



# ADJUSTMENT OF SECONDARY SCHOOL RESIDENTIAL AND NON-RESIDENTIAL STUDENTS

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## **Abstract**

*The adjustment is the course of action of becoming accustomed or becoming used to a new state of affairs or circumstances, school children the better adjustment leads to better performance in their studies especially the pubescent period is a critical stage. In this stage we find lots of changes in both body and cerebra, rational, coherent feature, personality and adjustment. These changes may lead lot of transformation in their life. Most of the students can cope up with these transformations and had a better adjustment, but there are students who really unable to adjust to the transformed change. During this period some of the pubscents may disturb with maladjustment and have poor performance in every walk of the life. Residential and Non-residential schools are imparting education to adolescent students. Investigator interested to find out the difference in adjustment in these schools, especially in view of School locality. Hence, study was carried out. For the study, 500 residential and 500 non-residential students of Belagavi District of Karnataka State had chosen through Random Sampling Technique. The 'Adjustment Inventory' developed by Dr. A.K.P. Sinha and Dr.R.P. Singh was administered to. The study is a descriptive survey in nature, statistical techniques like Mean, standard deviation and t test were employed to analyze the data. Results revealed students belonging to non-residential school has better adjustment than resident students, but one notable result is both the school students differ in Emotional and educational adjustment but they are same in social adjustment.*

**Keywords:** Adjustment, Residential and non residential, Secondary School Students, Emotional Adjustment, Social Adjustment, Educational Adjustment

## I. Introduction

The behavioral process by which humans and other creatures adapt to themselves, their various wants or demands, and the barriers of their environments are known as adjustment. Only those creatures that have adapted to the ever-changing environment survive in this world. Adjustment is a lifelong process that begins at birth and continues throughout one's life.

According to Gates and Jersild (1948)

“Adjustment is a continuous process in which a person varies his behavior to produce a more harmonious relationship between himself and his environment.”

Adhiambo, M. W., Odwar A. J and Mildred A. A. (2011) and Kuniyal, Bhuwan Chandra. (2018) in their study pointed out that

“Adjustment to school environment is extremely important for students as it improves their academic achievement. A maladjusted student lacks motivation which has an adverse effect on his academic achievement”.

As a result, it is critical to examine teenage pupils' adjustment levels, and if they are maladjusted, new ways of making children feel at ease in their classrooms should be implemented. Adolescence is a period of life that occurs between childhood and adulthood. This period begins at the age of 13 and lasts until age of 19. This is a time of immense tension and uncertainty. Some of the adolescent students may opt residential schools and some of the students may opt non-residential schools. Residential and non-residential schools those situated in rural and urban areas. Locality of the schools plays an important role in education. Geographic location, availability of latest technology, facilities (library, coaching classes, book stalls, paper and magazines) and quality of teachers play an important role in stimulating and motivating students in studies. Students belonging to urban area have a wide range of choice of schools and boards (ICSE, CBSE and state boards) but rural students has no such choice. There are many villages where there are no schools. Many students travel to other villages or cities to get educated. Mostly there is government school in villages, few villages have private schools, but they are very few. Now a day due to government policy of 'education for all' many government residential schools has come up in rural areas. But despite an increase in the number of schools in rural areas, there standard is below urban schools. Lack of good teachers, lack of guidance from parents, non-availability of technology and other facilities plays an adverse role in a student's adjustment. This study tried to find out the adjustment of residential and non-residential students belonging to rural and urban areas.

## II. Objectives Of The Study

The objectives for the study are as follows,.

To examine adjustment between

1. Residential and Non-Residential School Students.
2. Residential and Non-Residential School Students in their emotional Adjustment scores
3. Residential and Non-Residential School Students in their Social Adjustment scores.
4. Residential and Non-Residential School Students in their Educational Adjustment scores.

## III. Hypotheses Of The Study

The hypotheses of the study are,.

There exists no significance difference in adjustment between

1. Residential and Non-Residential School Students.
2. Residential and Non-Residential School Students in their emotional Adjustment scores
3. Residential and Non-Residential School Students in their Social Adjustment scores.
4. Residential and Non-Residential School Students in their Educational Adjustment scores

## IV. Methodology

**IV.I. NATURE OF STUDY** - Present study is a descriptive survey in nature.

**IV.II. SAMPLING** –1000 students 500 from residential and 500 from non-residential school students were selected from Belagavi District through Random Sampling Technique.

**IV.III. TOOLS OF THE STUDY** – **the standardised** ‘Adjustment Inventory’ by Dr. A.K.P. Sinha and Dr.R.P. Singh was used. There are 60 items in this inventory. These items are based on three dimensions of adjustment i.e. emotional adjustment, social adjustment and educational adjustment.

