherent drive to master his/her environment rather than passively accepting it. A realistic perception of the world: He/she holds a realistic vision and does not fly unnecessarily in the world of ideas and imagination. He/she always plans, thinks and acts on the real footing. Feeling at home with his/her surrounding: A well-adjusted individual feels satisfied with his/her surroundings. He/she fits well at his/her home, family, neighbourhood and other social places. As a student, he/she likes his/her institution, college-mates, teachers and feels satisfied with his/her daily routines. When he/she enters a profession, he/she has a love for it, and maintains his/her zeal and enthusiasm in his/her profession despite heavy odds. An adequate philosophy of life: A well-adjusted subject has his/her own philosophy of life which he/she tries to observe while keeping in view the demand of the changed situation and circumstances. He/she weaves his/her philosophy round the demand of his/her society, culture and his/her own self so that he/she may not come in clash with his/her environment on one hand and his self on the other hand. An adequate level of aspiration: The subject's level of aspiration is neither too low nor too high in comparison to his/her own strengths and abilities. He/she does not try to reach for stars and also not repent by selecting an easier course for his/her advancement.

Table 1: Home, health, social, emotional and occupational problems faced by early and middle adulthood individuals between age group (19-40)

1. Anxiety of aspects regarding jobs and grades	11. Abnormal physiological changes
2. Frustration (internal and external)	12. Restlessness and sleeping disorders
3. Family pathology	13. Communication problem
4. Overburdening/external pressure	14. Traumatic experiences
5. Health imbalance, headaches, fatigue	15. Anger management
6. Increased distraction (cognitive imbalance)	16. Inferiority complex
7. Lack of self-confidence and will power	17. Forgetfulness
8. Negative sociometry scale	18. Discombobulated cognition
9. Fear, jealousy, hatred	19. Personality issues
10. Substance abuse	20. Self-harm cognition

Singh et al., (2017) did a study on “Home, Health, Social and Emotional Adjustment among Students with the intent to examine the problems associated with an individual in adjusting with certain spheres namely; home, health, social, emotional and occupational. Under this research study, a psychometric tool was used naming: The Adjustment Inventory, developed by Stanford University Press. It comprised of 140 validated questions. It was concluded that there are unhealthy elements in college life which contribute to higher degree of adjustment problems. For unhealthy elements refer to table 1.

Sharma (2019) researched on topic “A Study of Occupational Adjustment in relation to Emotional Intelligence and Spiritual Intelligence and among Senior Secondary School’s Teachers. This study aimed to investigate the significance mean difference of occupational adjustment in relational to low and high levels emotional intelligence and spiritual intelligence and to study the relationship of occupational adjustment with emotional intelligence and spiritual intelligence of senior secondary school teachers of four districts, Punjab. The findings of the study revealed that there was significant difference between occupational adjustments of senior secondary school teachers in relational to low and high levels emotional intelligence and spiritual intelligence. The result of correlation analysis showed that there is negative and significant relationship of occupational adjustment with emotional intelligence, spiritual intelligence and life satisfaction.

Ababu et al., (2018) did a cross-sectional institutional based study to find the prevalence of adjustment problem and its predictors among first-year undergraduate students in Ethiopian University. They tried to figure out the fact or condition of adjustment problem being prevalent among the undergraduate students of an institution, who are supposedly been seen under social setting/environment. This research emphasized on the prevailing disorders and factors which creates the adjustment downside. The study confirms that freshman students joining university do face problems in adjusting themselves at the university. Homesickness, difficulties in socializing or making friends and difficulties in managing time and study skill were found to be significant factors in adjustment downside.

Sekar and Lawrence (2016) did research on emotional, social, educational adjustment of higher secondary school students in relation to academic achievement. The investigators of this research aimed to investigate whether there is any significant relationship between adjustment and academic achievement of higher secondary school students. The finding clearly indicates that there is a significant relationship between spheres of adjustment and higher secondary school students in relation to academic achievement.

Organization is the battleground where an individual strives hard for the achievement of satisfaction they envisages. So, an individual being a part of an organization needs to balance his/her needs in conformity with the environment he/she is integrated.

