

## **A Comparative Study of Adjustment, Self-Confidence between Day Scholars and Residential Students Studying in 8<sup>th</sup> Standard**

**B.B. Policepatil**

Principal College of Education, Indi Dt: Vijayapur, Karnataka, India

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### **Abstract**

Only well-adjusted people will continue to grow in personal abilities. Any maladjustment, will affect the individual values and human relationship. So the teacher should identify the children with problems of school adjustment at an early stage and should try to solve those problems. Self-confidence is an aspect of self-concept. Self-confident person will be having positive and constructive self – feeling and evaluation, whereas, person with lack of self-confidence will be having negative self-feeling and evaluation. If the students lack self-confidence, they fail to move towards the tasks and could not put their effort completely for the success of the task which will significantly affect the achievement of the student. So the teacher should identify the students lacking self-confidence and should develop their confidence by providing remedial programmed. Level of anxiety will also contribute for the learning process of the pupil. The researcher has used causal comparative study in the descriptive method as a method of research. A random sampling method was used to select 100 day scholars and 100 residential students in different schools. The data thus collected was used to assess the adjustment of the individuals in the emotional and educational area of adjustment.

**KEYWORDS:** Adjustment, self-confidence, education, residential, schools, scholar

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### **Introduction**

Education aims at shaping the behaviour of the child for his adequate adjustment in the society. To give formal education for the children society has created an agency called as school. Among schools we can see two common types, day schools and residential schools. These schools use different type of educational process and provide different type of learning environment which will influence the psychological traits of the students studying in these schools in different way and to different extent. Adjustment to school, self-confidence and anxiety are three such psychological traits. Good adjustment to school, self-confidence and adequately dealing with anxiety will make the pupil to be positive and active with the school programmes and help him to draw pleasure in learning activities and thus leading to better learning. Therefore the teacher should study there psychological variables of the students and work for the promotion of good adjustment.

### **Self-confidence**

Self-confidence can be achieved by controlling anger and raw emotions. Emotional development is different from intellectual development (i.e., understanding viewpoints of others, being flexible, learning substitute behaviour for adjusting in different situations, integrating past, present and future, and not being an abstract thinker)

or social development (i.e., forming friendships, belonging to peer groups, adopting behaviour acceptable to others, and confidence of developing some independence from families). Self-confidence involves: (a) taking responsibility, i.e., developing a feeling that though I am in trouble but I think I myself should handle it; (b) feeling skillful, i.e., having a feeling that I can solve the problem; and (c) feeling appreciated, i.e., a feeling that I am loved, liked, cared, respected, listened to, accepted and consulted for what I am. Imparting training in the value of self-confidence will enable students to face varied challenges of life.

### **Statement of Problem**

#### **“A Comparative Study of Adjustment, Self-Confidence between Day Scholars and Residential Students Studying In 8<sup>th</sup> Standard”**

### **Objectives of the Study**

The objectives of the study were as follows:

1. To study the adjustment, self-confidence of day scholars and residential students studying in 8<sup>th</sup> standard.
2. To compare the adjustment of day-scholars and residential students studying in 8<sup>th</sup> standard.
3. To compare the self – confidence of day scholars and residential students studying in 8<sup>th</sup> standard.

### **Hypotheses**

The following hypotheses have been formulated for the present study.

1. There is no significant difference between the means of scores on adjustment inventory for school students’ of day scholars and residential students studying in 8<sup>th</sup> standard.
2. There is no significant difference between the means of scores on emotional area of adjustment inventory for school students of day scholars and residential students studying in 8<sup>th</sup> standard.
3. There is no significant different between the means of scores on educational area of adjustment inventory for school students of day scholars and residential students studying in 8<sup>th</sup> standard.
4. There is no significant difference between means of scores on ‘Self – confidence Inventory’ of day scholars and residential students studying 8<sup>th</sup> standard.

### **Method of Research**

In the present study the researcher has used causal comparative study in the descriptive method as a method of research.

### **Sample**

A random sampling method was used to select 100 day scholars and 100 residential students in different schools of Vijayapur district.

## Data Gathering Tools

Data gathering tools of the present study are –

1. Adjustment inventory for school students.
2. Self-confidence inventory.

## Collection of Data

Adjustment Inventory for school students and self-confidence inventory were administered to the sample of 200 students at their respective schools. The students were asked to mark their responses on the form provided to them. After the responses were completed the inventory forms were collected and they are scored using scoring key. The data thus collected was used to assess the adjustment of the individuals in the emotional and educational area of adjustment. After the responses were completed, the inventory forms were collected and scored using scoring key. The data thus collected was used to assess to assess the self-confidence level of the students.

## Statistical Techniques Used

For the statistical analysis of the data the researcher has used the following techniques.

