



Levels of Adjustment between Residential and Non-Residential with Respect to Government and Private Secondary School Students.

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Abstract

Adjustment plays an important role in human life and maladjustment has adverse effect on personality, therefore it becomes necessary to investigate the reasons which are causing maladjustment in students. There are two types of schools – residential and non-residential. Parents select schools keeping in mind the all round development of their children. But it has been seen that sometimes children are unable to adjust themselves to the environment of the school. This happens mostly with residential students. This study conducted to compare the three dimensions of adjustment between residential school students and non-residential school students to find out the difference in adjustment between the two. Present study is Descriptive survey in nature. The quantitative research method was used for this study. Total 32 schools and 1008 students of residential and non – residential students who belong to government and private were selected through Random Sampling Technique. “Adjustment Inventory” developed by Dr. A.K.P. Sinha and Dr. R.P. Singh was used to collect data from the residential and non-residential school students belonging to Belagavi, District of Karnataka state. The collected data were analyzed quantitatively. Quartile deviation was employed to find out three levels of dimension-wise adjustment as poor, Moderate and good. Results shown that both government and private residential school students have poor emotional and educational adjustment as well.

Key Words: Adjustment, Residential and Non-Residential secondary School students, Government and Private Schools.

I Introduction

Education is important in one's life. It not only enhances one's personality, knowledge, skills, etc. but also boost the development of a nation. There are many researches which show a positive correlation between education and well-being of an individual. Aristotle pointed out that, "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists". Interestingly, the education system in ancient India was residential in nature and these schools were called 'gurukuls'. In modern days there are two types of schools – residential and non-residential.

Parents select schools for their children according to their convenience and requirements. Working parents put their children in residential schools as they have no time to take care of their children. Parents pay huge amount of money to keep their children in these schools. Then there are government residential schools which are meant for marginalized section of the society where poor children live free of cost to get educated. Non-residential schools are those where students attend school in day time and go back to their home after spending six to seven hours in the schools. These students are called day scholars.

People assume that living in a residential school not only makes a child smart, self-reliant, independent, confident, bold, disciplined but also it provides them an academic environment. But life is not that rosy in a residential school. Away from the loving and caring atmosphere of the home a child has to adjust himself in a new environment where there is no casualness. Living with total strangers and dealing with lot of pressure to perform well in studies takes toll on the students. The well chalked out monotonous routine in academic, sports and other co-curricular activities lead to stress and tension. Teachers are often very strict and unsympathetic. Most of the students adjust to the situation, but some students who are unable to deal with the pressure leave the school without completing their studies.

Adjustment

Adjustment means adaptation, assimilation and accommodation. Adjustment is a continuous, life long process which plays an important role in human life. It enables human beings to deal with the requirements and challenges of the daily life. When a person alters his behavior or try to change the environment according to his needs and requirements, that person is said to be a well adjusted human being. Maladjustment occurs when a person is unable to harmonize his needs with the forces in the environment. Some of the definitions of adjustment are as follows:

According to Warren(1934): "Adjustment refer to any operation whereby an organism or organ becomes more favorably related to the environment or to the entire situation, environment and internal."

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."

Dimensions of Adjustment

There are many dimensions of adjustments like Health Adjustment, Emotional Adjustment, Social Adjustment, Educational Adjustment, Home Adjustment, Occupational Adjustment etc. For this study, the researcher has taken three dimensions of adjustment namely Emotional Adjustment, Social Adjustment and Educational Adjustment.

Emotional Adjustment - Emotions play an important part in one's life. An individual should have control over the emotions. Mood fluctuations and unable to control feelings can lead to conflict and adjustment problems. If a person is able to express emotions at proper time, in proper manner than that person is called emotionally adjusted.

Social Adjustment – Man is a social animal and he has to develop social qualities and virtues to interact with other people. A person should be social enough to live in harmony with fellow beings and feel responsible towards his family, society and country.

Educational Adjustment- A student is said to be well adjusted if he or she is able to cope with the environment of the school. If a student is satisfied by the daily routine of the school, syllabus, co-curricular activities, class, school-mates, method of teaching, teachers then that student is said to be well adjusted.

Residential school

Residential school is a place where children live in school premises away from their parents. Parents who are too busy and are unable to pay attention towards their children and parents who live in places where education facilities are poor prefer to keep their children in residential schools as this is the best option for them.

Non Residential Schools

Non residential school is a place where students commute daily to school and go back to their houses after spending few hours in the schools. These students are called day scholars. Here, students are not required to live in school premises. They are free to go anywhere after the school gets over.

II Significance of the Study

Adjustment is very important in human life because a maladjusted person is unable to function as a normal human being. A sudden change in the life of small children may have deep impact not only in their social and psychological well being but also it may hamper their educational progress. There is quite a body of knowledge out there that suggests taking a child away at the age of eight or 11 to a boarding school is psychologically not the wisest thing to do for their development, This study touch three dimensions of adjustment namely Emotional Adjustment, Social Adjustment and Educational Adjustment and will compare residential school students with non- residential school students to find out the difference in adjustment between the two.