**IV.III. DATA COLLECTION** – investigator personally went to 32 schools with permission of headmasters both the schools. Proper instruction and time given to students to fill the tool, investigator narrated the questions with its meaning and made them to fill the tool. While filling the tool investigator observed students behavior and their opinions are noted.

**IV.IV. STATISTICAL TECHNIQUES USED FOR DATA ANALYSIS** – t-test was employed by using SPSS for data analysis.

## V. Analysis and Interpretation

- **Objective-1: To find out the difference between Residential and Non-Residential School Students in their Adjustment scores.**

To study this objective  $H_0$  was framed.

**$H_0$  V.I:** Adjustment scores do not differ between Residential and Non-Residential School Students.

To reach this hypothesis, the independent t test was calculated and the results are revealed in the table no.V.I

**TableV.I: Shows mean, SD, and t value between Residential and Non-Residential School Students in their Adjustment scores**

Adjustment	School	N	Mean	Std. Deviation	t-test	Sig.
	Residential	500	15.6627	6.41732	4.885	Sig. at 0.05 level
	Non- residential	500	17.6508	6.50680		

The table V.I reveals that there is a significant difference in the mean scores of Adjustment between Residential and Non-Residential School Students ( $t=4.885$ ,  $p>0.05$ ), it means that, Non-Residential School Students having good adjustment ( $M=17.65$ ) compare with Residential School Students ( $15.66$ ). it may conclude the temperament of School may influence on students Adjustment.

**Graph V.I: Comparison between Residential and Non-Residential School Students with respect to their Adjustment scores**

- **Objective -2 : To examine the Difference between Residential and Non-Residential School Students in their emotional Adjustment scores.** To attain this objective the hypothesis V.II was structured that is

**H<sub>0</sub> V.II:** Residential and Non-Residential School Students do not differ in their Emotional Adjustment Scores

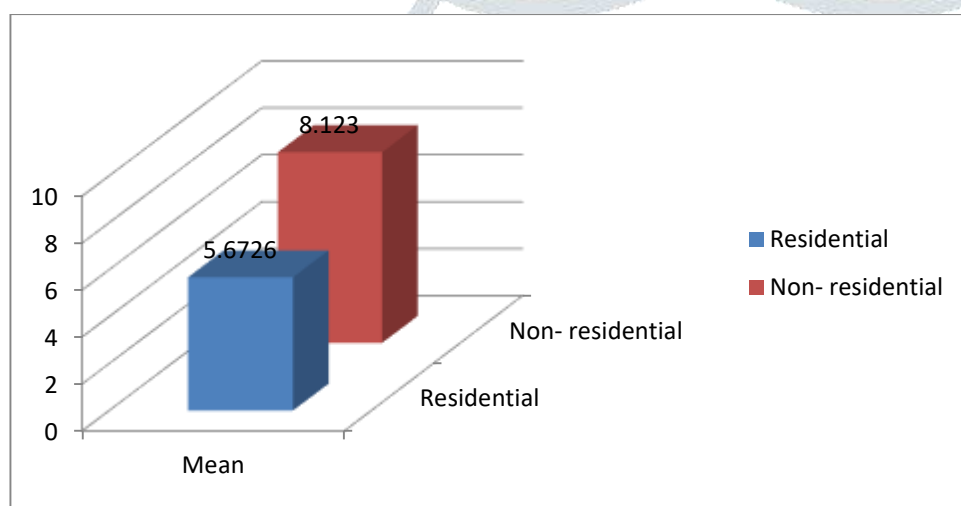
To achieve this hypothesis, the independent t test was used, gain result are shown in the tableV.II.

**Tablev.II.: shows mean, SD and t-value of Residential and Non-Residential School Students with respect to their Emotional Adjustment scores.**

	Nature of School	N	Mean	Std. Deviation	t-value	Sig.
Emotional Adjustment	Residential	500	5.6726	2.6	6.339	Sig. at 0.05 level
	Non- residential	500	8.1230	3.56		

The table V.II. shows t value of Emotional Adjustment between Residential and Non-Residential School Students is ( $t=6.339$ ,  $p>0.05$ ), it means that, Non-Residential School Students having good Emotional adjustment ( $M=8.12$ ) compare with Residential School Students (5.67). It may conclude that environment of School may influence on students Emotional Adjustment.

