

MALADJUSTMENT TENDENCIES OF ADOLESCENTS INSIDE AND OUTSIDE CLASSROOMS

Archi Pal¹, Reema Adhikary², Sharmistha Pramanik³

¹B. Ed student (2nd Semester), ShimuraliSachinandan College of Education, Simurali, Nadia, archipal95@gmail.com, M- 8910970815

²B. Ed student (2nd Semester), ShimuraliSachinandan College of Education, Simurali, Nadia, rimisncw@gmail.com, M- 9547751334

³Assistant Professor, ShimuraliSachinandan College of Education, Simurali, Nadia, sharmistha8689@gmail.com, M- 9609116839

Abstract

Maladjusted behaviour of the school going adolescents can be identified by social, emotional, educational spheres of their behaviour. Eight students were purposefully selected to explore the adjustment problems from inside and outside the classroom environment. Self-made structured interview schedule had been administered on the selected sample. Comparative graph and mean scores had been drawn from the raw scores. Result showed that the educational dimension had been affected in case of inside classroom situation and the social dimension had been maladjusted in case of outside classroom situation. Teachers as well as guardians should create a friendly environment in home and school as well, so that the students can feel at ease to share their problems.

Keywords: Maladjustment, Adolescents.

Introduction:

A maladjusted child is defined as one whose behavioural and emotional difficulties, however caused, have prevented the child from benefiting from the ordinary social and educational experiences of home and school, and whose difficulties will persist unless assisted by those with appropriate skills- a child for whom failure in learning and in socially approved situations is more probable than success [1]. Adjustment problems amongst the children are usually transient in nature and may be improved through education and counselling before developing into permanent features. Of late, there has been a rise in the prevalence of mental illness and maladaptive behaviours in adolescents. According to the estimation of WHO, upto 20% adolescents have one or more Mental and behavioural problems. Studies, conducted in different parts of the world, have shown that different emotional and behavioural problems in adolescents ranges from 16.5% to 40.8% and in India it is within the range of 13.7% to 50% [2]. Lack of data on the subject precludes an assessment of the magnitude of the problem which is essential for effective health care planning. [3]

Identifying Characteristics of Maladjusted Adolescents:

Due to the depreciation of various needs like need for freedom, self-expression, security etc, maladjusted children show different problems like lying, stealing, bad manners, disobedience, restlessness, temper tantrums, perverted sexual practices and sexual offence, addiction to

smoking, gambling, drug, alcohol etc. The outline of taxonomy of maladjustment are as follows[4]:

Extrinsic Maladjustment-

A. Conduct Problems:

- Hyperactivity
- Aggressive behaviour
- Generally disturbing /disobedience
- Major breaks of rules (habitual truancy, delinquency)
- Addiction to drug, alcohol etc.

B. Poor Social Relations:

- Poor relation to parents
- Poor relation to other adults /family members
- Poor peer relationship, mobbing
- Poor peer relationships, rejection

C. Other Extrinsic Maladjustment:

- Lack of concentration
- Lack of motivation
- Underachievement

Intrinsic Maladjustment

D. Children's Own Experience to Misery:

- Reluctance in doing school task
- Anxiety or stress regarding school work
- Anxiety and depression outside school
- Psychosomatic reactions
- Feeling of unhappiness at home
- Other personality problem

E. Children's Own Experience to Negative Evaluation:

- Low self-esteem
- Feeling of low peer status
- Feeling of being negatively viewed by the teachers
- Feeling of being negatively viewed by the parents

Factors that are Responsible for Maladjustment:**1. Personal Causes:**

a) **Hereditary Causes:** The individual may inherit defective mental makeup, the physiological structure, colour of the skin, constitutional defects, incapacity, depression, inferiority complex and huddle on getting proper satisfaction of needs.[5]

b) **Physical Factors:** Physical or physiological factors like poor health, lack of validity, physical deformities, physical ailments, chronic diseases, and bodily defects etc. may drift one towards maladjustment.

2. Causes Inherited the Nature of the Individual:

a) **Unhealthy Home Environment:** This includes improper behaviour of the parents towards the child, frequent quarrelling between the parents, their separation or divorce, loss of one or both of them, drunkard or drug addiction, low moral standard of the family.

b) **Economic Factors:** When generally poor children meet children of rich family humiliated in front of classmates in the school, they might develop jealousy, worry and inferiority complex which lead to emotional disturbance.

c) **Social Laws:** The social laws and legal bindings are the most common source of frustration among the adolescents, strict discipline, restrictions imposed by parents or teachers are similarly common sources of maladjustment.

d) **Bad Company/Peer Group/Neighbours:** Neighbourhood and the peer group are important conditions of a child's behaviour. Many of the youngsters develop delinquencies because such patterns are seen in their neighbourhood or peer group like lying, stealing, obscene talk, promiscuous sex interest.

e) **Exposure to Mass Media:** Children are exposed to mass media, explosion of knowledge, adult issues nowadays. Children witness violence, immoral or unethical behaviour which may lead to maladjustment.

f) **Lack of Guidance and Counselling:** Students are not aware of their own mental and physical changes. No guidance is provided for various areas at different levels. They become even more confused, frustrated and it may lead to maladjustment.