III Objectives of the Study

1. To find out the difference in emotional adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of schools (government and private).
2. To find out the difference in social adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of schools (government and private).
3. To find out the difference in educational adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of schools (government and private).

IV Delimitations of the Study

1. This study was conducted on 1008 students belonging to residential and non- residential school students of Belagavi district.
2. This study is only concern about the emotional, social and educational adjustment of the residential and non- residential secondary school students of Belagavi district.
3. This study is concern about the comparison of dimensions of adjustment between residential and non- residential schools.

V Hypotheses

1. There is no significant difference in emotional adjustment between residential and non – residential secondary school students of Belagavi district with respect to type of schools (Government and Private).
2. There is no significant difference in social adjustment between residential and non – residential secondary school students of Belagavi district with respect to type of schools (Government and Private).
3. There is no significant difference in educational adjustment between residential and non – residential secondary school students of Belagavi district with respect to type of schools (Government and Private).

V Methodology

I. Method of Research

A research design specifies the method of collecting the data and it also specifies the procedure needed to analyze the given data. Present study is Descriptive survey in nature.

II. Sample

There are 10 talukas in Belagavi District of Karnataka State, out of which 5 talukas were selected for the study. Total 32 schools and 1008 residential and non – residential students were selected through **Random Sampling Technique** for the study.

Table No. 1: Categorization of sample

Government		Private	
Residential school students	Non- residential school students	Residential school students	Non- residential school students
252	252	252	252

III. Tools Used for the Study

To study the adjustment of residential and non- residential school students “Adjustment Inventory” developed by Dr. A.K.P. Sinha and Dr. R.P. Singh was used. Questions were based on three significant dimensions of adjustment.

- ✓ Emotional adjustment
- ✓ Social adjustment
- ✓ Educational adjustment

IV. Data Collection

Data was collected from the 1008 residential and non- residential school students belonging to both government and private schools of Belagavi District of Karnataka state. Researcher personally went to each school and gave appropriate instructions to the students to fill the questionnaires.

V. Statistical Analysis

The collected data were analyzed quantitatively by quartile deviation.

VI. Analysis and Interpretation of data

The present study was done to compare the dimensions of adjustment between the residential school students with the non- residential school students. The dimensions of adjustment compared in this study are - Emotional Adjustment, Social Adjustment and Educational Adjustment. The data were analyzed and interpreted and the results are given below:

Objective no.1 is to find out the difference in emotional adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of schools (government and private) followed by the hypotheses, ‘There is no significant difference in emotional adjustment between residential and non – residential secondary school students of Belagavi district with respect to type of schools (Government and Private)’ Was tested by quartile deviation and found result are presented in below table.

Table No.2 : Percentages of levels of the Emotional Adjustment between Residential and Non-residential with respect to School Types (government and private)

		Government		Private	
		Residential	Non-residential	Residential	Non-residential
POOR EMOTIONAL ADJUSTMENT	N	104	52	115	81
	%	66.7%	33.3%	58.7%	41.3%
MODERATE EMOTIONAL ADJUSTMENT	N	114	138	90	110
	%	45.2%	54.8%	45.0%	55.0%
GOOD EMOTIONAL ADJUSTMENT	N	34	62	47	61
	%	35.4%	64.6%	43.5%	56.5%

Table no. 2 shows that with respect to the distribution of residential and non-residential school students with school type the percentage in different levels of emotional adjustment reveals that 66.7%, 45.2% and 35.4% government residential and 33.3%, 54.8% and 64.6% of the government non-residential students have poor, moderate and good emotional adjustment respectively. 58.7%, 45.0% and 43.5% private residential and

41.3%, 55.0% and 56.5% of the private non-residential students have poor, moderate and good emotional adjustment respectively.

- More number of government residential school students (66.7%) has poor emotional adjustment when compared with government non-residential students (33.3%). More percentage of private residential school students (58.7%) has poor emotional adjustment when compared to private non-residential students (41.3%).
- The Less number of government residential school students (45.2%) have moderate emotional adjustment when compared to government, non-residential students (54.8%). The Less percentage of private residential school students (45%) have a moderate emotional adjustment in comparison with private non-residential students (55%).
- Less number of government residential school students (35.4%) has good emotional adjustment when compared with government non-residential students (64.6%). Less percentage of private residential school students (43.5%) has good emotional adjustment in comparison with private non-residential students (56.5%).

Objective no.2 is to find out the difference in social adjustment between residential and non – residential secondary school students of Belagavi district with respect to school types, followed by the hypothesis that is ‘There is no significant difference in social adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of schools (Government and Private)’ was employed by the quartile deviation and gained result represented in the below table.