This paper attempts to examine the major problem areas which effects the subject's adjustment capability. There are many spheres of adjustment for e.g. [Personal (physical development, mental development and health), Social (home and family, friends and relatives, neighbours and community), Occupational/Professional (ambiguity in decision of job, job satisfaction and relationships with colleagues, etc.)] in a subject life. And all of these spheres of adjustment are being tested from time to time.

The objectives of the study were:

- To assess the adjustment ability of subjects in the spheres of adjustment- home, health, social, emotional and occupational.
- To determine the adjustment status and ability difference between male and female subjects.
- To inculcate the subjects with conclusive remarks and suggestions.

METHODOLOGY

Research Design: The analysis in this paper has been done both quantitatively and qualitatively. Secondary data has been collected from various sources such as published books on adjustment and published researches. This research is descriptive in nature. Relevant information from these sources were compiled, sorted, re-arranged and finally formulated for testing.

Locale: Institute of Hotel Management Catering and Nutrition, Pusa, New Delhi.

Sampling Design: The sampling method used was stratified random sampling. The sample was divided into certain categories namely; age group (19-25), gender, and course they were in (Undergraduate and Post-graduate level). Initially questionnaire was send to 38 subjects out of which 22 subjects responses were considered for data analysis.

Tools and Technique: Primary data was collected by a self-report inventory, developed by Saxena (2010). It measures adjustment in five primary areas of adjustment. It is used to analyze and report individual differences in adjustment, and point out specific problem areas. The inventory comprised of 90 validated questions with validity: 0.80 and Reliability: 0.90. The structured questionnaire on the basis of 3-point Likert scale was administered. The respondents were approached directly along with this questionnaire (in-person).

For scoring the raw scores obtained by the subjects for each element namely; Home, Health, Social, Emotional and Occupational were further converted into t-scores of tool for the purpose of comparison and obtaining norms. Finally, after adding all the t-scores, a final score is obtained and based on norms (table-2) each subject is given remarks.

Following are the norms for final comparison of adjustment.

Table 2: Norms

Remarks	Excellent Adjustment	Good Adjustment	Satisfactory Adjustment	Unsatisfactory Adjustment	Very Unsatisfactory Adjustment
Girls (19-25 Years)	315 or Above	277-314	222-276	186-221	UPTO 185
Boys (19-25 years)	317 or Above	278-316	228-277	184-227	UPTO 184

To achieve the third objective guidance and counselling was done. Usage of Cognitive Behavioral Therapy (short-term period) for resolving the subject's queries or answers.

Statement of hypothesis: Null hypothesis (H_0): There is no significant difference in the adjustment problems of female and male subjects on home, health, social, emotional and occupational.

Data Analysis: On the basis of age, gender, course and the educational level.

Statistical Analysis: Mean , SD and t- test (Gupta and Gupta, 1998).

RESULT AND DISCUSSION

Demographic detail: The study was successfully conducted on the equal number of boys and girls (N=22) between the age group of 19 – 25 years, pursuing their graduate and postgraduate course at Institute of Hotel Management, New Delhi.

The various adjustment parameters/elements studied for the subjects for adjustment were- home, health, social, emotional and occupational. The results are being presented as following:

Table 3: Mean and SD of males and females

S. No.	Elements/Areas	M	Mean	SD	t-value
1	Home Adjustment	Male (11)	7.18	2.66	0.29 ^{NS}
		Female (11)	9.1	3.81	
2	Health Adjustment	Male (11)	8.81	2.91	0.06 ^{NS}
		Female (11)	8.45	2.29	
3	Social Adjustment	Male (11)	14.27	4.62	0.04 ^{NS}
		Female (11)	14.72	4.74	
4	Emotional Adjustment	Male (11)	15.27	7.15	0.07 ^{NS}
		Female (11)	16.27	5.55	
5	Work/Occupational Adjustment	Male (11)	6.45	2.5	0.07 ^{NS}
		Female (11)	6.81	2.4	
6	Total Adjustment	Male (11)	210.86	40.98	0.37 ^{NS}
		Female (11)	241.81	41.46	

*NS= Not Significant

According to the total adjustment mean scores of boys (210.86) and total adjustment mean scores of girls (241.81) and t-value (0.37), not significant at 0.05 level as presented in table (3) Thus we fail to reject the null hypothesis.

