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A STUDY ON THE EMOTIONAL ADJUSTMENT OF BOARDING STUDENTS AT HIGH SCHOOL LEVEL IN PATHANAMTHITTA DISTRICT

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Abstract

It can be seen that, youth as well as children are facing with too many psychosomatic problems such as anxiety, tensions, frustration and emotional upsets in their day-to-day life. One's emotional adjustment plays an important role in his behaviour. Home environment and parental care are other crucial factors of the emotional adjustment of an individual. The child's emotional adjustment may obviously influence his level of achievement too. Here the researcher makes an attempt to study about the emotional adjustment of boarding students who do not get much parental care, especially in the case of those pupils' whose parents are working abroad. In this study the investigator compares the emotional adjustment of both NRI boarding students and boarding students of Resident Indians at high school level in Pathanamthitta district.

INTRODUCTION

The emotional condition of a student is crucial for learning. The subject of student's adjustment at school and college level has been one of the most consistently research areas in modern days. In the present circumstances, it is very difficult for children to adjust life in various situations. Every student from the beginning of the first grade until he finishes his college education makes a long service of adjustments. The best-integrated adjusted individuals would establish some reasonable goals in life with their interest, abilities, and settle down to work towards these goals seriously and steadily without unusual tensions.

The family environment has great influence on the emotional adjustment of a child. Being a member of a stable family, a feeling of security develops in the child. From the family, the child gets models of approved patterns of behaviour for learning to be social. From the family he or she gets acceptance and affection, which directly affects his or her emotional adjustment. Residential life may be directly or indirectly affect the emotional adjustment of the child. Various situations in the home give the child simulation for their success in school as well as social life.

The current study felt most important to the following aspects:

- To develop a good personality, a child must possess a balanced emotional state.
- Home environment is one of the important factors in the emotional development of a child.
- Lack of parental care may lead to many adjustment problems in the children, it may cause frustration too.
- Emotional adjustment of family reared children may be different as that of institution reared children.
- A well-adjusted person will have a good self-concept.
- From the practical point of view, the pupil with high scholastic record will be emotionally well adjusted too.

Here the present study aims at finding out the influence of parental care in the emotional adjustment of the child, by conducting a study on the relationship between the emotional adjustment of both NRI boarding students and boarding students of Resident Indians at high school level.



OBJECTIVES OF THE STUDY

1. To find out the extent of emotional adjustment of boarding students for the total sample and for the subsamples based on type of boarding students.(NRI and RI)
2. To find whether there is any significant relationship between the emotional adjustment of NRI boarding students and boarding students of Resident Indians.

HYPOTHESIS OF THE STUDY

There is significant relationship between the emotional adjustment of NRI boarding students and boarding students of Resident Indians

METHODOLOGY

The present study was a normative survey study that was intended to collect data regarding the emotional adjustment of both NRI boarding students and boarding students of Resident Indians. The data were collected from the sample by administering an emotional adjustment inventory prepared and standardised by the investigator. In the present study, the population consists of all the high school level boarding students of Pathanamthitta district. The investigator selected 300 boarding students i.e., 150 from NRI boarding students and 150 from boarding students of Resident Indians from various residential schools. Stratified random sampling technique was used for the selection of sample. For collecting the data, the investigator personally visited the selected schools. The purpose of the study was explained to the students and the Emotional Adjustment Inventory was distributed and collected back after they marked their responses. The statistical techniques used for this study were mean, median, mode, standard deviation, ‘t’ test and Karl Pearson’s coefficient of correlation.

ANALYSIS AND INTERPRETATION OF THE DATA

The present investigation resulted in a number of major findings as presented below. It may be noted here that, some of the conclusions mentioned here are deduced from the tenability of the hypothesis and also on the basis of the nature of variables studied.

