

## ASSESS THE ADJUSTMENT PROBLEMS EXPERIENCED BY THE NEW ENTRANTS OF HEALTH PROFESSIONAL COURSES

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### ABSTRACT

**Background:** The students' change habits differ with their level of intelligence. Students at the college also have transition issues at school. You have parental problems, siblings because of shyness, aggressiveness. Because of new academic pattern, atmosphere and faculties they have academic adjustment problem. Learning inspiration, taking steps to meet academic demands and academic frustration are components of academic transition.

**Objectives:** 1.To identify the adjustment problems experienced by the new entrants of professional courses. 2. To associate the adjustment problems, with their demographic variables of new entrants of professional courses.

**Material and method:** An Descriptive research design study was undertaken to assess the adjustment problems experienced by the new entrants of health professional courses. Selected Colleges of health professional courses. In this study a total number of 120 students who fulfill the inclusion criteria were selected. Adjustment scale was developed for assess the adjustment level.

**Expected Results:** This study is planned to assess the adjustment problems experienced by the new entrants of health professional courses. Hence, it is expected to identify the adjustment problems and may prevent them from counselling and anxiety may prevent them from bonding with their teachers and classmates.

The conclusion will be drawn from the results and will be published in per review journal.

**Key Word:** Assess, Adjustment Problems, New entrants, Health Professional Course

## INTRODUCTION

The 21st century-a digital age is bound to make students behave like a machine that demands intense focus and rapid response. Obviously, this would pose a greater challenge to the ego and adjustive system of the students. Thus, the adjustment issue is of utmost importance to all of us, and it is felt that the students must be assisted in achieving successful adjustment in addition to academic development.

For many new University students to join the university for the first time is a stressful experience.<sup>1,2,3</sup> While many are making a strong transition effectively, others suffer long-term mental maladjustment and depression.<sup>4</sup>

Adjustment is the psychological mechanisms that are used to adapting, dealing with and handling the sweet-faced challenges of living conditions. The transition could be a multifaceted aspect for university students, which could be separated into four entirely separate components that squarely quantify the university's intellectual, social, personal-emotional change and attachment.<sup>5</sup>

## BACKGROUND OF THE STUDY

Students who do not adapt most of the time do not perform well academically and have less overall satisfaction with the college experience.<sup>6</sup> A good transition highly predicts academic achievement, mental health and personal growth of students.<sup>7,8</sup>

Popular related transition problem factors were; being away from home, family, and friends and coping with time management problems for college classes and the corresponding workload. The next most widely mentioned problems were trouble making friends 12 per cent and roommate concerns 12 per cent. Other factors include entirely new and specific social networks and cultures, difficulty in managing time and study skills, difficulty with financial changes, friendships and general adaptation to new situations.<sup>9,10</sup>

## NEED OF THE STUDY

During the teaching years of a personal square, university students are frequently exposed to psychosocial stressors that display a great deal of sternness, emotionally and mentally, almost in contrast to the other educational level. Students are facing loads of pressures and challenges at this stage which generate a spread of physical, social and emotional difficulties.<sup>11</sup> Most first-year students said the move to campus was the most difficult period of change in their lives.<sup>12</sup>

Given all of these things, Sawangi Meghe has a lack of disclosed studies. Therefore the aim of this study was to recognize the adjustment problems faced by the new skilled course entrants.

## METHODOLOGY

The study was based on quantitative study approach with descriptive research design. A non-probability convenience sampling technique was used and 120 samples of new entrants of health professional were selected colleges in Vidharbh region.

## INCLUSION CRITERIA

- 1) New entrants who were willing 1to participate in the study
- 2) New entrants who were available at the time of study

3) Age group of 17 to 18 years of new entrants of health professional colleges and new entrants of health professional Colleges.

### **EXCLUSION CRITERIA**

- 1) New entrants who were not available at the time of study. Tool: Demographic variables and Adjustment scale was used for collecting data.

### **RANDOMIZATION**

All the health professional students will be assigned randomly by sequential numbered system.

### **INTERVENTION**

Assess the knowledge under the guidance of the Associated Professor of Mental Health Nursing.

### **STATISTICAL ANALYSIS**

Statistical analysis done by descriptive and inferential statics with the help of SPSS 17.0 software.

### **ETHICAL ASPECTS**

Study was approved by the Institutional Ethics Committee (**letter no –DMIMS (DU)/IEC/2018-19/7729**) and the study will be conducted in accordance with the ethical guidelines prescribed by institutional Ethics Committee on Human Research.

### **EXPECTED OUTCOME/ RESULTS**

This study is planned to assess the adjustment problems experienced by the new entrants of health professional courses. Hence, it is expected to identify the adjustment problems and may prevent them from counselling and anxiety may prevent them from bonding with their teachers and classmates.

