A STUDY OF ADJUSTMENT AND ITS RELATED PROBLEMS FACED BY STUDENTS OF RURAL BACKGROUND STUDYING IN THE SCHOOLS OF URBAN AREAS OF DELHI

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Abstract

The contrast between the rural and urban setting shows how the different structure and life processes of rural and urban societies are different .This study delves into the adjustment problems of students belonging to rural areas studying in urban areas. The main objectives of the study are: To study the adjustment of rural background students studying in schools of urban areas, to study the various social problems related to their adjustment in schools of urban areas, to study the various emotional problems related to their adjustment in schools of urban areas, to study the various academics problems related to their adjustment in schools of urban areas. The Sample of the present study comprised of 55 students of class IX of 11 Government Boys Senior Secondary School of North, North-west (A) and North-west (B) districts School were selected by purposive sampling technique. It has been found in the findings and conclusions of the study that students of rural background studying in the school of urban areas were not well adjusted and had to face many related problem in the areas viz. social, emotional, and academic.

Key words: Adjustment problems, Rural and Urban Setting

INTRODUCTION

Attempting to trace sharp differences and contrasts between the two type of social phenomena, rural and urban largely to the basic differences as in occupational differences, environmental differences, difference in the size of communities, difference in the density of population, references in the heterogeneity and homogeneity of the population, differences in the social mobility, differences in the direction of migration, differences in the social differentiation and stratification, differences in the system of social interaction between the rural and urban settings.

Now a day's many students of rural background are coming to urban schools with a desire to acquire good education. If a school feels a strong responsibility for the adolescent welfare, it will make worthy efforts to help all students to become well adjusted.

Since young people send a major portion of their time in school. It is the social process of the school that determines how students acquire competencies in a particular school setting. As a crucial socializing force the school shares its functions with the family, the peer group and community. Therefore in the present study an attempt was made to study adjustment and its related problems usually faced by the students of rural background studying in the schools situated in urban areas.

OBJECTIVES

1. To study the adjustment of rural background students studying in schools of urban areas.

2. To study the various social problems related to their adjustment in schools of urban areas.

3. To study the various emotional problems related to their adjustment in schools of urban areas.

4. To study the various academics problems related to their adjustment in schools of urban areas.

POPULATION

The population of the present study was comprised of the government Boys Senior Secondary Schools and Government Boys Secondary schools of North, North-west (A) and North-west (B) districts run by Directorate of Education under government of N.C.T. of Delhi.

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SAMPLE

Sample of the present study comprised of 55 students of class IX of 11 Government Boys Senior Secondary School of North, North-west (A) and North-west (B) districts. Schools were selected by purposive sampling technique i.e. on the basis of availability of rural background students as these schools were nearer to rural areas within a distance of 15 to 25 kilometers. Students were selected by random sampling technique where there were more than 5 students in a class combing all sections.

TOOLS

1. The school Adjustment Inventory developed by Nirmal Kumar Bhagia was used to study adjustment of rural background students studying in the schools of urban areas.

2. The questionnaire was developed by the investigator himself in order to find out the adjustment problems faced by the students in the area of Social, Emotional and Academic.

DELIMITATIONS

1. The study was confined to the student of class IX who have completed their eight class from a rural school and now studying in government Senior Secondary and Secondary schools of North, North-West (A) and North-West (B) district in National Capital territory of Delhi.

2. Only male students were be covered by this study.

STATISTICAL TECHNIQUES

For analysis purpose percentages were calculated.

ANALYSIS AND INTERPRETATION

The responses of the students were recorded and tabulated for analysis of data. The analysis and interpretation of the data is given below:

Table No.1: Category Wise Average Scores of 55 Students

Category	A (Academic)	S (School mates)	G School Environment	T Teacher	P Self	Total
Range	17-24	18-25	7-13	18-25	18-24	89-119
Obtained Average Scores	20.4	18.78	12.5	20.52	18	90.07
Levels	Average	Average	Poor	Average	Average	Average

Table No.1 revels that the scores of rural background student on category Academic Areas (A) was 20.40 which lies within the range of average level of adjustment. The average score on category school mates (S) was 18.78 which fall under average level of adjustment. Adjustment of rural background student with school administration and environment (G) was found to be of poor level as the obtained score 12.50 falls under this range. The obtained scores 20.52 on category adjustments with teacher (T) lies within the range of average level of adjustment and reflects that the students of rural background moderately liked their teacher. The total score of 55 students on the school adjustment inventory was found to be 90.07 which was placed under average level of adjustment but as this score almost overlap with the range of poor adjustment indicates that rural students who were studying in the schools of urban areas were poorly adjusted.

Table No. 2: Percentage of Students Lying Various Range for Adjustment Levels

Level	Range	Total class	No. of students	Percentage
Excellent	Above 150	55	00	00.00
Good	150-120	55	11	20.00
Average	119-89	55	17	31.00
Poor	88-58	55	21	39.00
Very poor	Below 58	55	06	10.00

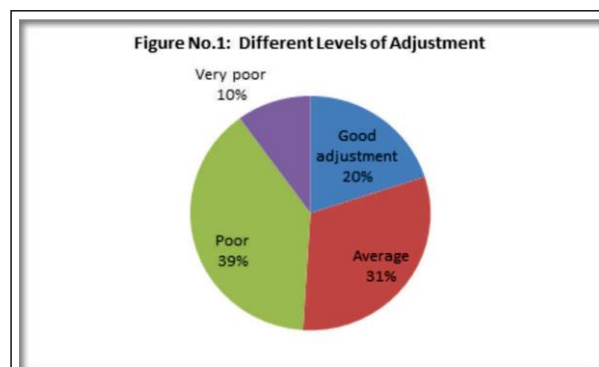Figure No.1: Different Levels of Adjustment

Table N0.2 and figure No.1 indicates that 39% of rural background students were poorly adjusted in schools of urban area, 31% students were having average level of adjustment. 10% students were having poor level of adjustment. There was not a single student who had excellent level of adjustment. As a whole 50% students were poorly or very poorly adjusted in the school of urban areas. This is alarming as half of them are maladjusted.