**Graph V.II: Comparison between Residential and Non-Residential School Students with respect to Emotional Adjustment scores**



- **Objective -3 : To study the Difference between Residential and Non-Residential School Students in their Social Adjustment scores.** To accomplish this objective the hypothesis V.III was prepared that is,

**H<sub>0</sub>V.III:** Residential and Non-Residential School Students do not differ in their Social Adjustment Scores.

To apprehend this hypothesis, the independent t test was practiced and the outcome revealed in the table V.III.

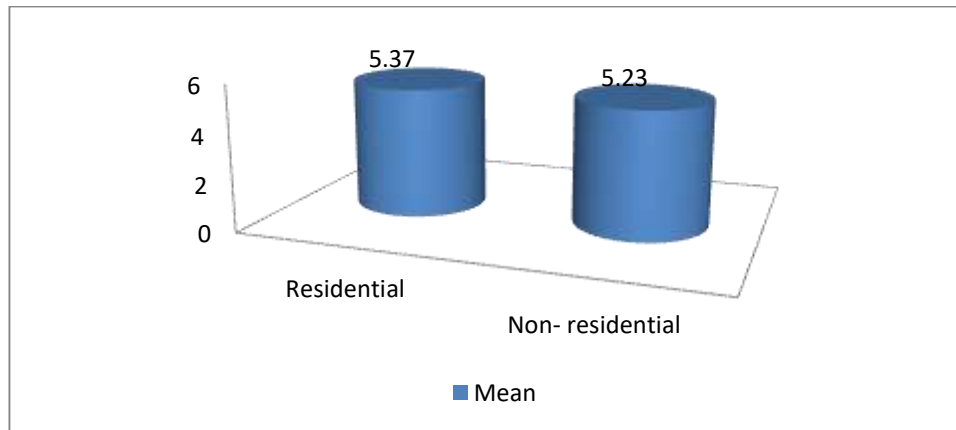
**Table V.III: Presents mean, SD and t-value of Residential and Non-Residential School Students with respect to their Social Adjustment scores.**

	Nature of School	N	Mean	Std. Deviation	t-test	Sig.
Social Adjustment	Residential	500	5.37	2.15	1.096	Not Sig. at 0.05 level
	Non- residential	500	5.23	2.28		

Above table revealed that there is no significant difference in the mean scores of Social Adjustment Residential and Non-Residential School Students ( $t=1.096$ ,  $p<0.05$ ), it means that, Non-Residential School

Students had similar Social adjustment( $M=5.23$ ) compare to Residential School Students (5.37). The circumstances, environment of the School do not influence on students Social Adjustment.

**Graph V.III: Mean of Residential and Non-Residential School Students with respect to Social adjustment scores.**



- **Objective -4 : To examine the Difference between Residential and Non-Residential School Students in their Educational Adjustment scores.** To attain this objective the hypothesis V.IV was formed that is,

**H<sub>0</sub> V.VI:** Residential and Non-Residential School Students do not vary in their Educational Adjustment Scores.

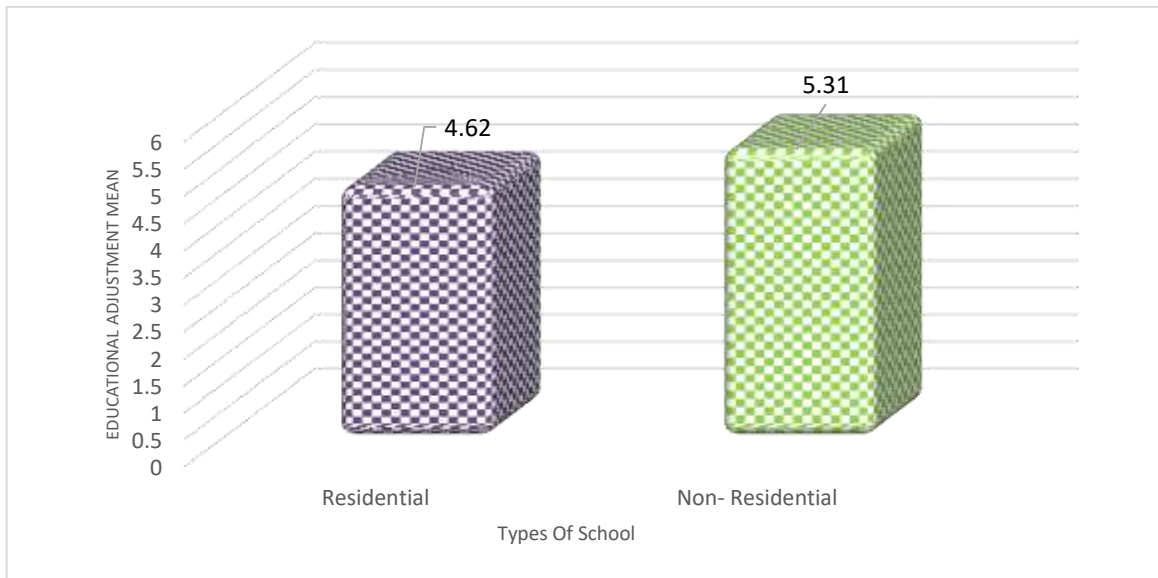
To achieve this hypothesis, the independent t test was applied and the results are presented in the following table.

