RESEARCH PAPER

A Study On Adjustment Of Students With Mild Intellectual Disability In Relation To Their Socio Economic Status

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ABSTRACT

The Mild Intellectual Disability (MID) is a condition which originate before age 18-22 year characterized by significant limitations in an intellectual functioning (learning, reasoning, problem-solving) and adaptive behaviour (social skills and practical life skills). It is not a disease, but a neurodevelopment delay due to which affected varying activities of students at daily living. Students with MID often face difficulty in adjustment such as emotional adjustment, social adjustment, educational adjustment etc that require support in adjustment at school and home. These factors influencing their adjustment, but the Socio Economic Status plays a critical role in better adjustment of students with Mild Intellectual Disability. This study aims to analyse the Socioeconomic Status which influence the adjustment of students with Mild intellectual disability. The researcher has employing a survey method for data were collected using standardized tool of adjustment and socioeconomic status. After collected data the researcher create the group of students based on their socioeconomic status such as good and bad and based on obtained score of student in SES, the researcher compared SES score with adjustment score of students to understand the role or impact of SES on Adjustment of students with mild intellectual disability.

The findings indicate that a positive correlation between Good Socioeconomic Status —characterized by good income, educated parents, quality healthcare and good resources—and to improved better adjustment among students with Mild intellectual disability (MID). If, a SES is not good then, it was found to negatively correlate with adjustment.

This research paper will helpful to parents, policy making and other family membersto understand the importance of good socioeconomic status and understand how good socioeconomic status enhance better adjustment which is helpful in education, personal skills, social skills which resulted into outcomes of students with Mild Intellectual Disability (MID). The highlighting the role of SES factors, the study provides an understanding how much it important in adjustment of students.

Keywords: Adjustment, Mild Intellectual Disability and Socioeconomic Status.

How to site this article: Rinku Kumar , Jitender Kumar , Neeru Rathee,“A Study On Adjustment Of Students Withmild Intellectual Disability In Relation To Their Socio Economic Status”Int J Drug Deliv Technol. 2026;16(89s): 1414-1420; DOI: 10.25258/ijddt.16.89s.148

INTRODUCTION

Intellectual Disability is made up of two words, Intellectual & Disability where, intellectual refers to the person's ability to think, understand, learn, reason and use knowledge, and the word disability refers to reduced ability to do the tasks. So, together intellectual disability refers the lack or reduced ability of students to think, understood, reasoning, etc.

Intellectual disability is the developmental delay disability, which affect the development process of students. It is not an illness but a lifelong condition, due to which students faces difficulties in their personal adjustment, social adjustment, educational adjustment etc., it is a condition which is lifelong.

It cannot be cured completely but with proper family support, inclusive education, various therapy, intervention and other teaching strategies it can be improved to 70-80%. Intellectual Disability is directly related to the IQ of students, which directly affect the adjustment of students such personal adjustment, social adjustment, educational adjustment etc.

Adjustment of students with mild intellectual disability means better adjustment in various areas such as in personal skills, social skills and education etc., usually can measured through behaviour, activity, relation or action of students with mild intellectual disability. The adjustment is not just a word; it is actually a complete, continuous process through which students learn how to manage situations by changing different possible aspects like thoughts, behaviour or actions. The better adjustment of students is always known a pillar of a successful future life and also helpful to manage education, social skills, personal skills and relation indifference situations. But adjustment of students with mild intellectual disability influenced by various factors such as home environment, school environment, depression including Socioeconomic Status.

The Socioeconomic Status of family or student plays a pivotal role in reinforcing adjustment, because aspects of socioeconomic status such as family income, parental education, and parental occupation appropriate learning resources have been associated with better adjustment of student with mild intellectual disability. The socioeconomic status always play significantly impact on adjustment and provides foundation support to students in personal, social, emotional and academic adjustment which is essential in better life of students.

There are some core components of socio economic which affect adjustment of students with mild Intellectual Disability.

- Income of family or parents.
- Education of family or parents.
- Occupation of family or parents.

Income of family: It means, Income or wealth of the family, it is determined by the family's activity and fulfils the basic requirements of students such as food, cloth, shelter, education, healthcare etc. Families with high economic factor are living in better living conditions with all the resources and the families with low economic faced difficulty in living & faced difficulty to provide better resource to students.

Education of family or parents: It refers to the level of education of family, especially parents of students. Because the well educated parents or family members provide better knowledge, skills and problem-solving skills to students or child. Better education always plays a very crucial role in the student's development, asthe better education, the better development, which we can see in adjustment, behaviour and education etc.

Occupation of family or parents: Occupation refers to the type of work a person does to run the family expenditure. The family occupation type affects daily life patterns, work stress, time for family etc. and especially parent's occupation influence students exposure and development directly. Therefore occupation is not only a source of income but also an indicator of adjustment of students which is helpful for students to live a better life.

