

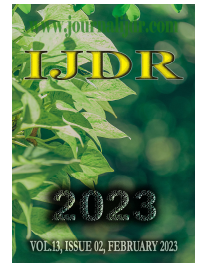


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RESEARCH ARTICLE

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ACCLIMATIZATION OF THE SECONDARY LEARNERS UNDER EMANATE OF SECONDARY SCHOOL OCCUPANT

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ABSTRACT

The acclimatization in education and educational perspectives always emphasizes on an individual's inspiring duties towards his or her education at the same time it also emphasizes whether the person concerned is able to get access in such targeted goal or not. In social, cultural, educational, socio-educational and socio-cultural aspects students at school level used to adapt interaction with the fellow students, neighbours and the society at large. Students of secondary level are adapting in everyday life with their daily curriculum. They are habituating to practice school curriculum in their own way under the patronizations of teachers, peers, and subjects along with effective subject matters in relation with their educational aspects. School adjustment in the secondary stage of education coincide with the school environment, failure and success, parental issues, family orientation, residential school performances, pedagogical aspects, pattern of classrooms, modern technologies, academic achievements. Students are always keen to adjust themselves in various subject orientations and subjugations. Present study was emphasized upon to find out the relationship between residential and 2 residential school students on the basis of their adjustment power. The sample of the study is taken from 3 non-residential school and 2 residential school of North 24 Parganas, West Bengal, India. Tools for collecting data include Adjustment Inventory by A.K.P. Sinha and R.P. Singh (2012). The data were analyzed by using descriptive and inferential statistics. It has been observed that there is significant difference between adjustment of residential and non-residential school students.

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INTRODUCTION

Secondary school occupants are those who are keen to achieve their curriculum up to the mark. Role of students with adjustment at educational environment creates a synergy of the students' academic life. Academic achievement is greatly based upon adjusting abilities of the students. An individual is not born adjusted, it is his or her capabilities to adjust with or make adjusted in any environment. Maladjustment leads to devastating lifelong impacts on the students' personality. The study is investigated to find out favorable and unfavorable situations which affects students' adjustment, motivation which gradually leads to academic achievement. There are four factors of Education, Students, Teacher, Curriculum and Institution. Educational institutions are an important element in the field of education. The educational institution controls the student's environment, the student learns a lot from his or her environment. The characteristics of the educational institution affect the student and the success of the student depends on how well he or she adapts to the environment. School is a micro-society in which students grow up through various social interactions.

Within this society the student finds themselves. After completion of the school curriculum students come and join the larger society. There are several researcher have been worked on the same aspects, of which very few are mentionable here. Palak Lakhani described in his article on the topic of School Adjustment, Motivation and Academic Achievement among Students which was published in the *International Journal of Management and Social Sciences*, October 2017, that the School is the first step in the life of any students. Hence adjustment factors are adjustable in any kinds and captures. School adjustment, engagement and academic self-concept: family, child, and school factors was published by Cambridge University Press June 2020 by Sajjad Basharpour *et al.*, narrated under the clarity of coherent and adaptable family systems along with high school acceptability of students can affect school adjustment in both way directly and indirectly through school engagement and academic self-concept. Now the fact is that educational institution is either residential or non-residential. In the case of residential educational institutions, a specific environment is provided for all the students where the student has to follow all the rules and regulations of that accommodation and the environment is same for everyone. Whereas in non-residential schools the student goes to the school at certain

times and then returns to his home and the rest of his preparation continues at home. There, each student gets a different environment at home. A student's parents have a special role to play here. The socio-economic status of the parents also plays an important role. The current sequel is trying to propagate whether any adaptive capacity of residential school students are different from that of non-residential school students.

Factors Propagating the Present Sequel: The present study peered into some factors which are propagating for

1. To find out of the relation between adjustment power of boys and girls students of residential school.
2. To find out of the relation between adjustment power of boys and girls students of Non-residential school.
3. To find out of the relation between adjustment power of Residential and Non-residential school students.

