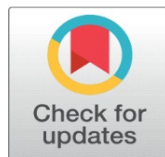
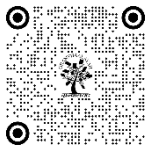


A STUDY ON ADJUSTMENT PROBLEM OF RESIDENTIAL SCHOOL STUDENTS IN CHIKKAMAGALUR

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ABSTRACT

This study examines the adjustment difficulties faced by sixth (VI) grade students in residential schools in Chikkamagalur, Karnataka. Adjustment is the process of balancing internal needs with external demands, essential for psychological well-being and social functioning. The research explores how factors like gender; religion, caste, and locality influence these challenges, aiming to guide interventions for student support. Initially a biological concept, adjustment now includes psychological and social aspects, shaped by internal and external influences. The Individuals adopt coping strategies when conflicts arise. This study assesses adjustment levels among different student groups to understand factors affecting their adaptability. The research involved 400 students from residential schools. Data were collected using a problem checklist and analyzed statistically, including t-tests. Results showed boys faced more adjustment challenges than girls. No significant differences were found between Hindu and others students or across caste categories. Rural students had slightly higher adjustment issues than urban students, but the difference was not statistically significant.

These findings underscore the need for targeted interventions, particularly for boys and rural students. Educational authorities should implement support measures to address their difficulties, while also considering the unique challenges faced by girls. Collaboration among educators, administrators, and parents is crucial to creating a supportive environment.

The research provides valuable insights into the adjustment challenges experienced by residential school students in Chikkamagalur. Addressing these challenges through well-designed educational initiatives and psychosocial support can significantly enhance their well-being and academic success.

Keywords: Adjustment, Residential, School, Students



1. INTRODUCTION

Humans possess the unique ability to be self-aware and live within structured societies, both of which are closely linked to psychological adjustment. It refers to the process of adapting to life's challenges, and interests in a structured way. Initially, the concept of adjustment focused on biological adaptation for survival, but it also encompasses adapting to social pressures and finding a balance between internal and external factors. This process, developed over time, involves harmonizing personal needs with a sense of fulfillment. It is not solely shaped by physiological or psychological processes but is a progressive journey helping individuals accommodate their needs the demands of living in an interdependent society. Internal needs, such as hunger, thirst, and sleep, as well as psychological needs like belonging, esteem, and self-actualization, play a significant role in psychological adjustment.

Adjustment becomes more complex when demands from different areas conflict, such as when internal needs clash with external pressures. As Darwin noted, life is a continuous struggle for survival, involving efforts to meet needs and

achieve goals. When outcomes are unsatisfactory, individuals may adapt to protect their ego or cope defensively with failure and frustration. This adaptive process, often involving shifts in response to challenges, is what S K Mangal refers to as adjustment. It reflects an ongoing effort to balance various needs and navigate the complexities of life.

2. IMPORTANCE OF THE STUDY

The Ministry of Education, Government of India, recognized the need for educational guidance and established Advisory Bureaux in various universities to support deserving students. These initiatives aim to inspire students to explore and plan their future while expanding their awareness of educational opportunities in India and abroad. To facilitate this, educational information libraries have been set up, providing access to resources and application forms for admission to universities and other institutions.

The book *Guidance in School* (1978), published by NCERT, highlights the significance of guidance at the elementary level, stating: "The strong connection between education and guidance becomes evident when examining its role at this stage. Throughout history, educators have stressed the importance of early childhood in shaping habits, attitudes, interests, and personality traits essential for a well-balanced personal and social life." The present study aims to investigate the adjustment problems faced by VI grade residential school students in the Chikkamagalur.

ADJUSTMENT: The concept of adjustment has been fundamental to human existence, with its origins tracing back to Darwin. Initially, this idea was primarily biological, and Darwin referred to it as adaptation. Among all living beings, humans possess the greatest ability to adapt to new situations. As social beings, humans not only respond to physical demands but also navigate social pressures. While biologists define adaptation in terms of environmental survival, psychologists interpret adjustment as the ability to cope with diverse social and interpersonal dynamics within society.

2.1. OBJECTIVE OF THE STUDY

The important objectives covered in the present investigation are:

- 1) To identify adjustment problems of boys and girls of VI grade students in residential school.
- 2) To explore adjustment problems of different religions students' in residential school.
- 3) To identify adjustment problems of different category students in residential school.
- 4) To examine adjustment problems of rural and urban VI grade students in residential school.