**Table 4.15: Results of t test between Residential and Non-Residential School Students with respect to Educational Adjustment scores**

	Nature of School	N	Mean	Std. Deviation	t-test	Sig.
Educational Adjustment	Residential	500	4.62	2.82	3.65	Sig. at 0.05 level
	Non-residential	500	5.31	3.18		

The following table V. IV says that there is a slight difference in the mean scores of Educational Adjustment Residential and Non-Residential School Students ( $t=3.649$ ,  $p>0.05$ ), The comparison between Residential(4.62) and Non-Residential (5.31) School Students Educational Adjustment is nearly differed. Hence it is concluded that Nature of School may influence on students Educational Adjustment.

**Graph 4.14: Comparison between Residential and Non-Residential School Students with respect to Educational Adjustment scores**



## VI. FINDINGS OF THE STUDY

1. There is a significant difference in the mean scores of Adjustment between Residential and Non-Residential School Students ( $t=4.885$ ,  $p>0.05$ ), it means that, Non-Residential School Students having good adjustment ( $M=17.65$ ) compare with Residential School Students (15.66). It may conclude the temperament of School may influence on students Adjustment.
2. There is a significant difference in Emotional Adjustment of Residential and Non-Residential School Students is ( $t=6.339$ ,  $p>0.05$ ), it means that, Non-Residential School Students having good Emotional adjustment( $M=8.12$ ) compare with Residential School Students (5.67). It may conclude that environment of the School may influence on students Emotional Adjustment.
3. There is no significant difference in the mean scores of Social Adjustment Residential and Non-Residential School Students ( $t=1.096$ ,  $p<0.05$ ), it means that, Non-Residential School Students had similar Social adjustment( $M=5.23$ ) compare to Residential School Students ( $M=5.37$ ). The circumstances, environment of the School do not influence on students Social Adjustment.
4. There is a slight difference in the mean scores of Educational Adjustment Residential and Non-Residential School Students ( $t=3.649$ ,  $p>0.05$ ), The comparison between Residential( $M=v4.62$ ) and Non-Residential ( $M=5.31$ ) School Students Educational Adjustment is nearly differed. Hence it is concluded that Nature of School may influence on students Educational Adjustment.

## VII. RECOMMENDATIONS

1. The residential students have a history of poor adjustment, administrators should investigate the cause of this poor adjustment. Residential students are known to miss their parents and look forward to seeing them during the holidays (Parihar S.K., Sushma. R 2019). Teachers can play an important role in such a situation by counsel students and explaining things to them. The government should try to enhance facilities in residential schools. Residential schools should have proper library and students should get access to newspapers and magazines on daily bases.
2. Weak pupils should receive extra coaching, if not personal coaching. Teachers must become the students' buddy, philosopher, and leader by counsel and advising them anytime they need it as youngsters grow up away from their parents.
3. Adolescent students must be handled with extreme caution. This is the stage in their lives when they demand expert advice and direction. Stress should be given on co-curricular activities and teachers should see that each and every student is participating in it. Similarly, school should arrange picnics and outings for the students. Yoga and meditation should be made compulsory as they not only make students stress free but also improves their concentration.
4. Many students' difficulties are minor, and many times they are simple misunderstandings. As a result, students may face anxiety and stress. Hence teachers should be well taught by professional counselors and doctors specializing in child psychology to cope with such children. Every school, in fact, should have a counselling center.

## VIII. Educational Implications

This research will aid administrators in understanding how kids from residential and non residential students differ from one another, and how students in residential schools struggle to transition. Administrators, with the support of residential school principals and instructors, will undoubtedly create student-friendly guidelines. They will employ innovative teaching approaches, paying special attention to the age of the students.

## IX. Conclusion

Both residential and non-residential, play a significant part in the education of pupils. In this regard, both the government and the private sector are working hard. All of these efforts, however, are futile if pupils' academic accomplishments stay below standard despite their best efforts. Adjustment is crucial in this situation, and students will adjust effectively only if they are provided with enough facilities and high-quality education.



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