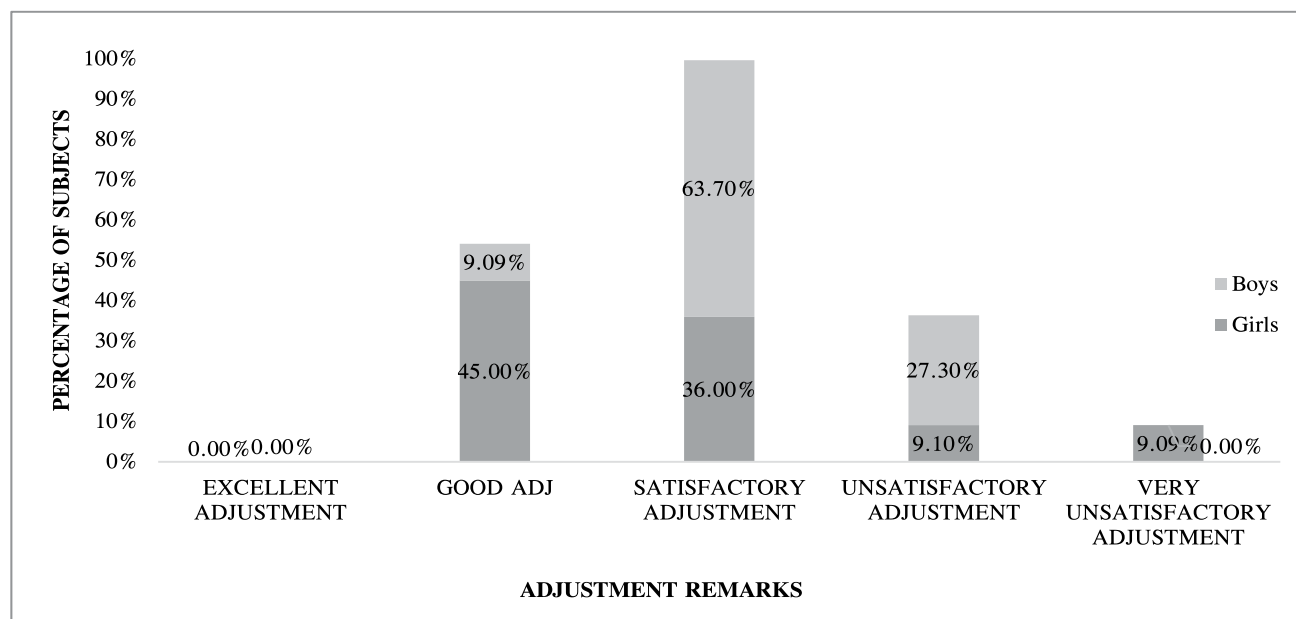


Figure 1: Home Adjustment of male and female

HOME: 45% (5) of female in this elements were well-adjusted, whereas, 36% (4) of subjects are under satisfactory category, and the remaining 18.5%(2) needs more support on this element. For male 9.09% (1) were well-adjusted in this category, 63.7%(7) of subjects were falling in satisfactory category and remaining 27.3%(3) were poorly-adjusted individuals.