1. Percentage
2. Mean
3. t-Test

## Data Analysis

**Table-1: The adjustment category, range of scores for girls and boys, number and percentage of girls and boys of day school and residential school on adjustment inventory for school students**

Sl No	Adjustment Category	Range of Scores		Day Scholars				Residential Students			
				Girls		Boys		Girls		Boys	
		Girl	Boy	No	%	No	%	No	%	No	%
1	Excellent adjustment	5 & below	5 & below	04	08	02	04	13	26	14	28
2	Good adjustment	6-14	6-12	29	58	31	62	24	48	22	44
3	Average adjustment	15-22	13-21	13	26	14	28	11	22	13	26
4	Unsatisfactory adjustment	23-31	22-30	03	06	03	06	02	04	01	02
5	Very unsatisfactory adjustment	32 & above	31 & above	01	02	00	00	00	00	00	00

The above table reveals that, 8% of day girls 4% of day boys, 26% of residential girls, 28% of residential boys come under the excellent adjustment category. 58% of day girls 62% of day boys, 48% of residential girls, 44% of residential boys come under good adjustment category 26% day girls, 28% of day boys, 22% of residential girls, 26% of residential boys come under average adjustment category, 6% of day girls, 6% of day boys, 4% of residential girls 2% of residential boys come under unsatisfactory adjustment category, 2% of day girls, 0% of day boys, 0% of residential girls, 0% of residential boys studying in 8<sup>th</sup> standard students come under very unsatisfactory adjustment category.

Therefore, 92% of day girls and 96% of residential girls are satisfactory adjusted with their school. Only 8% of day girls and 4% of residential girls are having unsatisfactory adjustment with their school. 94% of day boys, 98% of residential boys are having satisfactory adjustment with their school. Only 6% of day boys and 2% of residential boys are having unsatisfactory adjustment with their school. Thus the results revealed that there is no significant difference between the number of day students and number of residential students respect to their school adjustment. Thus girls and boys of day school and residential school were homogeneous in their adjustment pattern.

**Table-2: The emotional adjustment category, range of scores for girls and boys, number and percentage of girls and boys of day school and residential school on emotional area of AISS**

Sl No	Emotional Adjustment Category	Range of Scores		Day Scholars				Residential Students			
				Girls		Boys		Girls		Boys	
		Girl	Boy	No	%	No	%	No.	%	No.	%
1	Excellent emotional adjustment	1 & below	1 & below	23	46	13	26	21	42	16	32
2	Good emotional adjustment	2 – 5	2 -4	21	42	26	52	21	42	24	48
3	Average emotional adjustment	6 – 7	5 –7	04	08	09	18	03	06	08	16
4	Unsatisfactory emotional adjustment	8 – 10	8 - 10	01	02	01	02	05	10	02	04
5	Very unsatisfactory emotional adjustment	11 & above	11 & above	01	02	01	02	00	00	00	00

The above table reveals that 46% of day girls, 26% of day boys, 42% of residential girls, 32% residential boys studying in 8<sup>th</sup> standard students come under excellent emotional adjustment category, 42% of day girls, 52% of day boys, 42% of residential girls, 48% of residential boys come under good emotional adjustment category. 8% of day girls, 18% of day boys, 6% of residential girls, 16% of residential

boy come under average emotional adjustment category 02% of day girls, 2% of day boys, 10% of residential girls, 4% of residential boys come under unsatisfactory emotional adjustment category 2% of day girl, 2% of day boys, 0% of residential girls 0% of residential boys come under very unsatisfactory emotional adjustment category.

Therefore, 88% day girls, 84% of residential girls, 78% day boys, 80% of residential boys are having better emotional stability. More number of day girls are having better emotional stability when compared to residential girls. 08% of day girls, 18% of day boys, 06% of residential girls and 16% of residential boys are having satisfactory emotional stability. 4% of day girls, 4% of day boys, 10% of residential girls and 4% of residential boys are having unsatisfactory emotional stability. Thus more of day girls and residential girls are having excellent emotional adjustment when compared to day boys and residential boys respectively.

**Table-3: The educational adjustment category range of scores, number and percentage of girls and boys of day school and residential school on educational area of adjustment inventory for school students**

SI No	Educational Adjustment Category	Range of Scores	Day Scholars				Residential Students			
			Girls		Boys		Girls		Boys	
			No.	%	No.	%	No.	%	No.	%
1	Excellent educational adjustment	2 & below	24	48	21	42	33	66	28	56
2	Good educational adjustment	3 – 4	13	26	17	34	09	18	13	26
3	Average educational adjustment	5 – 7	09	18	10	20	06	12	08	16
4	Unsatisfactory educational adjustment	8 – 10	03	06	02	04	02	04	01	02
5	Very unsatisfactory educational adjustment	11 & above	01	02	00	00	00	00	00	00

The above table reveals that 48% of day girls, 42% of day boys, 66% of residential girls 56% of residential boys come under the excellent educational adjustment category, 26% of day girls, 34% of day boys, 18% of residential girls, 26% of residential boys come under good educational adjustment category, 18% of day girls, 20% of day boys, 12% of residential girls, 16% of residential boys come under average educational adjustment category, 06% of day girls, 04% of day boys, 04% of residential girls, 02% of residential boys come under unsatisfactory educational adjustment, 02% of day girls, 0% of day boys, 0% of residential girls, 0% of residential boys studying in 8<sup>th</sup> standard students come under very unsatisfactory educational adjustment category.