Factors Delimited for

1. The higher secondary school students studying in 11th class only.
2. Size of sample was the limited to 200 only.
3. Adjustment is taken as a dependent variable.
4. Gender and types of schools are taken as Independence variable.
5. The tool used for collecting data is Adjustment Inventory by A.K.P. Sinha and R.P. Singh.(2012)

Factors hypothecated for

Ho (1): There is no significant relationship between boys and girls students of residential school according their adjustment power.

Ho (2): There is no significant relationship between boys and girls students of non-residential school according their adjustment power.

Ho (3): There is no significant relationship between residential and non-residential school students according their adjustment power.

Adjustment: Adjustment may be define as process of bringing about a balance between motives, restriction on their satisfaction, opportunities offered by the environment for the same and personal limitations. Encyclopaedia Britannica define Adjustment as – The behavioural process by which human and other animals maintain equilibrium among their various needs or between their needs and the obstacles of their environment. The process of adjustment begins when a need is felt and ends when it is satisfied. The adjustment process involve four parts : (1) A need or motive in the form of a strong persistent stimulus, (2) The thwarting or non-fulfilment of this need, (3) Varied activity or exploratory behaviour accompanied by problem solving, and (4) Some response that removes or at least reduces the initiating stimulus and completes the adjustment. Social and cultural adjustments are similar to physiological adjustments. People strive to be comfortable in their surroundings and to have their psychological needs met, though the social networks in habit. When needs arise especially in new or changed surrounding they impel interpersonal acclimatise meant to satisfy those needs. In this way, people increase their familiarity and comfort with their environments, and they come to expect that their needs will be met in the future through their social networks. So adjustment defines as “Adjustment refers to the psychological process through which people manage or cope with demands and challenges of everyday life. It connotes conformity; it deals with the way an individual adopts to his environment and demand of life. In this study adjustment consists emotion, social and educational area of residential and non-residential school students.

History of Indian Residential School: Indian history began with the birth of the Indus valley civilization in such sites as Mohenjo-Daro, Harappa, and Lothal, followed by the coming of the Aryans.

Historians and archeologists believe the Indus valley civilization began around 3000 BCE. Gurukula was the first residential educational institute in India. The study of the Education system in Vedic period and Brahmanic Educational system makes it clear that in those days the Residence of the teachers (Gurus) was the educational institutions called Gurukulas. Anyone who wished to study went to a teacher's (Guru) house and requested to be taught. If accepted as a student by the guru, he would then stay at the guru's place and help in all activities at home. This not only created a strong tie between the teacher and the student, but Guru taught the student everything about running a house also. So there the teacher and the student lived together as the members of the single family. For the spiritual and philosophical development of students, the external objects of education were not much emphasized, but the main emphasis was laid on inner and spiritual uplift. The guru taught everything the child wanted to learn, from Sanskrit to the Holy Scriptures and from Mathematics to Metaphysics. The student stayed as long as he/she wished or until the guru felt that he had taught everything he could teach. All learning was closely linked to nature and to life, and not confined to memorizing some information. In Ancient India, in Vedic and Buddhist periods, well organized educational institutions like that of modern age had not come into being. In those days, some monasteries and huge sacred places had been established. It is said that the learned persons from different places used to assemble there and debates and discussions took place. Inspired by the Buddhist system, in Hindu temples and monasteries too, the educational institutions were started. In ancient period India was a center of Education. Educational institutions had residential form at that time in India. Historical abidance said that the oldest residential institute of the world was situated in India, namely Takshashila, Nalanda, Vikramshila, Balvi, Odantapuri, Mithila, Navadwip etc.

Residential School at Present Juncture: Residential school is an institute where students live on campus in hostels. Students only go home during the vacations. Residential school provides education for pupils who live in the premises, as opposed to a day school. The dictionary meaning of word Residential is designed for people to live in; providing accommodation in addition to other services. Residential is an adjective that expresses a relationship with homes, apartments, or any place where people live. In this context “residential school” is used in the sense of lodging and foods. In Residential School pupils stayed at the school for the length of the term.