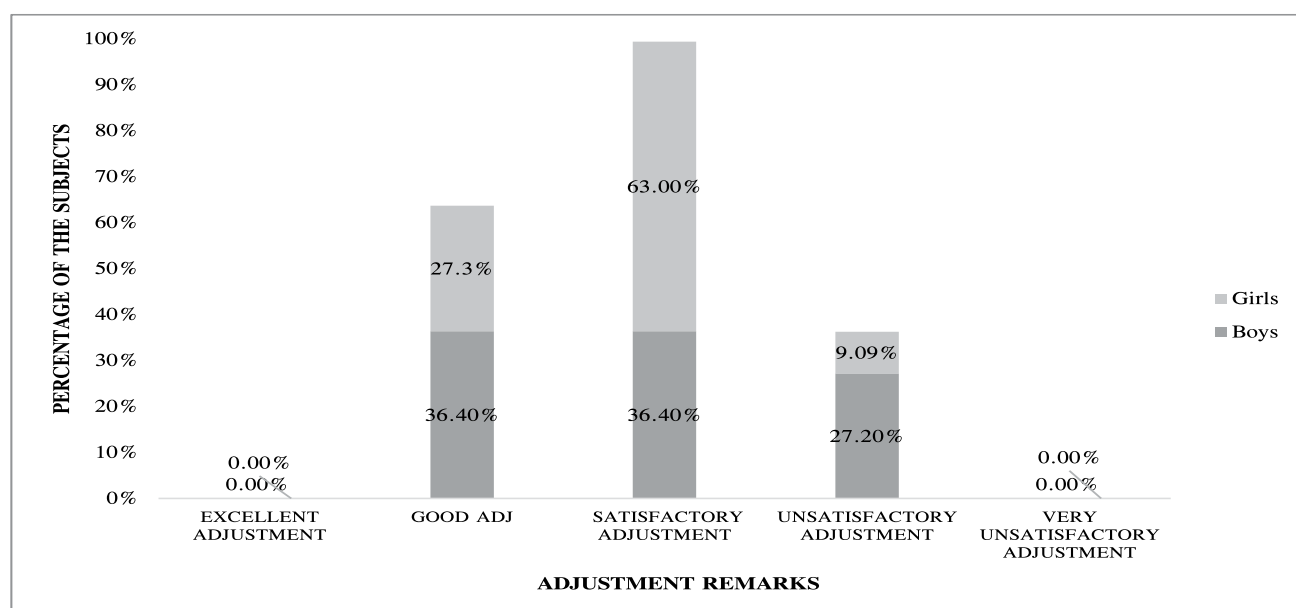


Figure 2: Health Adjustment of male and female

HEALTH: 27% (3) of female were well-adjusted in this element, 63%(7) of subjects were under satisfactory category and the remaining 10% (1) needs attention on this element. For male 36.4% (4) were well-adjusted in this element, 36.4% (4) were falling in satisfactory category, and remaining 27.2% (3) were poorly-adjusted individuals who needs more support in this element.

