

## Study of Adjustment Patterns of School Going Orphan Children in Relation to Anxiety

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### Abstract

The present study is conducted to find relationship between adjustment pattern and anxiety of school going orphan children. For this Adjustment Inventory For School Students(1994) of A.K.P. Sinha and R.P. Singh and Manual for Sarason's test Anxiety Scale For Children (TASC) (Indian Adaptation) by Dr. A. Kumar(1997) were used. Sample of 150 orphanage children of Amritsar district Punjab were taken. The sample was further categorized into boys and girls. The result revealed that orphanage boys are more adjusted than orphanage girls. Orphanage girls possess more anxiety than orphanage boys. In the present study investigator found that there is non-significant relationship between adjustment and anxiety of school going orphan children.

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### INTRODUCTION

We have been so fortunate as to grow up under the blessed shadow of the parental home. It's a universal fact that it is the early year care and guidance of father and mother, the influence of family life, which furnishes the best and strongest foundations of the normal and intellectual growth of every human being. The orphan children face more problems than other children in school environment as they do not get family/home environment. It is saddest feature of the orphan child's lot that they feel themselves deprived.

### ADJUSTMENT

Adjustment means that the individual copes with his problem in such a way as to be in harmony with his environment and also maintain his own integrity and well being. Adjustment is the process of living itself or dynamic equilibrium of total personality.

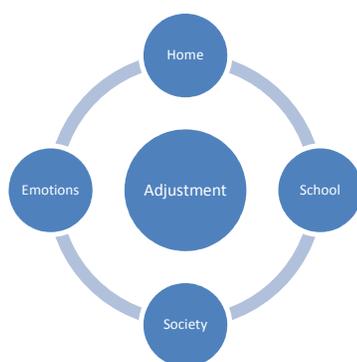
**Darwin's theory of Evolution (1859)** termed adjustment as 'adaptation'.

**Encyclopaedic Dictionary of psychology (1992)**, "Adjustment refers to the individuals achieving a harmonious balance with the demands of both environment and cognition."

**Srivastava,S.K.(1996)**, " Adjustment is a harmonious relationship, with the environment in which most individual needs are satisfied in socially acceptable ways, resulting in forms of behaviour which may range from passive conformity to vigorous action."

**Encyclopedias Britanica (2010)**, "Adjustment is the behavioural process by which human and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment."

## FACTORS AFFECTING ADJUSTMENT



## ANXIETY

Anxiety is a feeling of tension, fear or dread that occurs in response to a real or imagined threat. The word 'Anxiety' has been derived from the Latin word 'Anxietas' which commonly connotes 'an experience of varying blends of the uncertainty, agitation and dread.'

Freud describes three major anxieties:

1. Reality Anxiety
2. Neurotic Anxiety
3. Moral Anxiety

**Webster's New World Encyclopaedia (1994)**, "Anxiety is an emotional state of fear or apprehension. It is a normal response to a potentially dangerous situation."

**Singh, A. (2005)** defined anxiety as "A chain of symptoms produced as a result of a maladaptive pattern of life comprising of stress and pressure."

## ORPHANAGE CHILDREN

Orphanage children are those whose parents are not alive and they live in orphanage homes. Common usage limits the term to children, who have lost both parents.

**Thomas & Kenington(2004)**, "An orphan is a person, who has lost both parents, often through death."

One legal definition used in the USA is someone bereft through "death or disappearance of, abandonment, desertion by, or separation or loss from both parents."

## REVIEW OF RELATED LITERATURE

### Studies Related To Adjustment

**Suri (2001)** studied that non-depressive and rural students had better social adjustment as compared to depressive and urban

students. **Manjuvani & Mohan (2000)** investigated that the boys of single sex schools and co-educational schools did not differ significantly in emotional, social and total adjustment than girls of co-educational schools. **Rakhi (2005)** concluded that there is no significant relationship between rigidity and adjustment of students

(boys and girls). **Enoch & Wendy (2006)** studied that males had a significant higher overall adjustment levels than females regardless of living environment. **Klein, M. & Pierce (2009)** found that students who have troublesome relationship with their parents show higher risk factor for poorer college adjustment. The most successful college adjustment was seen in students with parents viewed as providing the unique combination of high care and low overprotection.