Non-residential school at Present Juncture: Non-residential schools are schools where students travel from home to school in the morning and return home in the afternoon. All their studies are done in school and preparation is done at home. Here students get two types of environment one environment is his school environment and another environment is student's home environment. The socio-economic status of the house affects it here. Apart from this, student's attitude, student's mental state along with the student's ability to adapt to the environment also depends on the family. In this school the student cannot spend the entire day in the school environment. At present these educational institutions are the ones we find exclusively and the presence of these non-residential schools is more visible in our state education infrastructure. Although there are residential schools as well, most residential schools are private. History shows that in the medieval period when Tolto, Maktab and Madrasa were the main centers of education, the Gurukul system of education also flourished. Later during the British rule we notice the presence of these schools especially non-residential schools. These schools were established with a collection of small classrooms on the initiative of the people of the country. These schools were responsible for educating the people of India. Initially, we see the contribution of various educated personalities of the country in establishing these schools; they established these schools on their own initiative. Later, in the Charter Act of 1813, when the British government announced an annual grant of one lakh rupees for the education of Indians, these schools became a matter of government approval. As recommended by Wood's Despatch of 1854, this government grants and government approval sealed the matter. Since then, these schools have been

carrying the burden of education for the people of India. These non-residential schools have considerable importance in the field of Indian education.

The Facts Relied Upon: The study was descriptive in nature. The survey method has been relied upon for the study. Sample of the study was taken from residential and non-residential higher secondary school of North 24 Pargana of West Bengal, India. There are three non residential schools and two residential schools. Sample of 180 11th class students selected from 5 schools of North 24 pargana district. It was a stratified random sampling system. 80 students are from residential school, and 100 students from non-residential. From the above 80 students of residential there are 30 students are girls and 50 are boys. On the other hand from 100 students of non-residential school there are 55 students are girls and 45 are boys.

The above table (Table-3) it is found that the F value of adjustment of Girls and Boys students of residential school is 13.49 and P-value is 0.00043. The P-value is smaller than 0.05, thus the Null Hypothesis is rejected and alternative Hypothesis is accepted. So there is significant relationship between boys and girls students of residential school according their adjustment power.

Ho (2): There is no significant relationship between boys and girls students of non-residential school according their adjustment power.

From the above table (table-4) it is found that the F value of adjustment of Girls and Boys students of residential school is 10.02 and P-value is 0.0020. The P-value is smaller than 0.05, thus the Null Hypothesis is rejected and alternative Hypothesis is accepted. So there is significant relationship between boys and girls students of non-residential school according their adjustment power.

Table 1.

Schools	Category	students	Total
Residential	Girls	30	80
	Boys	50	
Non-residential	Girls	55	100
	Boys	45	
Total			180

Table 2. Descriptive Statistics

	Groups	N	Sum	Mean	Variance
Non- residential school students	Girls	55	4601	83.65	182.34
	Boys	45	3363	74.73	233.42
residential school students	Girls	30	2501	83.36	175.27
	Boys	50	3569	71.38	214.03
Total students	residential	80	5974	74.67	207.05
	Non- residential	100	7978	79.78	229.22
Total students		180			

Table 3. Relation of boys and girls adjustment of residential school

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2694.003	1	2694	13.49	0.00043	3.96
Within Groups	15570.75	78	199.62			
Total	18264.75	79				

Table 4. Relation of boys and girls adjustment of non-residential school

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	2100.95	1	2100.95	10.02	0.0020	3.94
Within Groups	19916.56	95	209.64			
Total	22017.51	96				

Table 5. Relation of adjustment of residential and non-residential school students

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	1158.26	1	1158.26	5.27	0.022	3.89
Within Groups	39050.71	178	219.38			
Total	40208.98	179				

Tool used: The study used A.K.P. Sinha and R.P. Singh. Adjustment Inventory for School Students (AISS-SS) (2012) Hindi/English (This inventory consists 60 items). Descriptive and inferential statistics were employed to compare the means of the students across said variable. From the table-2 it is found that the mean and variance of girl students of non-residential school are 83.65 and 182.34 respectively. The mean and variance of boy students of non-residential school are 74.73 and 233.42 respectively. The mean and variance of girl students of residential school are 83.36 and 175.27 respectively. The mean and variance of boy students of residential school are 71.38 and 214.03 respectively. The mean and variance of non-residential school students are 79.78 and 229.22 respectively and the mean and variance of residential school students are 74.67 and 207.05 respectively.