Rational of study

Adjustment is an essential aspect of life especially for students with Intellectual disability, because these students face challenges in daily life activity, social activity, educational activity and behaviour adjustment. So, students with mild Intellectual Disability require supportive environments including Socioeconomic Status to adjustment skills that helpful at home, school and society.

Socioeconomic status plays vital role to development and adjustment skills of students with mild intellectual disability. Because, if students with mild intellectual disability belong from good socioeconomic status then often receive better educational support, learning opportunities, healthcare facilities, study materials and intervention services compared to those students with mild intellectual disability which belong from lower socio-economic status. The students with mild intellectual disability face limitation of cognitive ability and they faced challenges in adjustment but combination of better socioeconomic status may enhance their ability to adjustment more effectively.

Despite the importance of socioeconomic status, the researcher has undertaken the present study to analysis the relation between adjustment and socioeconomic status and researcher examine how socioeconomic status effect the adjustment of students with mild intellectual disability. No particular research has been taken still on this topic and student with mild intellectual disability hence the researcher has taken to understand essential role of SES in adjustment. This study also will be helpful for educators, parents and policymakers to

understand the importance of socioeconomic status in adjustment students with mild intellectual disability.

Statement of the problem

"A study on Adjustment of students with mild intellectual disability in relation to their socioeconomic status"

Objectives of study

- To assess the adjustment of students with mild intellectual disability based on their high and low socioeconomic status.
- To assess the correlation between the adjustment and socio-economic status of students with mild intellectual disability.

Hypothesis of study

- There is no significant difference in the adjustment of students with mild intellectual disability based on their high and low socioeconomic status.
- There is no significant correlation between the adjustment and socio economic status of students with mild intellectual disability.

Delimitation of study

- The researcher selected the sample size from Adarsh Special School, Bhiwani, Haryana.
- The researcher selected two variables—Adjustment and Socioeconomic Status.
- The researcher selected a sample size of 30 students with mild intellectual disability.
- The researcher selected 12- to 15-year-old students with mild intellectual disability.

Review of literature related study

Turnbull et al. (2004) studied parental involvement patterns in families of children with intellectual disabilities and reported that consistent academic engagement at home positively influenced learning outcomes. Students belonging to higher socio-economic status families showed better emotional and social adjustment. Financial hardship reduced parental participation in school-related activities. The study highlighted the critical role of family–school partnership.

Pong (2007) examined the influence of family income and parental education on students' academic achievement. The study found that students from higher socio-economic backgrounds consistently performed better academically due to greater access to educational resources at home. Lower Socioeconomic status students showed adjustment difficulties related to stress and limited parental support.

Szumski and Karwowski (2012) Studied children with intellectual disability and reported that higher SES families provided more academic support and engagement. Parental involvement mediated the effect of SES on school achievement and adjustment.

Kumar and Kaur (2017) analyzed academic achievement and adjustment of students with intellectual disability in special schools. The study revealed that students from higher SES families showed better educational adjustment and classroom behaviour.

Malhotra (2019) found that adolescents with intellectual disability from stable socio-economic backgrounds showed better emotional adjustment and academic engagement.

Vilaseca et al. (2023) conducted a longitudinal study examining parenting practices and family context variables among children with intellectual disabilities. The findings revealed that positive parental involvement, supportive home environments, and favorable family conditions were associated with better developmental outcomes and adaptive functioning. The study highlighted the role of family socioeconomic resources in enhancing adjustment and development among children with intellectual disabilities.

Dakopolos et al. (2024) investigated the relationship between cognitive development and adaptive behaviour among children and adolescents with Intellectual and Developmental Disabilities (IDD). The longitudinal study found that improvements in cognitive functioning were significantly associated with improvements in adaptive behaviour, including communication, socialization, and daily living skills. The findings suggest that better environmental and developmental support contributes to enhanced adjustment among students with intellectual disabilities.

Kim and Dell'Armo (2024) developed and validated an adaptive behaviour construct using data from the National Longitudinal Transition

Study-2 (NLTS2). The study emphasized that adaptive behaviour is a critical indicator of successful transition, social functioning, and adjustment among individuals with intellectual disabilities. Students with stronger adaptive behaviour skills demonstrated better adjustment and independence.

Rashmi and Mohanty (2024) analyzed socioeconomic variations in disability using data from India's National Family Health Survey (2019–21). The study found substantial disparities in disability outcomes across socioeconomic groups. Individuals from lower socioeconomic backgrounds experienced greater disadvantages in access to educational, healthcare, and support services, indicating the significant influence of socioeconomic status on developmental and adjustment outcomes.

Lui, Lau, and Wong (2025) examined executive planning, self-determination, and quality of life among adolescents with intellectual disabilities. The study reported that adolescents who demonstrated stronger planning and self-determination skills experienced better quality of life and social adjustment. The findings highlight the importance of supportive family and educational environments in promoting adjustment outcomes.