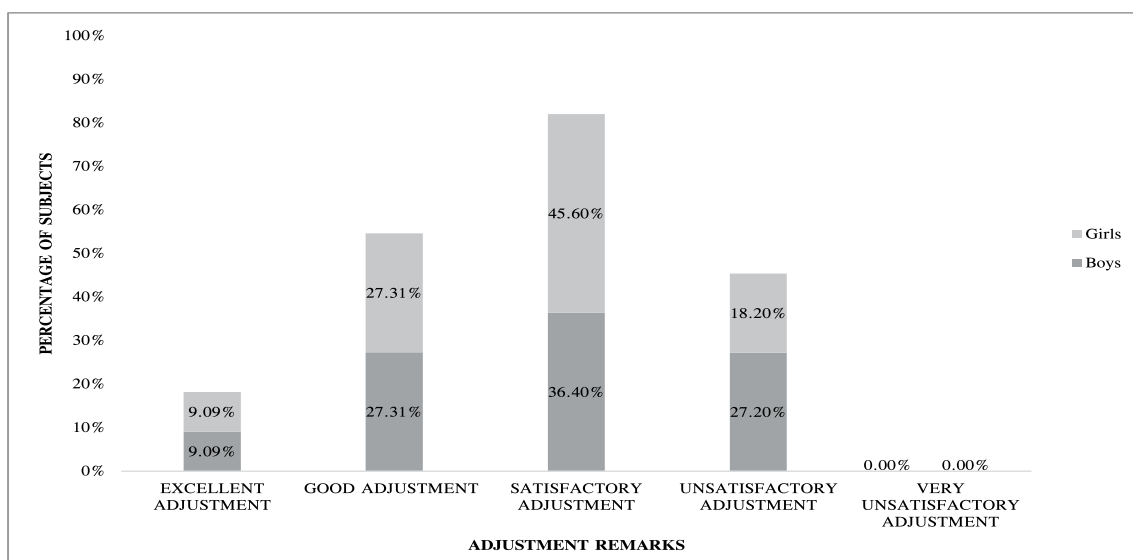


Figure 3: Social Adjustment of male and female

SOCIAL: 36.4% (4) of female were well-adjusted in this element, 45.6% (5) subjects were falling under satisfactory category, and the remaining 18.2% (2) needs proper guidance and support on this front. For male 36.4% (4) of subjects were well-adjusted in this element, 36.4% (4) were falling in satisfactory category, and remaining 27.2%(3) were poorly-adjusted individuals who needs to keep a check on this element.

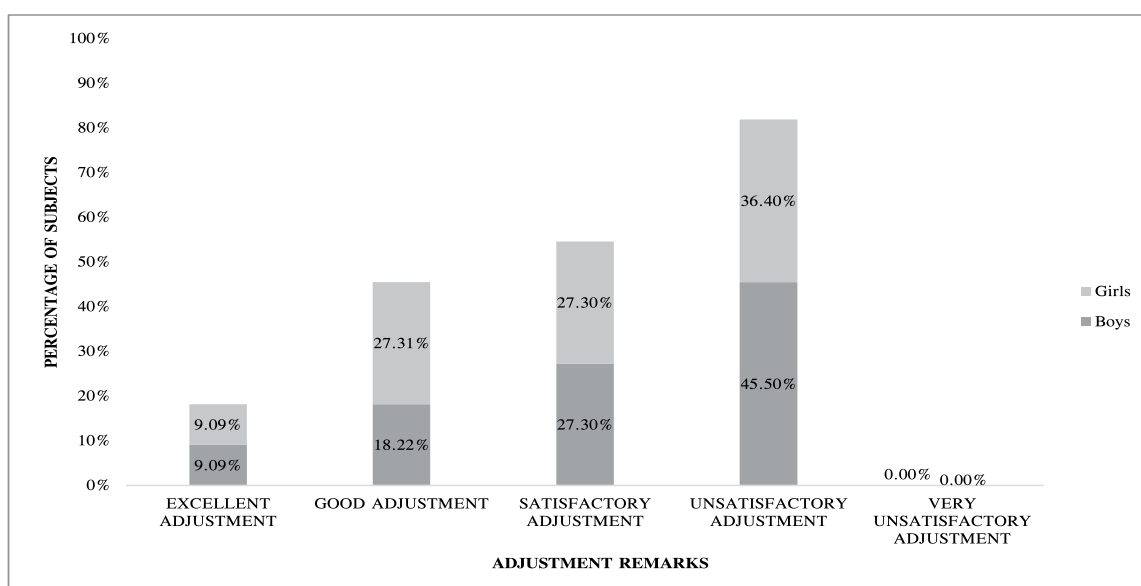


Figure 4: Emotional Adjustment of male and female

EMOTIONAL: 36.4% (4) of female were well-adjusted in this element, 27.3%(3) subjects were falling in satisfactory category and remaining 36.4% (4) were poorly-adjusted individuals, who needs more support and understanding. For male 27.3% (3) category were well-adjusted in this element, 27.3% (3) were falling in satisfactory category and remaining 45.5% (5) subjects were poorly-adjusted in this element.