Inferential Statistics

ANOVA

Ho (1): There is no significant relationship between boys and girls students of residential school according their adjustment power.

Ho (3): There is no significant relationship between residential and non-residential school students according their adjustment power. From the above table (table-5) it is found that the F value of adjustment of Girls and Boys students of residential school is 5.27 and P-value is 0.022. The P-value is smaller than 0.05, thus the Null Hypothesis is rejected and alternative Hypothesis is accepted.

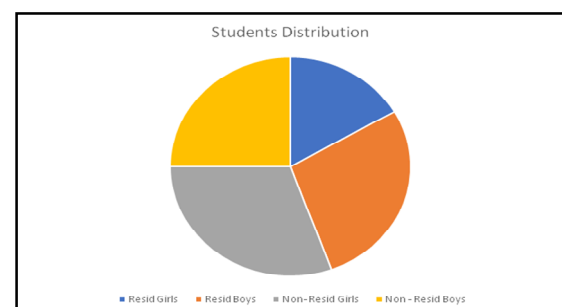


Table 6. Pie of Students Distribution

So there is significant relationship between residential and non-residential school students according their adjustment power. The above pie diagram is depicting the students' distribution of the studied residential and non-residential schools of the concerned district. The 1st qtr exhibits 17% girls' residential students of the total studied population. 2nd qtr points out 28% boys residential students. While 3rd qtr denotes 31% of the girls non-residential students and 4th qtr exhibits 25% of the non-residential male students. Hence it has been noted from the above pie diagram that the high tendency of the girls students are observed in case of non-residential than the residential but in case of boys the study is shown that residential boys are more effective in case of the study adjustment than the non-residential.

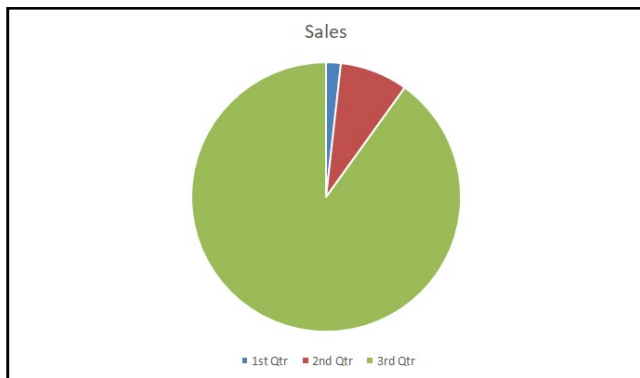


Table 7. Pie of P Values Distribution

The above pie diagram is denoting the P value distribution of the residential, non-residential school students along with their adjustment capacity with the school environment. The 1st qtr depicts only 2% of the residential students' adjustment while 2nd qtr points out 8% adjustment criteria and 90% shows adjustment power between residential and non-residential students and their relationship. The adjustment procedure is developing when the students are adopting in the school environment conjointly but its deteriorating when they are identical in the form of a residential and non-residential formation. Hence the study reveals that the students' adjustment is highly appreciable and emanating when they are conglutinate at the classroom environment.

CONCLUSION

Traversing through the study it is encountered difference between adjustment of the boy students and girl students of residential and non-residential school, and to navigate the adjustment power of residential school students and non-residential school students are different from each other.

From the analysis of data it is found that there is significant relationship between boys and girls students of residential school according their adjustment power and there is significant relationship between boys and girls students of non-residential school according their adjustment power. At last it is found that the adjustment power of students significantly different according their category of school (residential and non-residential). Since the beginning of creation, people have been adjusting to the environment; first that environment was the natural environment, now this environment influences people from both natural and social aspects, also people try to adjust to that environment in a smooth way; this effort to adjust is education. If man could not adjust to his environment, his survival would be meaningless. The present study have been found out that students' adjustment skills depended on the type of school they attended. Students are more comfortable when they are at classroom environment if they come from residential and non-residential in both way. The acclimatization of secondary school occupant is the productive behavior to emanate future aspirations among the students at large for their developed behavioral pattern of life, make an important contribution to society and the state duo.

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