Table 1. Statistics Calculated and their Values Obtained for Emotional Adjustment of Total Sample

Statistics calculated	Value obtained	Sub categories	
		NRI	RI
Mean	52.87	52.74	53.01
Median	53.00	53.00	54.00
Mode	55	52	56
Standard deviation	4.455	4.412	4.509
Skewness	-.519	-.483	-.562
Kurtosis	.191	.284	.163

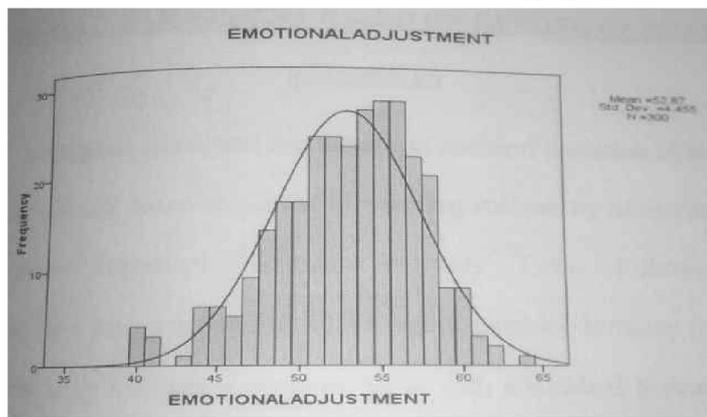


Figure 1. Graphical Representation of Measures of Central Tendency and Measures of Dispersion of Emotional Adjustment of Total Sample

Emotional Adjustment based on Type of Boarding Students

Investigator calculated the mean and standard deviation of the scores of the subsample based on type of boarding students by administering the tool titled as “Emotional Adjustment Inventory”. Table.1 shows that NRI boarding students scored a mean of 52.74 with a standard deviation 4.412 and boarding students of Resident Indians scored a mean of 53.01 with a standard deviation 4.509 for Emotional Adjustment Inventory. It is clear that the emotional adjustment of boarding students of Resident Indians is **higher than** that of NRI boarding students, as the former acquired higher mean (53.01), median (54), and mode (56) with a standard deviation of 4.509 than the latter.

Relationship between the Emotional Adjustment of NRI Boarding Students and Boarding Students of Resident Indians

The data was analysed using Karl Pearson’s Coefficient of Correlation ‘r’. The calculated ‘r’ value and ‘t’ value of emotional adjustment for NRI boarding students and boarding students of Resident Indians are given below.

Table 2. ‘r’ Value of Emotional Adjustment for NRI Boarding Students and Boarding Students of Resident Indians

Subsamples	N	R	t-value	Level of significance
NRI	300	.784	15.364	Significant at 0.01 level
RI				

The obtained ‘r’ value of NRI boarding students is .784 (‘r’ from ± 0.70 to ± 1.00 denotes high to very high relationship). Thus, it shows high relationship. The ‘t’ value was set at 0.01 level of significance with table value 2.58., the obtained ‘t’ value is 15.364, which is greater than the table value. Therefore, the obtained ‘t’ value is significant at 0.01 level. Thus, the null hypothesis ‘*There will be no significant relationship between the emotional adjustment of NRI boarding students and boarding students of Resident Indians*’ is rejected. It can be interpreted that there is a significant relationship between the emotional adjustment of NRI boarding students and boarding students of Resident Indians.

FINDINGS OF THE STUDY

The results show that there is a high positive relationship exists in the emotional adjustment of boarding students of Resident Indians than that of NRI boarding students.

CONCLUSION



The children who are living in boarding place do not get any proper environment for their all round development, and thus the social relationships of these children may be affected by institutionalised life. It does not mean that residential life is too bad. Various situations in the home give the child simulation for their success in school as well as social life. The real education of the child begins not intellectually, but emotionally. Good fellow feeling among members of the family affects the emotional make up of the child. As a result of which he can develop positive emotions like sympathy, tolerance, love, justice, etc . The home also gives a sense of security to the child, which enables him to receive fruitful education.

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