2.2. HYPOTHESIS OF THE STUDY

- 1) There is no significant difference between VI grade boys and girls in their adjustment problems in residential school.
- 2) There is no significant difference in the adjustment problems of VI grade students from different religions in residential schools.
- 3) There is no significant difference among, different caste and categories VI grade students in their adjustment problems in school.
- 4) There is no significant difference between rural and urban VI grade students in their adjustment problems in high school.

3. LIMITATIONS OF THE STUDY

The present study was confined residential schools and the study was limited to students of 6th grade only. The study was confined to 200 boys and 200 girls of Chikkamagalur.

4. REVIEW OF THE RELATED LITERATURE

Mohan Gupta and Renu Gupta (2010) studied how emotional, social, and educational adjustment affects children's academic performance. The research analyzed adjustment levels and scholastic achievement among secondary school students. Findings revealed that female students excelled in social adjustment, while both genders showed similar

educational adjustment levels, contradicting the belief that girls adjust better. This study emphasizes the importance of co-education and long-term educational strategies in fostering better adjustment.

Puschner (2010) investigated the transition from secondary school to secondary modern school within the German education system. The study examined the experiences of 82 students (aged 12–14) who transferred to secondary modern school, comparing them with 1,123 students who had been enrolled there from the start. Findings highlighted that this transition was a significant life event, emphasizing the crucial role of peer relationships and the necessity of social support in various forms to aid students' adjustment.

David Yun (2001) examined gender differences in verbal and mathematical skills among Chinese adolescents. The study included 208 tenth-grade students from both a regular and a key school in China. Findings revealed that male students outperformed female students in both schools. Additionally, while males in regular schools scored higher than females, the performance gap was more pronounced when compared to key schools.

Jogeswara Raom (2016) explored the influence of school environment, home environment, and mental health on achievement motivation among high school students. The study, conducted on a sample of 600 students, aimed to assess how these factors impact students' drive for academic success. To analyze these effects, school and home environment inventories were utilized.

Sekar and Lawrence (2016) examined the connection between emotional, social, and educational adjustment and academic achievement among 350 higher secondary school students in Thanjavur district, Tamil Nadu. Their study found a significant relationship between these factors, highlighting the impact of adjustment on academic performance.

5. METHODOLOGY INTRODUCTION

SAMPLING: The study sample consisted of students enrolled in Grade VI of residential schools in Chikkamagalur. A total of 400 students were randomly selected for this study.

DATA GATHERING TOOLS: The research will involve various data collection tools and techniques, it is essential to choose the appropriate method for gathering specific types of evidence or information. The researcher must select suitable tools to obtain the required data for testing the hypothesis. A problem checklist was administered and the collected information.

6. ANALYSIS AND INTERPRETATION OF DATA

Objective-1: To explore adjustment problems between different religions students' in residential school hypothesis was tested.

Hypothesis-1: There is no significant difference between boys and girls in their adjustment problems in residential school.

Table 1 Boys and girls adjustment problems in residential school

Variable	N	Mean	SD	t-test
Boys	200	73.08	34.18	4.24*
Girls	200	58.96	32.48	

*Significant at 0.05 levels.

The above table reveals that boys have more adjustment problems than girls, with a higher mean score (73.08 for boys vs. 58.96 for girls). The calculated t-value of 4.24 exceeds the critical t-value of 1.97, indicating a statistically significant difference between the two groups at the 0.05 level. Therefore the hypothesis is rejected. The conclusion is that 6th grade boys face significantly more adjustment challenges than girls in residential school.

Objective-2: To explore adjustment problems between different religions students' in residential school.

Hypothesis-1: There is no significant difference in the adjustment problems of students from different religions in residential schools.

Table 2 Adjustment problems of students from different religions in residential schools

Variable	N	Mean	SD	t value
Hindu	310	64.78	33.34	1.30@
Others	90	70.32	36.16	

@ Not significant at 0.05 levels

The table analysis reveals that the others category students have a slightly higher mean adjustment score (70.32) than Hindu students (64.78), indicating marginally greater difficulties. However, the t-value (1.30) confirms that this difference is not statistically significant. The higher standard deviation (36.16 vs. 33.34) for others students suggests more variability in their adjustment problems.