Method of study

In the present study, the researcher used descriptive survey method to collect the data to analysis adjustment of student with Mild Intellectual Disability in relation to their Socioeconomic Status.

Sample size of study

The researcher selected sample size of 30 students with mild Intellectual Disability by random sampling from Adarsh Special School, Bhiwani, Haryana.

Tool used in this research

Adjustment Inventory Test: In this research, the researcher used self-prepared Adjustment inventory test under the supervision of Prof. Jitender and co-supervisor Dr.Neeru Rathi, Department of Education, MDU, Rohtak, Haryana, in the year 2024. Based on this test, researcher collected data of students with mild intellectual disability.

Socio Economic Status Scale: The researcher used Socioeconomic status scale is designed by Dr. Ashok K. Kalia, Professor of Education, Department of Education, Maharshi Dayanand University, Rohtak Haryana and Dr. Sudhir Sahu, Assistant Professor, Vikramaditya College of Education, Rohtak to create the group of students based on their socioeconomic status such as High and Low socioeconomic status. In this research paper, researcher set the criteria of High and Low socioeconomic status i.e. if student obtained a score above fifty percent then it was considered as high socio-economic status of students and if students obtain a score below fifty percent, then it was considered as low socio-economic status of students.

After that, the researcher compared the high and low socioeconomic status with score of adjustment obtained by students with Mild Intellectual Disability.

Adjustment Inventory Test: It was developed and prepared and standardised by the researcher, supervisor and Co-supervisor.

Statistical techniques used in this research

The researcher used Mean, S.D., ‘t’ value and correlation coefficient to analyse the difference between high & low socioeconomic status of students with mild intellectual disability and the relationship between Adjustment and Socioeconomic Status.

Analysis and Interpretation of Data:

Hypothesis 1: There is no significant difference in the adjustment of students with mild intellectual disability based on their high and low socioeconomic status.

Table 1: Mean, S.D. &'t' value of the adjustment of students with mild intellectual disability based on their high and low socioeconomic status.

Variable	Group	N	Mean	S.D.	t-value	Significance Level
Adjustment	High socioeconomic status students with mild intellectual disability.	15	47.60	3.54	4.35	Significant at .05 and .01
	Low socioeconomic status students with mild intellectual disability.	15	41.73	3.86		

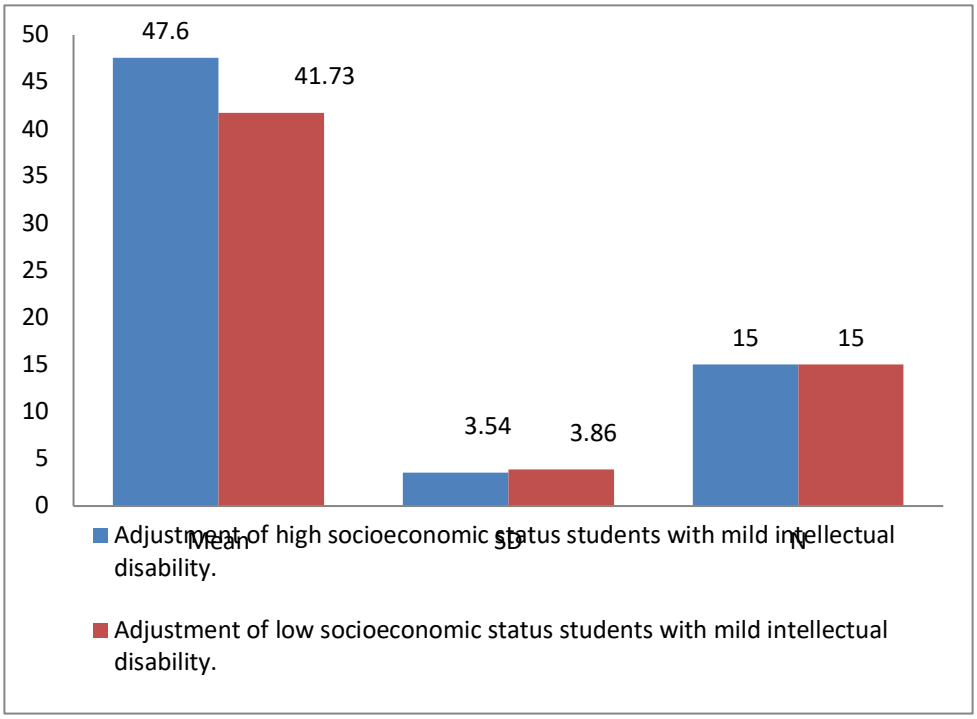
df: 28 **.05 = 2.048** **.01 = 2.763**

Interpretation: The mean & SD of adjustment of high- and low socioeconomic-status students with mild intellectual disability are 47.60 & 3.54 and 41.73 & 3.86, respectively. The calculated't' value is 4.35, which is more than the standard table value at both levels of significance, i.e., at the .05 & .01 levels.