Table No.3: Adjustment Problem Related to Social Area

S.No.	Details of items	Responses given in Yes	
		In Nos.	In %
1.	Problems in meeting with urban fellows	23	41.8
2.	Problems communication in desirable urban language	25	45.4
3.	Problem in solving out my difficulties	29	52.7
4.	Face difficulties in taking part in co curricular activities	35	63.6
5.	Problems in making relations	29	38
6.	Problem in moulding behaviour in accordance	25	44.4

Table No. 3 shows that 63.6% students face difficulties in taking part in co curricular activities, 45.4% students had acute communication problem, they failed communicating in desirable language in school with their urban fellows and teachers, they were unable in moulding their rural and social practices and behaviour and according to the demands and needs of urban area. About 42% respondents stated that they had faced problems in meeting with urban fellows in school. They felt hesitation in making good relation and friendship with the classmates.

Table No.4: Adjustment Problem Related to Emotional Area

S.No.	Details of items	Responses given in Yes	
		In Nos.	In %
1.	Problems in taking decisions	25	44.4
2.	Feel uneasy and nervousness' while speaking	28	51
3.	Feel loneliness	23	42
4.	Unable to express their views	26	47.2
5.	Easily influence by fellows	15	27.3
6.	Feel my self of low levels	16	28
7.	Remain unhappy	25	45.4

TableNo.4 indicates that more than 50% students feel uneasy and nervous while speaking in the class. About 50% of students responded in Yes that they had problem in taking their own decision and they were depend on their parents because always their parents made decision for them. About 42% students stated that they felt themselves alone in the school. They said that there was no one with whom they could share their feeling, views and problems. About 50% students found themselves unable to express their views and feelings effectively.

Table No. 5: Adjustment Problem Related to Academic Area

S. No.	Details of items	Responses given in Yes	
		In Nos.	In %
1.	Problem in asking questions	28	51
2.	Difficulty in clarifying quarries	22	40
3.	Problem in answering questions	28	51
4.	Difficulties in coping with the pace of teachers	26	47.3
5.	Problem in oral communication	31	56.4
6.	Difficulties in helping the fellows	17	31
7.	Unable to have co-operation	34	61.8

Table No.5 indicates that about 60% students were unable to take help from their fellows. They had problems in seeking cooperation of their classmates in academic matters. They had difficulties in clarifying their quarries. More than 50% students had problem in asking questions from the teachers during and after the class. These students know the answer of the question which the teachers had asked but they have problem in explaining and expressing that orally. Nearly 50% students faced difficulties in understanding the content, writing and reading through the pace of their teacher.

MAIN FINDINGS OF THE STUDY :

1. The scores of rural background student on category Academic Areas (A) was 20.40 which lies within the range o f average level of adjustment and the score was half way marginally diverge in poor category in school of urban areas.

2. The average score on category school mates (S) was 18.78 which falls under average level of adjustment and this score almost coincide with the range of poor level of adjustment of rural background students studying in the school of urban areas.

3. Adjustment of rural background student with school administration and environment (G) was found to be of poor level as the obtained score 12.50 falls under this range. This score was almost within the range of average level of adjustment indicates that they are moderately satisfied with school administration and environment.

4. The obtained scores 20.52 on category adjustments with teacher (T) lies within the range of average level of adjustment and reflects that the students of rural background moderately liked their teacher.

5. The total score of 55 students on the school adjustment inventory was found to be 90.07 which was placed under average level of adjustment but as this score almost overlap with the range of poor adjustment indicates that rural students who were studying in the schools of urban areas were poorly adjusted.

6. About 42 percent responded in yes that they have difficulty in mixing with their urban fellow.

7. Approximately 64 percent students faced difficulties in taking part in different cultural and co-curricular activities in school.

8. About half of students said that they felt themselves uneasy and nervous while speaking in class.

9. More than half of students responded that they have problems in asking question from teachers in class.

EDUCATIONAL IMPLICATIONS

a) Rural background student could be identified and special attention be given by the teachers and school administrative staff according to their capabilities and potentialities. In the classroom teacher must encourage these students to develop self confidence.

b) In service Teacher Education programme should be arranged for teachers dealing with the student of rural areas. During such in service teacher education programme focus should be on developing the sensitivity of teachers towards the students of rural background

c) Guidance services to deal with the problem of adjustment of the rural student studying in the school of urban setting should be provided.

d) Regular meetings with the parents of rural students and making them aware about their difficulties and problems of their wards moreover providing suggestion to them that how they can effectively contribute to the adjustment of their children at home and school in new and changed situations should be done.

CONCLUSION:

It has been found in the study that students of rural background studying in the school of urban areas were not well adjusted and had to face many related problem in the areas viz. social, emotional, and academic. The findings of this study are useful for teachers, students and parents.

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