Effects of Maladjustment on Education:

The general educational problems faced by adolescent students are as follows-

- Because of the confusing situation the students lack self-confidence and begin to doubt their own ability.
- Maladjustment sublimates a student's anxiety which demotivates the students and it may lead to mental illness.
- Faulty teaching methods fail to motivate the students.
- Tension on attending the class, fear of being humiliated in front of other people, low IQ, fear of being rebuked or getting punishment by teachers.
- Fear of low score and failing in examination and most importantly fear of uncertain future.

Remedial Measures of Maladjustment:

- **Proper Encouragement:** Parents and teachers should speak with the children about their daily activities in a friendly way. In this way the children can be accustomed to the principles of socialising.
- **Proper Appreciation:** Parents and teachers should directly praise the children for the good things they had done. Students must be given ample scope of expression.
- **Delegating Responsibility:** Parents and teachers should assign some responsibilities to the children evolving some task which they perceive as real and important. Creative activities must be encouraged.
- **Provision of Entertainment:** Parents should provide facilities like parks sports club, amusement places, theatre, museums to children.
- **Testing:** Refer the children for special educational testing. In some instances maladaptive children are eligible for special educational services.
- **Pattern of Relaxation:** The teacher should set a pattern of calmness. Yoga meditation, stress management courses play very important role in preventing maladjustment. The class should not be teacher- monopolistic.
- **Informing Progress:** The teacher should inform the children and parents about the progress they are making. This should always be remembered that every child has its own problems and every problem should be tackled in different ways. The teacher should be just and fair enough in the treatment.
- **Timely Help:** The teacher should help the children when they need it and not only when they ask for it. In this way the teacher can protect the students from many traumatic experiences.
- **Moral Education:** The school should provide value education through practicing confidence, cooperation, sharing, caring, honesty and other values.
- **Guidance and Counselling:** If the teacher and parents as well work as a guide for children as well as the parents, many negative situations can be turned into positive ones which would be beneficial to the children.

Objective of the Study: Adolescents are highly vulnerable to psychiatric disorders. The study aimsto-

1. Explore the prevalence and patterns of adjustment problems in adolescents.
2. Study associations between socio-environmental stressors and maladaptive outcomes.

Collection of Data:

Population: School going adolescents [students' age between (10-19 years) according to WHO]

Sample:Eightstudents from inside and outside the classroom environment of five secondary schools of Simurali, Nadia had been selected for the study.

Sampling Method:Purposive Sampling Method has been chosen to collect data with the help of the school teachers and third semester B.Ed interns of SS college of Education.

Tool:Investigator made Structured Interview Schedule.

Description of the Tool:In the interview schedule three major areas of maladjustment have been covered. They are-

- **Emotional Maladjustment:** High scores indicate unstable emotional situation whereas students with low score tend to be emotionally stable.

- **Social Maladjustment:** High scores indicate aggressive behaviour and low score indicates submissive behaviour of the students.
- **Educational Maladjustment:** High scores denote poor adjustment where low score denotes students who are interested in school activities.

There are twenty items in each area; all together sixty items with Yes/No alternatives. For any answer of zero is given, otherwise score of one is awarded. The responses on the items are given below indicate lack of adjustment in these areas.

The subjects were classified into five categories in accordance with the raw scores obtained by them on the inventory. The five different Categories of maladjustment are listed below in the table.

Table1: Classification of Adjustment in Terms of Categories

Category	Description	Range of Scores	
		Male	Female
A	Excellent	5 and below	5 and below
B	Good	6-12	6-14
C	Average	13-21	15-22
D	Unsatisfactory	22-30	23-31
E	Very Unsatisfactory	31 and above	32 and above

Data Analysis:

Table 2: Adjustment Area/Sample Wise Scores

Students	Age	Dimension			Total	Grade
		Emotional	Social	Educational		
Student 1	16	9	12	13	34	E Very Unsatisfactory
Student 2	15	9	10	7	26	D Unsatisfactory
Student 3	15	4	10	18	32	E Very Unsatisfactory
Student 4	14	5	9	13	27	D Unsatisfactory
Student 5	16	6	13	9	28	D Unsatisfactory
Student 6	17	7	10	6	23	D Unsatisfactory
Student 7	15	11	15	12	38	E Very Unsatisfactory
Student 8	14	12	7	10	29	D Unsatisfactory