### **DISCUSSION**

The study findings is supported through the studies conducted worldwide. According to Bulotsky-Shearer RJ, Fantuzzo JW, Mc Dermoot PA (in 2008 January). A study conducted “On investigation of class room situational dimensions of emotional and behavioural adjustment”. This study used a developmental-ecological approach to investigate the relationship across the school year between early problems in preschool classroom situations and a comprehensive set of readiness competencies for urban low income children. Study identified 3 reliable and unique underlying classroom situational dimensions and situations, and more problematic across all situations. Study 2 investigated the relationship between yearly problems in the situations. Outcomes, early situational difficulties uniquely and differentially predicted lower peer social and classroom learning outcomes in combination of both the type behavior problem (what) and the situational problem where explained greater variance in the prediction of readiness outcomes. Contributing to a more comprehensive understanding of developmental trajectories. Similar related studies from this institute among students of different health professional courses were reported<sup>13-15</sup>. Study on Medical Education Terminologies was reported by Jagzape et al<sup>16</sup>. Khandelwal et al assessed the knowledge of Hepatitis B among medical students<sup>17</sup>. Rathi et al assessed quality of sleep among medical students<sup>18</sup>. Thakare et al assessed about menstrual problems and practices of girl students<sup>19</sup>. Gedam et al conducted comparison of internet addiction, pattern and psychopathology between medical and dental students<sup>20</sup>. Similarly related studies were reported by Kakkar et al<sup>21</sup>, Karnam et al<sup>22</sup> and Shrivastava et al<sup>23</sup>.

**CONCLUSION**

Conclusion will be drawn from the statistical analysis.

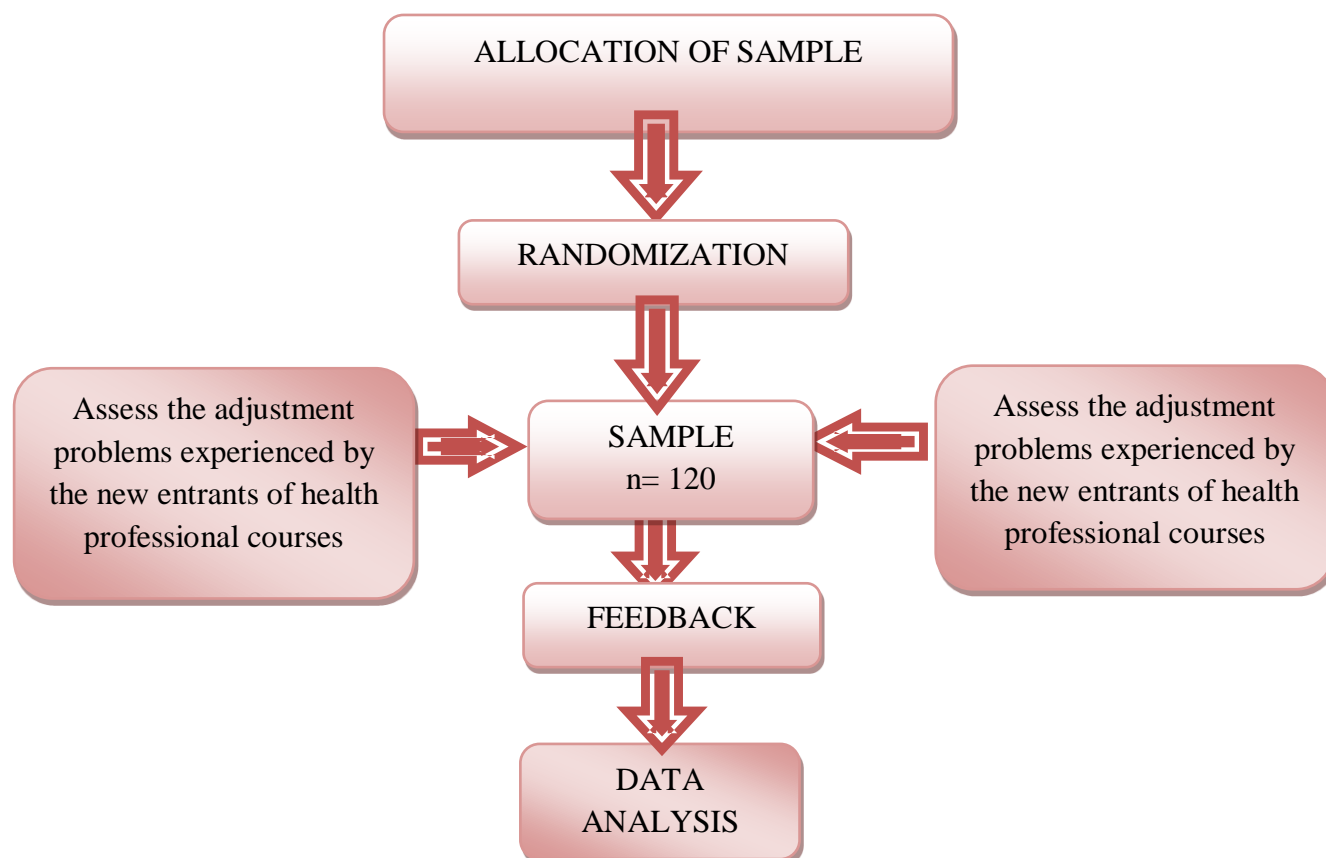
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#### FIGURE AND TABLE:

Fig 1- Schematic diagram of study methodology



**TABLE 1: STUDY SHEDULE**

|                                |                |
|--------------------------------|----------------|
| <b>Day</b>                     | <b>01</b>      |
| <b>Time Point</b>              | <b>Visit 1</b> |
| Allocation                     | *              |
| Inform consent                 | *              |
| Assessment of adjustment level | *              |
| Feedback                       | *              |