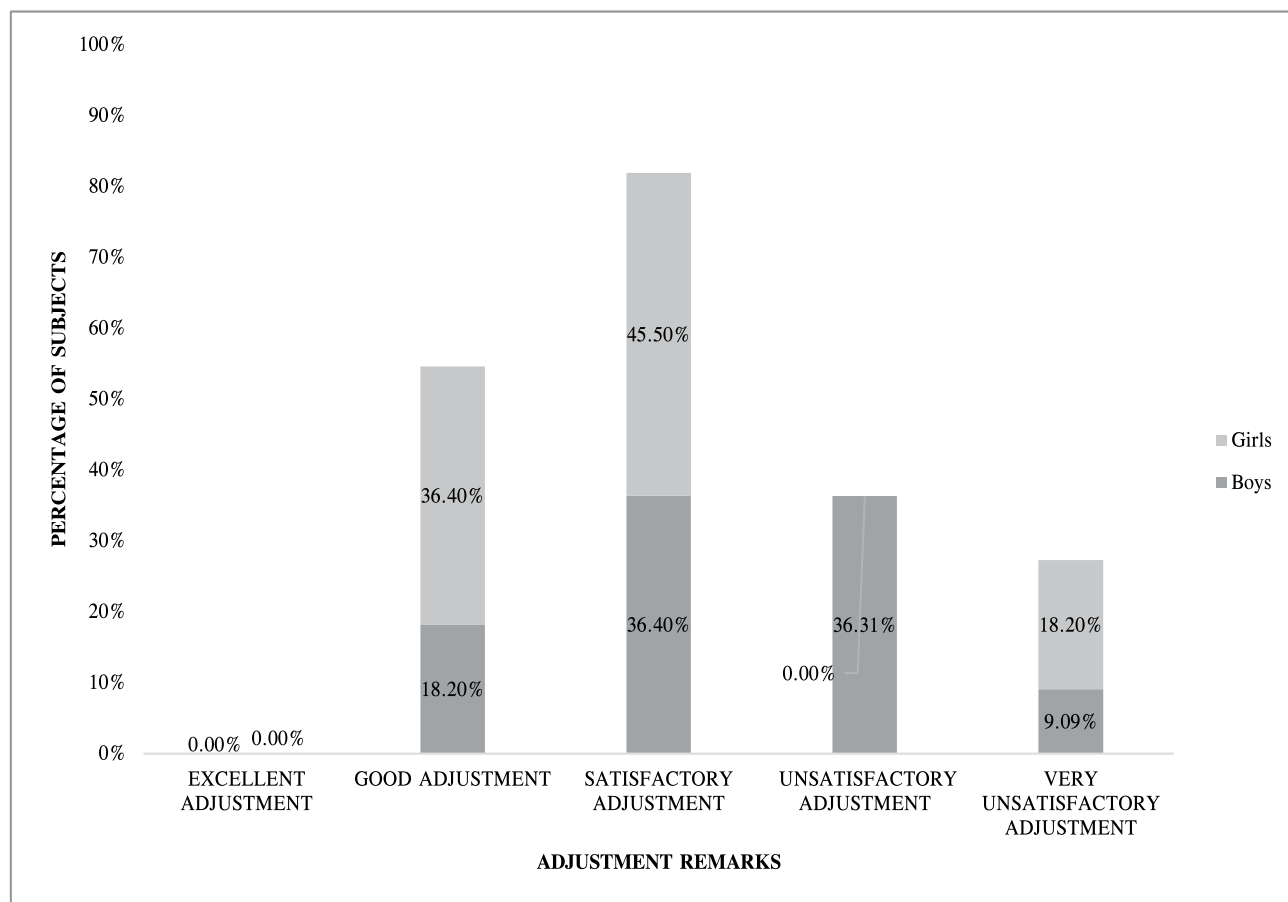


Figure 5: Occupational Adjustment of male and female

OCCUPATIONAL: 36.4% (4) of female were well-adjusted in this element, 45.5% (5) were falling in satisfactory category and remaining 18.2% (2) were poorly adjusted with this element. For male 18.2% (2) of were well-adjusted in this element, 36.4% (4) subjects were falling in satisfactory category and remaining 45.5% (5) subjects were poorly-adjusted individuals who needs career guidance and to bring change in their habits.