➤ **Comparative Graphical Representation of Maladjusted Students Inside and Outside the Classroom Environment:**

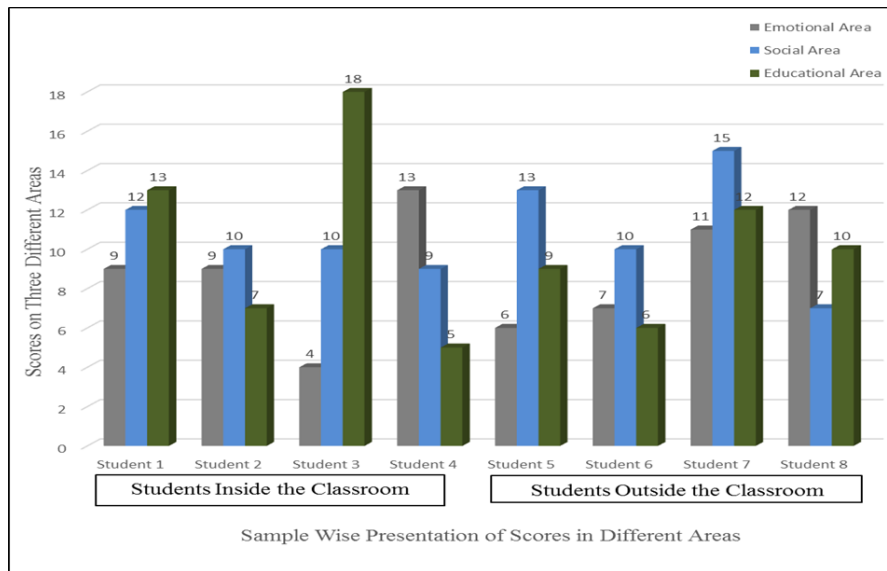


Fig.1 Comparative Graph showing different dimensions of Maladjustment

Data Interpretation: According to the whole inventory for the maladjusted adolescents in all three dimensions (Emotional, Social and Educational) of adjustment, several points have been found.

- Student 1 was good at Emotional area, average at Social area, Tendency to maladjustment in Educational area. Total score was thirty four out of sixty. According to table 1, he showed tendency towards maladjustment.
- Student 2 was good at Educational and Emotional area, showed optimal score in Social area. His total score was twenty six out of sixty. According to table 1 he showed tendency towards maladjustment.
- Student 3 was good at Emotional area, showed slight tendency of maladjustment in Social area, totally maladjusted in Educational area. His total score is thirty two out of sixty. According to table 1 he showed tendency towards maladjustment.
- Student 4 was good at Emotional area, average at Social area and intended to maladjustment in Educational area. His total score was twenty seven out of sixty. According to table 1 he showed tendency towards maladjustment.
- Student 5 was good at Emotional area, average at Educational area, and intended to maladjustment in Social area. His total score was twenty eight out of sixty. According to table 1 he showed tendency towards maladjustment.
- Student 6 was good at both Educational and Emotional area, showed optimal score in Social area.
- Student 7 was slightly maladjusted in both Emotional and Educational area and maladjusted in Social dimension. His total score is thirty eight out of sixty that depicted overall tendency towards maladjustment.
- Student 8 was average at Social area, slightly maladjusted in Emotional area and intended towards maladjustment in Educational area.

From the above study, we can derive the following general results as shown in Fig.1-

- Most of the students were showing slight maladjusted behaviour in Emotional area.
- Except two students, rests showed total maladjustment in Social area.

- Students generally showed more maladjustment tendency in Educational area.
- Educational dimension of the students were maladjusted in case of the inside classroom environment.
- Social dimension of the students were moderately maladjusted in case of the outside classroom situation.

Conclusion: At the end of the study, we can conclude that, there are several common reasons behind the maladaptive tendencies of the adolescents:

- Maximum students don't have proper guidance mainly on educational and social sectors.
- There are stories of over expectations from parents, unequal division among siblings, and gender biasness behind maladaptive behaviours of students.
- Ignorance of the parents is another common problem. Parents don't want to listen or simply neglect their problems.
- There is a huge communication gap between the parents and children.

These tendencies towards maladjustment can be controlled by following these simple steps:

- ★ Education of the parents and guardian is important. They should be aware of the mental and physical changes of the adolescents.
- ★ The parents and the teacher should create a friendly environment in home and school, so that the students can feel free to share their problems and don't suffer from inferiority complex.
- ★ The teacher and parents should convince the students about the pros and cons of various principles, aspects or things but should not order or impose upon them.
- ★ The parents can consult the psychological counsellor, if necessary.

Limitations:

- The schools were selected from Simurali, Nadia, that's why the results can't be generalized.
- The number of the students might be increased by taking more schools under the study.
- The tool could have been standardised. Pilot study has not been done due to time constraints.

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