

A Study on School Adjustment of Ashrama School Students

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Abstract

The Study made an attempt to know about the study on School adjustment of Ashrama School Students. The study is descriptive in nature and survey method was employed. Data was collected from Ashrama School Students of Chamarajanagar district using A Scale for Measuring School Adjustment Questionnaire prepared by the researcher. The collected data were analyzed by percentage analysis and 't' test. The study revealed that the level of School adjustment of ashrama schools students is medium level and there is no significant difference in School adjustment between boys and girls Ashrama schools Students.

KEYWORDS: School Adjustment, Ashrama school Students.

Introduction:

School adjustment plays a vital role in childerns life and it is like a pillar on which child's entire life is based. It is not only related to a child's progress and achievement, but also their attitudes towards school, anxieties, loneliness, social support and academic motivation. Interpersonal relationship affects children's academic motivation. Relationship with peers and teachers is a powerful motivator. It was noted that school learning can be promoted by learning contexts that enhance student involvement and help with their adjustment. Peers can be a source of support to deal with problems and child is able to deal with alienation. Four motives affect the influence that friends have on students school adjustment: need for approval, identification, self-enhancement, and need to be correct. Students want to be liked, so they try to please friends and engage in actions that friends will approve of. Identification denotes the need to think and act like friends, self-enhancement means that sudents compare themselves socially with friends and judge their capabilities partly on the basis of these comparisons. Effective adjustment to school depends on children possessing a range of skills and behaviours (social , emotional and academic skills) that help them adapt to and participate in the school environment, children with good emotional well-being are more likely to feel secure, relaxed and comfortable in the new environment and have more positive attitudes about school and learning, adjustment to school is influenced by a combination of the child's personal characteristics , their experiences, and the interconnections between home, preschool and school . How well a child makes the adjustment to school can have implications for their ongoing social, emotional and academic progress.

Need and Importance of School Adjustment of Ashrama School Students:

There are different types of schools functioning today, which impart education to the children. Most of them are day schools run by different agencies and only a few of them are Ashram schools - the so called residential schools - meant for the school-going tribal students. School adjustment is the process of adapting to the role of being a student and to various aspects of the school environment. Ashrama school students face many adjustments in school. From year to year, there are changes in teachers, classrooms, residential school and class rules and procedures, performance expectations, the difficulty of the work, and peers. Their successes in negotiating these challenges predict academic achievement. If a child is well adjusted to his environment, then he or she will be motivated to excel in the activities assigned during school, and it leads to academic achievement. Academic achievement is greatly based upon adjusting abilities of children. An individual is not born adjusted, it is his or her capabilities that make his or her adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the child's personality. It is very important to find out favorable and unfavorable situations which affects child's adjustment, motivation and gradually it leads to academic achievement. As school is the foundation of our life, it should be strong enough to construct an empire in the future. As the children start school they face many challenges. Personal challenges occur as children take new identity at school. Children face the challenges to adjust to the strange building, new teachers, new academic activities, and they need to mix with the new and more diverse group of children. At school, daily schedule is more structured, with more formal rules. Children are faced with large groups of children of different ages and size especially during assembly and playtime, and they are confronted with the challenges of making new friends. Toilets are often located away from classrooms and play areas. There are more buildings and bigger playgrounds. Thus a child confront with a totally new environment as compare to home. When children exhibit a range of social skills associated with cooperation, initiating interactions or assertion, and self-control, they are more likely to adjust easily to school. Adjustment to schooling is influenced by a variety of personal and family Characteristics, and societal trend. Some Factors effecting adjustment at Ashrama School. They are proper training to Teachers, Adequate Curriculm, Adequate Recreational facilities, Classroom climate, Proper relationships between administrations, and Evaluation system of the school. The Following are the important dimensions of adjustment in school.

1. Adjustment to the new building and ashrama school routine:

This means that a child should not feel himself a stranger in the new school building. He should feel like home while playing in the play ground, using toilet, and performing different activities at school.

2. Adjustment to Academic and Co-curricular programs:

This includes Getting most out of specific studies and activities, to Overcoming learning problems and instructional difficulties, and to make satisfactory progress in exploratory experience.

3. Psychological Adjustment:

Development of good memory, desirable interest, good temper, and desirable attitudes referred to the psychological adjustment of child.

4. Adjustment to and within Self:

Adjustment to and within self means Self-understanding and acceptance, a Proper insight into needs, attitudes and values, overcoming emotional difficulties and Maintenance of health and personal hygiene.

5. Social Adjustment:

This means A Harmonious relationship with the students and teachers, Proper understanding of social needs, requirements and group goals, and meeting effectively to the social requirements of the home, peer groups, culture and the community.

Statement of the Problems:

The problem of the present study is stated as: “**A Study on School Adjustment of Ashrama School Students”.**

OBJECTIVIES:

- To find the level of School adjustment of Ashrama Schools Students.
- To find the significant difference in School adjustment between male and female Ashrama Schools Students.

Hypothesis: There is no significant difference in School adjustment between male and female Ashrama School Students.

Design of the Study:

Methodology: Descriptive cum Survey method used in the Study.

The Sample and Sampling Procedure: The Population of the Study consisted of 59 male Students and 41 female Ashrama schools Students was selected randomly.

The Tool Used: In this present study A Scale for Measuring School Adjustment Questionnaire prepared by the researcher.

Statistical Tool Used: Data was analyses using the following statistical techniques.

- Percentage analysis
- t-test were used to analyze the collected data and verify hypotheses.

Analysis and Interpretation:

Objective: To find the level of School adjustment of Ashrama Schools Students.

Sl.No	Description	Percentage
1	High	11%
2	Medium	72%
3	Low	17%

From the above table it can be inferred that out of total number of 100 Students, in that 11% High adjustment of ashrama school students. And 72 % Medium adjustment of

ashrama school students, 17% Low adjustment, that they have level of adjustment of ashrama School Students.

Hypothesis: There is no significant difference in School adjustment between boys and girls Ashrama schools Students.

Gender	N	Mean	SD	df	t-test	Siginificance
Boys	59	62.81	3.088	98	1.360	Not significant at 0.05 level
Girls	41	63.63	2.782			

From the above table it can be inferred that the difference in school adjustment between boys and girls of ashrama school students. With respect to School adjustment is not significant at 0.05 level. Hence null hypothesis is retained. That is, there is no significant difference in School adjustment between boys and girls ashram school students.

FINDINGS:

- The present study shows that, the level of School adjustment of Ashrama Schools Students is medium level.
- The present study shows that, there is no significant difference in School adjustment between boys and girls Ashrama schools Students.

Conclusion: The adjustment of school children is determined by their gender, and level of school adjustment. It is concluded that some of the null hypothesis is retained. That is, there is no significant difference in School adjustment between boys and girls ashram school students and the level of School adjustment of ashrama schools students is medium level.

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