



A STUDY OF INTELLIGENCE, ADJUSTMENT AND ANXIETY AMONG STUDENTS RESIDING IN HOSTELS AND WITH FAMILIES

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ABSTRACT: The home or family constitutes a fundamental unit of society. It is the most basic social group, typically comprising a husband, a wife, and their children. The term "family environment" refers to a group of individuals who, bound together by ties of marriage, blood, or adoption, collectively form a single household. The various family members—including husbands and wives, parents, children, and siblings—exert their influence through the performance of their respective social roles.

Students residing in hostels exhibit varying levels of intelligence, adjustment, and anxiety. Students often turn to hostel accommodation due to the inability to fulfill their basic needs within the family environment. The curiosity regarding how students—whether living with their families or in hostels—cope with anxiety and achieve psychological adjustment gave rise to the present research problem; consequently, the researcher has undertaken a study to examine the levels of intelligence, adjustment, and anxiety among students residing in family settings versus those living in hostels.

Keywords: *Family and Hostel Environment, Student, Intelligence, Adjustment, and Anxiety.*

Family Environment:

The family environment is replete with various influences. It is within the family setting that a child learns to obey elders, live with discipline, imbibe the spirit of cooperation by observing members assist one another, and properly discharge their duties.

Hostel Environment:

Education refines the human personality, enabling individuals to distinguish between right and wrong; through discipline and dedication, it thus molds the character of children. Inspired by these very qualities of education, governments across the globe have pledged to achieve 100% literacy; our government, too, is making tireless efforts to ensure the attainment of universal literacy. However, the geographical distribution of these states is so scattered that a cohesive, large-scale community has not been able to form there; consequently, there is a scarcity of schools and colleges. As a result, students leave their native lands to reside in hostels.



enter the hostel environment only after having imbibed fundamental values and upbringing from their families. At this stage of life, one is at an age where the primary objective is to learn as much as possible from one's surroundings. consequently, the effective management of hostels exerts a profound influence on the personal lives of students. At times, however, the atmosphere within hostels can become vitiated, thereby adversely affecting the students' personal lives. The hostel environment impacts their intellect, psychological adjustment, and levels of anxiety. Indeed, a multitude of factors—including the general surroundings, family back ground, peer associations, socio-geographic environment, economic status, school, and the hostel itself—collectively influence the students' intellect, adjustment capabilities, and anxiety levels.

Intelligence:

Differences in intelligence begin to manifest right from a person's infancy, as intelligence is an innate quality of the individual; by virtue of this attribute, one may possess a sharp intellect, another an average intellect, and yet another a slow intellect.

Adjustment:

Adjustment refers to engaging in appropriate behavior in order to maintain harmony with in a given situation. According to Gehas and others, the concept of adjustment is interpreted in two ways. Firstly, adjustment is a continuous process aimed at establishing a balance with the environment. Secondly, adjustment is a state of equilibrium; upon reaching this state, an individual is considered to be well-adjusted.

Anxiety:

Anxiety is an extremely distressing mental state akin to fear; it causes an individual to experience a sense of suffocation and become overwhelmed with despondency. Anxiety hinders the process of a child's development, rendering the child unable to perform any task with complete concentration and dedication. Anxiety is associated with various domains—such as the attainment of success or the experience of failure, concerns regarding career or employment, and matters related to educational aspirations, among others.

Research Objectives:

To study and compare the intelligence, adjustment, and anxiety levels of students residing in hostels versus those living with their families.

Hypothesis:

1. There is no significant difference in the intelligence, of students residing in hostels versus those living with their families.
2. There is no significant difference in the adjustment, students residing in hostels versus those living with their families.
3. There is no significant difference in the Anxiety levels of students residing in hostels versus those living with their families





For the purpose of this delimited study, 520 students from Jodhpur, Jaipur, and Udaipur were selected.

Variables of the Study:

1. Independent Variables: Family, Students, and Hostel
2. Dependent Variables: Intelligence, Adjustment, and Anxiety

Sample: 520 students were selected from hostels and schools.

Tools:

1. Group Mental Ability Test developed by Dr. P. Shyam Jalota
2. Adjustment Inventory for Students developed by Dr. A.K.P. Sinha
3. General Anxiety Inventory developed by Dr. K. Kumar

Statistics Used:

The following methods were employed for the statistical analysis presented in this research:

Mean

Standard Deviation

t-test

Conclusion-

Hypothesis-1

There is no significant difference in the intelligence of students residing in hostels versus those living with their families.

A calculated t-value of 1.30 was obtained, which is lower than the critical value of 1.96 at the 0.05 level of significance; therefore, the first hypothesis is accepted.

Hypothesis-2

A calculated t-value of 0.18 was obtained, which is lower than the critical value of 1.96 at the 0.05 level of significance; therefore, the second hypothesis is accepted.

Hypothesis-3

At-value of 5.42 was obtained, which exceeds the critical value of 1.96 at the 0.05 level of significance; therefore, the third hypothesis is rejected.

Interpretation:

No significant difference was observed in the intelligence and adjustment levels of students residing in hostels versus those living with their families; however, a difference was found regarding anxiety levels between male and female students residing in hostels—specifically, students living in hostels were found to be more anxious.





Suggestions:

1. Children within the family should be raised and nurtured appropriately, and parents should serve as role models for discipline.
2. Students should be provided with an education that enables them to adapt and integrate effectively within the school environment.
3. Hostels should be established in a clean, peaceful, and academically conducive environment, situated in close proximity to schools and colleges.
4. Students residing in the hostel should not be subjected to undue restrictions or harassment that could create obstacles in their education.
5. A hostel superintendent should be selected who is highly educated and capable of understanding the students' sentiments while keeping their best interests in mind.

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