It is calculated that the mean value of adjustment of the high socioeconomic status students with mild intellectual disability is more than that of the low socioeconomic status of students with mild intellectual disability, and the't' value exceeds the critical value at the 0.01 level (2.763). **Therefore, we reject the Null**

Hypothesis 1 because statistically difference in adjustment levels, with high-SES students with mild intellectual disability exhibiting better adjustment than low-SES students of mild intellectual disability.

Graph 1: Mean, S.D. &'t' value of the adjustment of students with mild intellectual disability based on their high and low socioeconomic status.



Hypothesis 2: There is no significant correlation between the adjustment and socio economic status of students with mild Intellectual Disability.

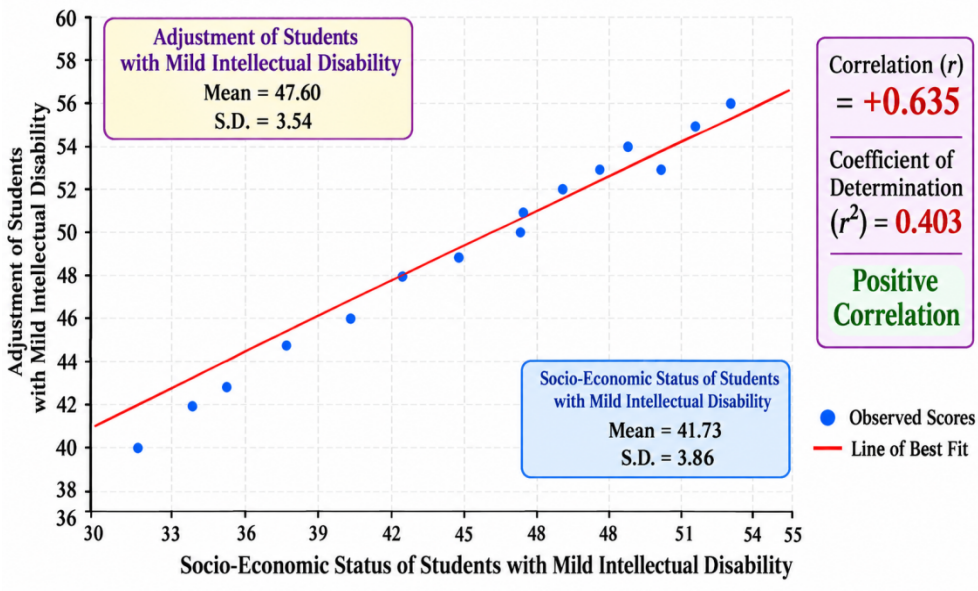
Table 2: Mean S.D. & correlation-coefficient value of correlation between the adjustment and socio economic status of students with mild Intellectual Disability.

Variable	Group	N	Mean	S.D.	Correlation coefficient	Significance Level
Adjustment	High socioeconomic status students with mild intellectual disability.	15	47.60	3.54	0.635	Significant at .05 and .01
	Low socioeconomic status students with mild intellectual disability.	15	41.73	3.86		

df: 28 **.05 = 2.048** **.01 = 2.763**

Interpretation: Interpretation: The mean & SD scores of adjustments of high- and low-socioeconomic-status students with mild intellectual disability are 47.60 & 3.54 and 41.73 & 3.86, respectively. The correlation coefficient was calculated by the product moment method, which is 0.635, and it is more than the standard table value at both levels of significance, i.e., at .05 & .01. A correlation coefficient of 0.635 indicated the strong positive correlation between socio economic status, means if the socio economic status is found better for students with mild intellectual disabilities, then also adjustment is better for students. **Therefore, hypothesis No. 2 is rejected.**

Graph 2: Mean S.D. and correlation coefficient between adjustment and socio economic status of students with mild Intellectual Disability.



Major Findings

1. In Hypothesis 1: There exists significant difference in adjustment of high & low socio economic status students with mild intellectual disability. The calculated't' value is more than standard table value of at both levels of significance i.e. at .05 & .01 level. The mean value of adjustment of high socio economic status students with mild intellectual disability is more than from low socio-Economic status students with mild intellectual disability. It is finally concluded that the adjustment of high socio economic status students with mild intellectual disability is better than low socio economic status students with mild intellectual disability. Therefore we rejected hypothesis 1.
2. In Hypothesis 2: There exists significant positive relationship between adjustment and socio-economic status of students with socioeconomic. The calculated correlation coefficient is more than standard table value at both levels of significance i.e. at .05 & .01 level. It is finally concluded that there is a positive correlation between adjustment & socio-economic status of students with mild intellectual disability.

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