Table No.3: Percentages of levels of the Social Adjustment Residential and Non- residential with respect to School Types (government and private)

			Government		Private	
			Residential	Non-residential	Residential	Non-residential
LEVELS OF SOCIAL ADJUSTMENT	POOR SOCIAL ADJUSTMENT	Count	84	147	108	77
		Row N %	36.4%	63.6%	58.4%	41.6%
	MODERATE SOCIAL ADJUSTMENT	Count	120	80	107	120
		Row N %	60.0%	40.0%	47.1%	52.9%
	GOOD SOCIAL ADJUSTMENT	Count	48	25	37	55
		Row N %	65.8%	34.2%	40.2%	59.8%

Table no. 3 shows that with respect to the distribution of residential and non-residential school students with school type the percentage in different levels of social adjustment reveals that 36.4%, 60% and 65.8% of government residential and 63.6%, 40% and 34.2% of government non-residential students have poor, moderate and good social adjustment respectively. 58.4%, 47.1% and 40.2% of private residential and 41.6, 52.9% and 59.8% of private non-residential students have poor, moderate and good emotional adjustment respectively.

- Less number of government residential school students (36.4%) has poor social adjustment when compared with government non-residential students (63.6%). More percentage of private residential school students (58.4%) has poor social adjustment when compared to private non-residential students (41.6%).
- A number of government residential school students (60%) have moderate social adjustment when compared with government non-residential students (40%). Less percentage of private residential school students (47.1%) has moderate social adjustment in comparison with private non-residential students (52.9%).
- More number of government residential school students (65.8%) has good social adjustment when compared with government non-residential students (34.2%). Less percentage of private residential

school students (40.2%) has good social adjustment in comparison with private non-residential students (59.8%).

4. **Objective no.3** is to find out the difference in Educational adjustment between residential and non – residential secondary school students of Belagavi district with respect to types of school followed by the hypothesis that is ‘There is no significant difference in educational adjustment between residential and non – residential secondary school students of Belagavi district with respect to type of schools (Government and Private)’.

Table No. 4: Percentages of levels of the Social Adjustment between Residential and Non- residential with respect to Types of Schools (government and private)

			Government		Private	
			Residential	Non-residential	Residential	Non-residential
LEVELS Of EDUCATIONAL ADJUSTMENT	POOR EDUCATIONAL ADJUSTMENT	Count	122	113	77	64
		Row N %	51.9%	48.1%	54.6%	45.4%
	MODERATE EDUCATIONAL ADJUSTMENT	Count	105	110	123	99
		Row N %	48.8%	51.2%	55.4%	44.6%
	GOOD EDUCATIONAL ADJUSTMENT	Count	25	29	52	89
		Row N %	46.3%	53.7%	36.9%	63.1%

Table no. 4 shows that with respect to the distribution of residential and non-residential school students with school type the percentage in different levels of educational adjustment reveals that 51.9%, 48.8% and 46.3% government residential and 48.1%, 51.2% and 53.7% of the government non-residential students having poor, moderate and good educational adjustment respectively. 54.6%, 55.4% and 36.9% private residential and 45.4%, 44.6% and 63.1% of the private non-residential students having poor, moderate and good educational adjustment respectively.

- The More number of government residential school students (51.9%) has poor educational adjustment when compared with government non-residential students (48.1%). More percentage of private non-residential school students (63.1%) has poor educational adjustment in comparison with private residential students (36.9%).
- The Less number of government residential school students (48.8%) have moderate educational adjustment when compared with government, non-residential students (51.2%). More percentage of private residential school students (55.4%) have moderate educational adjustment in comparison with private non-residential students (44.6%).
- The Less number of government residential school students (46.3%) have good educational adjustment when compared with government, non-residential students (53.7%). The Less percentage of private residential school students (36.9%) have a good educational adjustment in comparison with private non-residential students (63.1%).

VII. Findings of the Study

- Both government and private residential school students have poor emotional adjustment.
- Both government and private non -residential students are more moderately adjusted than government and private residential students.
- Both government and private non-residential school students have better emotional adjustment.
- Government non- residential schools and private residential schools have poor social adjustment.
- Government residential schools and private non- residential school students have moderate social adjustment.
- Government residential schools and private non- residential school students have better social adjustment.
- Both government and private residential school students have poor educational adjustment.

8. Government non- residential school students and private residential school students have moderately educational adjustment.
9. Both government and private non- residential school students have good educational adjustment.

VII. Recommendations

1. Rules and regulations of the residential schools should be evaluated and new rules should be made keeping students' interest in mind.
2. Hitting and beating of the students should be strictly prohibited.
3. Children should be allowed to meet their parents at regular intervals.
4. Students should not be forced to do anything against their will.
5. Exercises and yoga should be given importance in the school. Children should be encouraged to participate in at least one co – curricular activity. Special attention should be given to introvert students.
6. Schools should arrange more outdoor activities for the students.
7. Teachers should adopt new techniques, methods and strategies to teach students. Audio – visual aids, maps, etc. should be used to make lessons interesting.
8. Specialist doctors trained exclusively in child psychology should be brought in for training of teachers.

Conclusion

This study was done to compare the dimensions of adjustment of residential and non- residential secondary school students. Adjustment plays an important role in one's life and maladjustment has adverse effect on students' personality, therefore it becomes necessary to investigate about the reasons which are causing maladjustment in students. Both government and private school students have poor emotional and educational adjustment. Therefore, Government and private school administrators should study all the problems seriously and should try to frame new policies which will bring about reforms in administration. As children are the future of our country, therefore it is the responsibility of both government and private school administrators to take care of our children so that future of India may be bright.

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