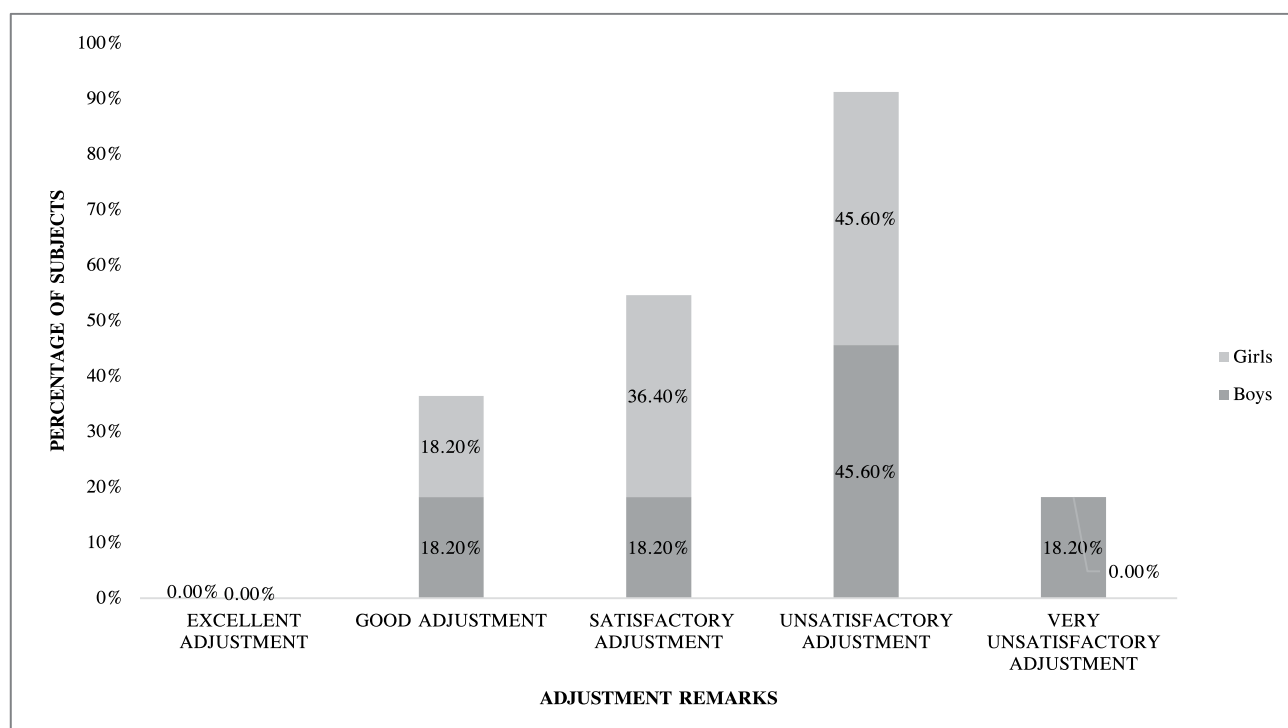


Figure 6: Conclusive result (based on norms table)

Female subjects (n= 11)

- 2 subjects were well-adjusted individuals.
- 4 subjects were satisfactorily adjusted individuals.
- 5 subjects were poorly-adjusted individuals.
- In a nutshell, maximum female respondents were considered to be poorly adjusted individuals, which makes the assumption clear that, the subjects are affected adversely in these environments/elements and are constantly being under problems mentioned in the table:1, and eventually adjudged on their present affected behavior.

Male subjects (n=11)

- 1 subject was well-adjusted individual.
- 2 subjects were satisfactorily adjusted individuals,
- 5 subjects were poorly-adjusted individuals.
- 2 boys were under very-unsatisfactory category of adjustment.

- In a nutshell, maximum male respondents were found to be poorly-adjusted among the environment/elements they are being tested, which makes the researcher's assumption clear that, the subjects are affected adversely in these environments/elements and are constantly being under problems mentioned in the table:1, and eventually adjudged on their present affected behavior.

According to different researches in review of literature, they indicate that there is a significant difference in the ability of individuals dealing with these five elements. Also, they emphasize on the problems which hampers their adjustment ability.

But, this research indicates that there is no significant difference in the male and female adjustment ability at home, health, social, emotional and occupational areas, who are being a part of hospitality industry. Singh et al., (2017) concluded in their study that unhealthy elements in college life contributes to higher adjustment problems.

