



SOCIAL ADJUSTMENT PROBLEMS OF ADOLESCENT ORPHANS IN THE CLASSROOM

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Abstract

Present study aims to explore the social adjustment problems connected with adolescent orphans in the classroom. Investigator selected Lack of Co-operation, Feeling of Insecurity and Inferiority Complex as 3 variables and based on these constructed a tool namely Adolescent Orphans Adjustment Problems Inventory. The tool was standardized and distributed among 130 adolescent orphans in 10 orphanages in 5 districts of Kerala. It includes 65 adolescent orphan boys and girls from 66 rural adolescent orphans and 64 urban adolescent orphans. After the analysis and interpretation of data the investigator comes to the conclusion that both the rural and urban adolescent orphans have social adjustment problems in the classroom. The study revealed that adolescent orphan boys have more social adjustment problems than that of girls.

Keywords: Social adjustment problems, lack of co-operation, feeling of insecurity, inferiority complex, adolescence, orphans

Adolescence is a period of transition when the individual changes physically and psychologically from a child to an adult. This transition involves psychological, emotional, social and intellectual changes. The developmental changes that occur during adolescence cause varying degrees of disturbances in them. The period of transition leaves its mark on the individual's behaviour, as they feel unsure of themselves and insecure in their status and hence naturally they sometimes become aggressive, frustrated and withdrawn. It creates some adjustment problems in them. It is more serious in the case of adolescent orphans. A child who doesn't experience the warmth of love and sympathy of parents tends to develop certain adjustment problems. Such a child behaves indifferently and develops isolation, adjustment problems, anger and fear. When they come to a normal classroom setup it will reflect in their adjustment patterns. Present study is an attempt to find out the social adjustment problems of adolescent orphans in the classroom.

Need and Significance of the Study

Today even a normal person cannot adjust fully with the various life situations. The problem is very acute in the case of orphans especially adolescent orphans. Basic needs like individual care, attention, love, warmth, feeling of security, etc are not adequately met in an institutional set up. As a result they grow up with poor mental health and adjustment problems. Adolescent orphans in an institutional setup may not get individual attention, love, care, recognition, approval and sympathetic understanding. It causes so many problems in them. When they become mingled with normal non- orphan students in the classroom, so many conflicts will occur in their mind. It will lead them to have certain adjustment problems in the classroom. Personal experiences of the investigator while working as a teacher and the societal needs develop an interest in the investigator to study the classroom adjustment problems of the adolescent orphans.

Objectives

To find out social adjustment problems of adolescent orphans in the classroom. To compare the social adjustment problems of adolescent orphans in the classroom on the basis of the locality of the school. To compare the social adjustment problems of adolescent orphans in the classroom on the basis of gender.

Hypotheses

Adolescent orphans have social adjustment problems in the classroom. Adolescent orphans in the urban area have more social adjustment problems in the classroom than that of adolescent orphans in the rural area. Adolescent orphan boys have more social adjustment problems in the classroom than

that of adolescent orphan girls.

Methodology

Considering the different aspects of the study, it was decided to adopt Normative Survey Method for the present study. It is the most commonly and widely used methods of descriptive research in behaviour sciences.

Tool

The tool used in the present study is Adolescent Orphans' Adjustment Problems Inventory. In order to establish the content validity of the tool, investigator conducted discussion with experts and after that the investigator decided social adjustment problems that are to be considered in the present study. These are Lack of Co-operation, Feeling of Insecurity and Inferiority Complex. Congruent validity of the items in the Adolescent Orphans' Adjustment Problems Inventory is established by calculating the Rank Correlation between the rank of 10 adolescent orphans that was found out through the scores obtained to them from the administration of the tool and the rank given by the teacher, who teaches them in the school, on the basis of their adjustment problems in the classroom. Split Half Method is used to find out the reliability of the inventory. The correlation (r) between the two sets of score was calculated as 0.64 and the reliability of the whole inventory (R) is 0.78. It was found out that the test is a reliable one.