Objective 3: To identify adjustment problems of different category students in residential school

Hypothesis-3 There is no significant difference among, different caste and categories students in their adjustment problems in school.

Table 3 Adjustment problems of different category students in residential school

Variables	N	Mean	SD
GENERAL	92	66.22	34.546
OBC	140	62.06	30.28
SC/ST	168	69.22	36.39

The analysis compares adjustment problems among students from three caste categories: The above table reveals that the means adjustment problems of General and SC/ST students are greater than the mean adjustment problems of OBC students. To test whether is any difference in the mean adjustment scores GC, OBC and SC/ST students were significant; one way analysis of variance techniques

Source of Variable	df	Sum of Squares	Mean Sum of Squares	F-Ratio
Between the groups	2	1959.71	3919.42	1.70@
Within the groups	495	1151.62	457194.63	

@Not significant at 0.05 levels

This analysis explored whether adjustment problems differ significantly among students from three caste categories: GENERAL, OBC, and SC/ST. The grand mean of the adjustment scores was 66.024. The between-group variability was 3919.42, while within-group variability was 457194.63. The mean square between was 1959.71, and the mean square within was 1151.62. The calculated F-value was 1.70. When comparing the F-value to the critical F-value (around 3.00), the calculated value of 1.70 was found to be lower. Thus the null hypothesis is not rejected, indicating that there is no significant difference in adjustment problems across the three caste categories at the 0.05 level. Therefore, the mean adjustment scores for these groups are statistically similar.

Objective-4 To examine adjustment problems in rural and urban students in residential school

Hypothesis-4 There is no significant difference in rural and urban students in their adjustment problems in residential school

Table 3 Adjustment problems of rural and urban students' residential school

Variable	N	Means	SD	t- value
Rural	248	64.26	33.22	1.31@
Urban	152	68.9	35.26	

@ Not significant at 0.05 levels

The table analyzed that compared the adjustment problems between rural and urban students. The t-value is less than the critical value (typically 1.96 at the 0.05 significance level), the difference in adjustment problems between rural

and urban students is not statistically significant. Thus, the null hypothesis, which states there is no difference between the two groups, cannot be rejected. This indicates that both rural and urban students experience similar levels of adjustment issues.

7. RESULT AND FINDINGS OF THE STUDY

Boy vs. Girls: The VI grade boys face significantly more adjustment problems than girls in residential schools at in Chikkamagalur.

- 1) **Religious Groups (Hindu vs. Others):** There is no significant difference in adjustment problems between Hindu students and students from other religions of VI grade students.
- 2) **Caste Categories (GENERAL, OBC, SC/ST):** No significant difference in adjustment problems was found among VI grade students from different caste categories (GENERAL, OBC, SC/ST).
- 3) **Rural vs. Urban Students:** No significant difference in adjustment problems was found between rural and urban students of VI Grade at Chikkamagalur.

Educational Implications: The following suggestions are made concerned authorities in the fields of educational:

- 1) The finding that boys encounter significantly more adjustment challenges than girls emphasizes the importance of developing gender-sensitive support systems in residential schools.
- 2) Educational institutions should create tailored counseling and support programs to address the unique adjustment issues boys' face, helping them navigate the emotional and social challenges of residential life.
- 3) The absence of significant differences in adjustment problems between Hindu and other religious students suggests that religious diversity may not significantly influence adjustment in residential schools. However, it remains essential for schools to foster inclusive and respectful environments that celebrate all religious backgrounds, further enhancing students' social integration and well-being.
- 4) Schools should focus on creating an inclusive atmosphere where students from all caste backgrounds feel equally supported. Additionally, efforts should be made to minimize caste-based discrimination and promote equality and respect among students.
- 5) Educational institutions should implement general support programs that address common adjustment issues such as homesickness, peer relationships, and academic stress, ensuring equal access to resources for both rural and urban students.
- 6) The government should take action to reduce the challenges faced by both boys and girls in residential schools. Emphasis should be placed on providing additional support for girls, as they tend to face a higher number of adjustment difficulties. Special attention should also be given to students in classes VI grade who require more focused care and assistance. Moreover, education programs should be developed for rural, illiterate adults, particularly in rural areas, to help address the adjustment problems faced by their children.

CONFLICT OF INTERESTS

None.

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