As per the industry, the subjects are required to be trained in various fields/ core areas such as front office, housekeeping, food and beverage service and food production. They are equally trained in these areas and irrespective of gender, each of them goes through similar training process. Which is why, situations they face on a daily basis in hospitality field are majorly similar and their behaviour and ability to adjust in those situations are also similar, which is why we fail to reject the null hypothesis.

CONCLUSION

To conclude this research certain points are mentioned below with a hope that they will expedite the process of having a virtuous, balanced and empathized way of supporting the subjects and general population in their stages of adulthood.

Firstly- The management needs to adopt certain methods which are prudent and nurtures these subjects to have a well-balanced. These methods can be instigated as follows:

Management skills for adjustment issues:

1. Behavioural Disruptions

- Educate the students about basic anomalies which happens mostly under these environment through organizing motivational sessions or project based task or guidance regarding personality development.
- Scrutinizing subjects in emotional disturbances through their characterized act by observational methods (Bhatia, 2007).

- Reduce stimuli or not overburdening the subjects with unwanted or irrational responsibilities.
- Developing balanced activity schedule for the subjects.
- Identify precipitating factors that aggravate mood disturbance.
- Information regarding good nutrition or health balance needs to be communicated (Diet Management).
- Regular physical exercise to release tension and decrease fatigue.

2. Strategies for effective coping with self

- Entrusting individuals to figure out their strengths and limitations and share the same with their mentors, teachers rather than being judgmental about them.
- Promoting self-acceptance and motivating the individual to improve for good.
- Expediting processes which allow individual to set realistic and balanced level of aspirations based on their capabilities.
- Genuine feedback and boosting their efforts (Pfeiffer & Jones, 1972).
- Defining clarity on topics of internality and externality.
- Developing internality through various programs such as self-awareness program (Transaction analysis), Motivation development (through establishing networks and self-conceptualizing further), Value and assertion through exercises focused on developing assertive belief system, cognitive restructuring procedures, behavioral rehearsal procedures, modelling procedures and assessment procedures (Goleman, 1995; Sibia et al., 2016).
- Reinforcing concept of FLOW (Csikszentmihalyi & Goleman, 1976).

3. Strategies for adjusting with environment

- Enhancing the ability to listen to others side by giving them team based tasks in which each need to present themselves and the others side as well.
- Organize listening forums where individuals could share their side.
- Creative diversions for emotional enrichment (For e.g. Music, Art, Theatre, Sports, Speaking (Impromptu/prepared etc.).

- Strategies to decipher the ego-defense mechanisms of individuals and handle them unequivocally and amicably.
- Adding facilitating factors in consensus building namely: concern for others, listening, identifying and using resources, discussing underlying assumptions and logic, testing consensus and disagreements, orientation of process.
- Group dynamics
- Collective actions (Collaborations)
- Role Model Practice (Pareek, 2016)

Secondly: Just reading the suggestive methods or using one or two out of it, won't help. Sometimes it can be difficult to use these methods, but certainly aren't impossible. These methods can be instigated by using an external help or outsourcing this task to experienced psychological professionals or up skilled institutional teachers.

Thirdly: To conclude, "there is nothing to be called as a perfect individual, sometimes an individual seems to be quite good or ingenious at dealing with uncertainty or conversely to it not being able to handle such situations, but both the individuals need to adapt to changes and along with it, most importantly environment plays a crucial role." So, as a responsible citizen who are willingly or unwillingly a part of the entire environment, needs to understand the importance of adjustment and invariably support the individuals who seems to have difficulty in coping with the environments such as home, health, social, emotional and occupational/work.

RECOMMENDATIONS

Based on the physical observation and extended conversations with each subject, recommendations are as following certain things namely.

For Institutions

This study has attempted to indicate the importance of specially organized procedures by the college/companies in guiding the subjects in finding balance and poise at home, health, social, emotional and occupational environment, so as to adjust himself/herself to the organizational/professional community and life in the most productive manner. Therefore, it is recommended that institutions need to hire professionals or up skill their best abled teachers for guidance services which they can give to students prior joining the course or during the course.

For Respondents

The students should definitely have a psychological and career counselling prior taking up any course.

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