#### Studies Related to Anxiety

**Taylor & Francis (2002)** revealed that anxiety has direct impact upon memory performance that is prospective independence impact on its working memory capacity. **Sharma,A. (2008)** found that there is highly positive relationship between emotional intelligence and anxiety level of adolescents. **Mitte, K. (2008)** suggests that anxious individual selectively remember threatening stimuli, findings remain contradictory despite a considerable amount of research. **Slowel ,Jeffrey, R. & Bennet (2009)** studied that students who normally experience high levels of test anxiety in the classroom had reduced test anxiety when taking online exams. **Prevatt & Francis (2010)** concluded that memory and anxiety were found to directly affect math performance. The relationship between memory, anxiety and math were not significantly different from males and females.

#### OBJECTIVES

The present study was carried out by the following objectives:-

1. To find out the adjustment pattern of the school going orphanage children.
2. To find out the anxiety among the school going orphanage children.
3. To find out the difference between adjustment pattern of school going orphanage children(boys and girls).
4. To find out the difference between anxiety among orphanage children(boys and girls).
5. To find out the relationship between adjustment and anxiety among orphanage children.

#### HYPOTHESES

The main hypotheses of the study were:

1. There will be no significant difference between the adjustment pattern of school going orphanage children(boys and girls).
2. There will be no significant difference between the anxiety of school going orphanage children(boys and girls).
3. There will be no significant relationship between anxiety and adjustment of school going orphanage children.

#### DELIMITATION OF THE STUDY

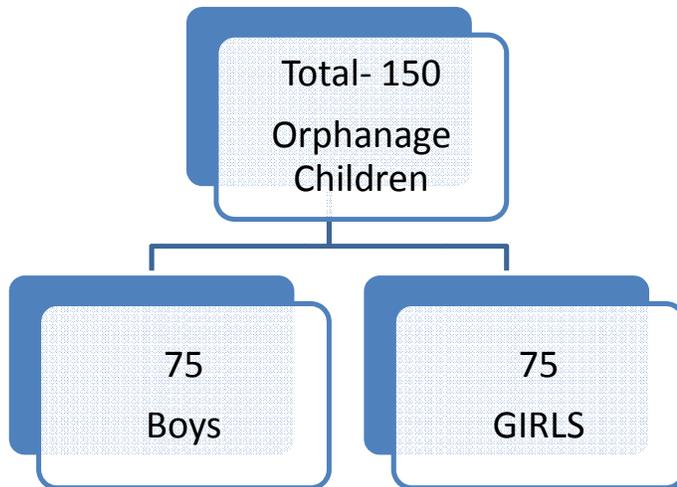
1. The study was delimited to only those orphan children who live in orphanage homes.
2. The study was delimited to 150 orphanage children.
3. The data was collected from only two orphanage children school of Amritsar district only.
4. The study was delimited to 75 boys and 75 girls.

5. The study was delimited to find out the relationship between adjustment pattern and anxiety of orphanage children.

### Sample

Sample of present study was consist at least 150 school going orphanage children of two different special schools for orphanages located in Amritsar district

### Design of the study



### Tools used

1. Adjustment inventory for school students constructed and standardized by A.K.P Sinha & R.P. Sinha (1994).
2. Manual for Sarason's test Anxiety scale children (TASC)(Indian Adaptation) by Dr.A.Kumar(1997).

### STATISTICAL

### TECHNIQUES

### USED

The data was analyzed using suitable statistical techniques:-

1. Mean
2. Standard Deviation(S.D)
3. t-ratio
4. Correlation

### Results and Discussion

**Hypothesis-1** "There will be no significant difference in the mean scores of adjustment of Orphanage Children (boys and girls)."

**Table 1: Showing mean, S.D., S.Ed and t-ratio to locate the difference in adjustment of orphanage children (boys and girls) of Amritsar district (N=150).**

Sr. No.	Variable	N	Mean	S.D.	S.ED	t- ratio	Level of Significance
1.	Boys	75	15.34	6.21	1.00	3.09	Significant at both 0.01 level of confidence and at 0.05 level of confidence
2.	Girls	75	19.24	6.11			

Table 1 shows that the mean scores of adjustment of orphanage (boys) of Amritsar Distt. is 15.34 and S.D. is 15.34 and the mean score of Adjustment of orphanage girls is 19.24 and S.D. is 6.11. The S.ED of Adjustment of orphanage is 1.00. The t-ratio comes out to be 3.09. By referring the table, 't' value at 0.05 level and at 0.01 level is 1.96 and 2.58 respectively which is low than obtained value at both level. Hence the Hypothesis No.1, that there will be no significant difference in Adjustment of orphanage children stands rejected at both 0.01 level and at 0.05 level of confidence.