The 21 statements in Adolescent Orphans' Adjustment Problems Inventory are prepared on the basis of the components of social adjustment problems. Seven statements are constructed for each component.

Sample

In the present study 130 adolescent orphans were selected from 10 orphanages in 5 districts of Kerala. It includes 65 adolescent orphan boys and girls from 66 rural adolescent orphans and 64 urban adolescent orphans.

Analysis and Interpretation

Hypothesis 1: Adolescent orphans have social adjustment problems in the classroom.

Table 1 - Statistical Measures of the Social Adjustment Problems of Adolescent Orphans in the Classroom

Sl. No.	Components of Social Adjustment Problem	Maximum Score for Each Component	Mean	Percentage of mean	S.D.
1	Lack of co-operation	35	16.94	48.4	3.93
2	Feeling of insecurity	35	22.47	64.2	4.93
3	Inferiority complex	35	22.74	64.97	4.57
Total		105	62.15	59.19	9.45

It can be concluded from the Table 1 that the mean score of social adjustment problems of adolescent orphans in the classroom is 62.15 which is 59.19% of the total score 105. It



indicates that adolescent orphans in the classroom have social adjustment problems. The S.D. is 9.45. This indicates that the scores are not very much scattered from the mean. It can be interpreted that adolescent orphans have social adjustment problems in the classroom. Hence, the hypothesis (H1) is accepted. Hypothesis 2 Adolescent orphans in the urban area have more social adjustment problems in the classroom than that of adolescent orphans in the rural area.

Table 2 - Test of Significance of the Scores of the Social Adjustment Problems of Adolescent Orphans in the Classroom on the Basis of Locality

Locality	Sample Size	Mean	S.D.	C.R.	Level of Significance
Rural	66	194.06	30.66	0.15	Not Significant
Urban	64	194.78	23.67		

Table 2 indicates that the critical ratio between the mean scores of the adolescent orphans in the rural and urban areas is 0.15. It is less than the table value (1.98) at 0.05 level. Hence, it is not significant. Therefore, it can be interpreted that there is no significant difference in the social adjustment problems of rural and urban adolescent orphans. By considering this, the hypothesis (H2) is rejected.

Hypothesis 3 Adolescent orphan boys have more social adjustment problems in the classroom than that of adolescent orphan girls.

Table 3 - Test of Significance of the Scores of the Social Adjustment Problems of Adolescent Orphans in the Classroom on the Basis of Gender

Gender	Sample Size	Mean	S.D.	C.R.	Level of Significance
Boys	65	199.91	25.83	2.34	0.05
Girls	65	188.88	27.90		

Table 3 indicates that the critical ratio between the mean scores of the adjustment problems of adolescent orphan boys and girls is 2.34. It is higher than the table value (1.98) at 0.05 level. So it is significant at 0.05 level. Hence there is significant difference in the social adjustment problems of adolescent orphan boys and girls at 0.05 level. Since the mean of adolescent orphan boys (199.91) is higher than that of adolescent orphan girls (188.88), it can be concluded that adolescent orphan boys have more social adjustment problem in the classroom. Hence, the hypothesis (H3) is accepted.

Conclusion

Orphans are socially isolated group. They have almost lost their self respect and experience strong inhibitions that prevent them from coming to the forefront of activities that get attention. From the above analysis and interpretation, it can be concluded that Adolescent orphans in the classroom face some social adjustment problems. They have least adjustment problem related to 'lack of co-operation' but suffering the 'feeling of insecurity' and 'inferiority complex'. Moreover there is no significant difference in the adjustment problems of rural and urban adolescent orphans in the classroom. Adolescent orphan boys have more adjustment problems in the classroom than that of girls. By utilizing the community resources and financial assistance of government, PTA etc the school authorities should organize various programs for the betterment of orphans. Let them make a drastic change in their make assumptions that they are unwanted social stigmas. On the other hand make them believe that they are equivalent like any other children and have the power and potentialities to touch the heights.

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