Thus high percentage of day girls and residential girls show excellent educational adjustment when compared to day boys and residential boys respectively. 92% of day girls, 96% of day boys, 96% of residential girls and 98% of residential boys are interested

in their school programme, whereas only 8% of day girls, 4% of day boys, 4% of residential girls and 2% of residential boys are not adjusted with their curricular and co – curricular programme.

**Table-4: The self-confidence category, range of scores, number and percentage of girls and boys of day school and residential school on self-confidence inventory**

Sl No	Self - Confidence Category	Range of Scores	Day Scholars				Residential Students			
			Girls		Boys		Girls		Boys	
			No	%	No	%	No	%	No	%
1	Very high self confidence	10 & below	01	02	00	00	00	00	00	00
2	High self confidence	11 – 20	05	10	13	26	03	06	05	10
3	Average self confidence	21 – 30	37	74	35	70	38	76	37	74
4	Low self confidence	31 – 40	06	12	02	04	09	18	08	16
5	Very low self confidence	41 & above	01	02	00	00	00	00	00	00

The above table reveals that 02 of day girls, 01% of day boys, 0% of residential girls, 0% of residential boys come under very high self-confidence category, 10% of day girls, 26% of day boys, 6% of residential girls, 10% of residential boys come under high self-confidence category, 74% of day girls, 70% of day boys, 76% residential girls, 74% of residential boys come under average self-confidence category 12% of day girls, 04% of day boys, 18% of residential girls, 16% of residential boys come under low self-confidence category, 02% of day girls, 00% of day boys, 00% of residential girls and 00% of residential boys studying in 8<sup>th</sup> standard students come under very low self-confidence category.

Thus, 26% of day boys are having above average self-confidence whereas only 12% of day girls are having above average self-confidence, 4% of day boys are having below average self-confidence and 14% of day girls are having below average self-confidence. Therefore more number of day boys are highly confident when compared to girls. There is no much different between the number of residential girls and residential boys in 5 different categories of self-confidence. More number of day boys are having high self-confidence when compared to residential boys and more number of day girls are having high self-confidence when compared to residential girls.

### Findings of the Study

1. Day scholars and residential students both show good adjustment to their school as evident from the mean value of the groups. The difference between the mean values reveals the residential students are better adjusted to school when compared to day

- scholars. High percentage of the residential students is having excellent adjustment when compared to the day scholars. Girls and boys of day school and residential school were homogeneous in their adjustment pattern.
2. Both day scholars and residential students show good emotional adjustment, and there is no significant difference between the groups in relation to their emotional adjustment pattern. More number of day girls and residential girls are having excellent emotional adjustment when compared to day boys and residential boys respectively.
  3. Day scholars show good educational adjustment and residential students show excellent educational as evident from the mean values of the groups. Both groups differ significantly in educational adjustment area, still both groups have interest in their academic and co-curricular activities. Boys and girls of day school and residential school show almost homogeneous educational adjustment pattern.
  4. Day scholars and residential students show average self – confidence as evident from their mean values. There is significant difference between the groups in their self-confidence level. The difference between the means of the two groups reveals that, day scholars are more confident when compared to residential students. More number of day scholars are more confident when compared to residential students. More number of day scholars were found to have high self-confidence when compared to residential students. Boys and girls of residential school show almost homogeneous self-confidence pattern. But more number of day boys are having high self-confidence when compared to day girls.

## Conclusions

The present study revealed that, day scholars and residential students showed good and excellent level of educational adjustment respectively and both the groups show a very good interest in their academic and co-curricular activities. This result is in agreement with the results of the study conducted by SantoshArora, which states students of favourable family climate and unfavourable family climate show good level of educational adjustment and they have interest in their academic and co-curricular activities. Also the present study reveals that girls are having excellent emotional adjustment when compared to the boys of their groups, this result is contradictory to the result of the SanthoshArora's study which revealed that girls are unstable in their emotional adjustment than boys of the same groups.

The present study revealed that day scholars and residential students show good emotional adjustment whereas the study conducted by Brundaban Chandra Mishra revealed whereas the study were more intelligent adventures, apprehensive and controlled, whereas students of non-ashram school were more easy going, emotionally stable, competitive, enthusiastic, tender minded and internally retrained.

The present study revealed that day scholars and residential students show good adjustment to school and average social adjustment. When compared to boys, more number of girls show unsatisfactory social adjustment, and excellent emotional

adjustment, whereas the study conducted by Pandit, I., revealed that out of all the 5 areas of adjustment, the school adjustment was most satisfactory followed by health, home, emotional and social adjustment respectively and the study also found that the social and emotional adjustment of adolescent boys was more satisfactory than that of adolescent girls, thus findings of both the studies are in agree with each other.

### **Suggestions for Further Research**

On the basis of researchers acquaintance with the problem and scope., the following suggestions for further research are offered with a view of contributing for the growth of knowledge in this area.

1. The present study compares the adjustment, self-confidence level of day scholars with the residential students, a study can be undertaken to find out the influencing factors for the differences in these traits.
2. The present study can be extended to study the other psychological traits among day scholars and residential students.
3. The present study can be replicated by using standardized tools.

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