**Hypothesis-II :** "There will be no significant difference in mean scores of anxiety of Orphanage Children (boys & girls)"

**Table-II : Showing mean, S.D., S.Ed and t-ratio to locate the difference in Anxiety of orphanage children (boys and girls) of Amritsar district (N=150).**

Sr. No.	Variable	N	Mean	S.D.	S.ED	t- ratio	Level of Significance
1.	Boys	75	9.72	5.34	0.88	6.42	Significant at both 0.01 level of confidence and at 0.05 level of confidence
2.	Girls	75	15.37	5.44			

Table II shows that the mean scores of Anxiety of orphanage (boys) of Amritsar Distt. is 9.72 and S.D. is 5.34 the mean score of Adjustment of orphanage girls is 15.37 and S.D. is 5.44. The S.ED of Adjustment of orphanage is 0.88. The t-ratio comes out to be 6.42. By referring the table, 't' value at 0.05 level and at 0.01 level is 1.96 and 2.58 respectively which is low than obtained value at both level. Hence the Hypothesis No.2, that there will be no significant difference in Adjustment of orphanage children stands rejected at both 0.01 level and at 0.05 level of confidence.

**Table-III: Coefficient of correlation between Adjustment and Anxiety Level of orphanage children.**

Sr. No.	Variable	N	r	Level of Significance
1.	Adjustment	150	-0.147	Non Significant at both 0.05 level of confidence and at 0.01 level of confidence
2.	Anxiety	150		

Table-III represents the coefficient of correlation of Adjustment and Anxiety of orphanage children. It comes out to be -0.147 which shows negative correlation. By referring the table of coefficient of correlation the value at 0.05 level is 0.159 and at 0.01 level is 0.208. The tabulated value is greater than the calculated value at both levels of confidence. Thus it indicates that there is non-significant relationship between Adjustment and Anxiety of orphanage children.

So, Hypothesis III, “there is non-significant relationship between Adjustment pattern and Anxiety of Orphanage children stands accepted.”

#### Major Findings Of The Study:

Essential conclusion drawn are:

1. There exists non-significant relationship between anxiety and adjustment pattern of school going orphan children.
2. There exists significant difference between adjustment pattern of school going orphanage children (boys and girls). The orphanage girls are less adjusted than orphanage boys.
3. There exists significant difference between anxiety of school going orphanage children (boys and girls). The orphanage girls possess more anxiety than orphanage boys.

#### EDUCATIONAL IMPLICATIONS:

1. Unorphanise Orphans, means education for orphans should not only to teach them with the ordinary duties of life, but it must guard against the growing up in the orphan's mind of the feeling that they are being apart of society and not has been deprived.
2. Deinstitutionalization of orphan children, they should send for common schooling, the moral advantage gained by making the poor orphans breathe the free air and consciously enjoy the rights they have equal and in common with the rest of the world.
3. Concept of Integration play important role in their adjustment to orphanage children. It is thought that provision of education in normal schools will be more beneficial for them rather than special schools. Integrated education is useful for orphanage children in these sense also i.e. leads to normal mental growth, ensures social integration, less expensive and maintains principles of equality and for academic integration.

4. Along with the studies boys be apprenticed to a trade and the girls properly introduced to some practical occupations for an independent livelihood in future.
5. In the orphanage home, we give them in additional industrial training, to enable them to gain an independent living when they enter into the competition of the world.
6. The orphan children being supported by other organizations, N.G.O's, Government in the progress of their studies.
7. Mainstreaming of the orphan child is necessity, they should sent for their regular elementary instructions to the public schools, where they mingle with the other children and taught like them. There they are upon an equal footing with the rest mankind. There they are not charity children.

### SUGGESTIONS FOR FURTHER STUDY

1. This study has confined to Amritsar district (Punjab) only. It can be conducted on wider sample of students of different districts of different states.
2. In the present study a sample of 150 students was considered. Study may be conducted on larger population.
3. The study was conducted on students living in orphanage homes. It can be conducted on the students of specific types of schools of different regions.
4. This study was conducted by taking the two variables as anxiety and adjustment. It can be conducted by taking various variables as attitude, achievement, self-exposure, self efficacy, Students relationship within the class and in orphanage home, impact of environment etc.
5. Comparative study of orphanage children and normal children also be undertaken.

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