THE IMPACT OF ENVIRONMENT ON MIGRANTING STUDENTS FROM SMALL TOWNS TO BIG CITIES

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ABSTRACT

Background:

It is typical for humans to migrate. Humans have always moved to settle in various nations, towns, and residential areas. We leave the houses of our guardians or relatives and move into our own homes. We go throughout regions, cities, and towns. We also relocate within and between nations.The experiences of the individuals and communities gathered here represent all various forms of migration, although the majority of the historical materials on this website are devoted to the later kind of movement, that of cross-border movement.

The objective of present study was to study the impact of environment on migranting students.

MATERIAL AND METHOD:

100 respondents aged 18 to 25 years from lucknow uttar pradesh were selected. the tools were used was asthana adjustment inventory by dr h.s.asthana and perceived stress scale (by cohen,kamarch and meramelstein in 1983) was administered descriptive statistics and one way ANOVA was used to fulfill the objective of present study

Key Words: migration,adjustment and stress

people have moved and will continue to migrate for a variety of reasons. Migration is the act of transferring a person from one place of habitation to another. Demography defines migration as a movement that results in a long-term or permanent change in one's usual place of residence. Based on multiple definitions, the migration must involve a sizable distance and require the individual to reside in the destination for a sizable period of time. Owing to data limitations, migration is defined operationally as an act of crossing a political boundary (a county, for example) or relocating by entering a new labour market. Migration within a country is known as internal migration. The term "international students" has multiple meanings, many of which overlap. The concept of "internationally mobile students" indicated above has been recognised since 2015 by the OECD (Organisation for Economic Co-operation and Development), UIS (UNESCO Institute of Statistics), and the statistical office of the European Union. This definition, according to UNESCO (n.d.), includes the largest group of international students: those who moved overseas to pursue their education. Students enrolled to pursue a post-secondary degree are also included in this term; hence, stays of up to seven years are typically longer than a year. Internationally moveable students are not the same as "foreign students" or "credit-mobile students," two other common definitions of international students. Foreign students are non-citizens currently enrolled in degree programmes in higher education institutions.

International student migration has surged dramatically, primarily from underdeveloped to wealthy nations. The topic of students moving away from their hometown to pursue higher education in a different state, city, in India, or overseas is covered in this essay. Over time, India has witnessed a rapid increase in the number of individuals relocating from rural to urban areas. India is the world's second-largest sender of students, after China, and during the last 14 years, the proportion of Indian students studying abroad has increased fourfold. The economies of affluent countries have profited immensely from this kind of widespread student mobilisation. Ninety percent of Indian students pursuing international studies are focused in five countries; the majority of these students—more than half—are sent to the United States, Australia, and the United Kingdom. Lack of access to high-quality education is one of the primary causes of poverty and economic distress, which in turn encourages people to choose migration as a means of bettering their lives and locating job opportunities. The movement of Indian pupils Like China, India is one of the top nations from which students travel to attend the top universities in developed nations such as the US, Canada, and Australia. Not the same The considerable increase of Indian students pursuing higher education abroad may be due to a number of causes. 1. Indian universities are not able to accept every application, especially for master's and PhD programmes. There are only 504 universities in the country of nearly 1.3 billion people (more than 50% of Indians are under 25 and more than 65% are under 35). 2. Higher education institutes in India have extremely difficult admissions given the high school dropout rate and limited number of available places. The Indian Institutes of Management (IIMs), Indian Institutes of Technology (IITs), and All India Institute of Medical Sciences (AIIMS) are considered to be among the best universities in India. The contest for admission becomes

5. For a period of years, the Indian educational system has consistently lacked funding. Universities in India are severely short-staffed with teachers. There are 24 students for each teacher. In India, 80 percent of the cost of public education is borne by the state governments. Nonetheless, their principal area of duty is primary and secondary education, which gets three quarters of the budget. The cost of study at these colleges is mostly determined by their own reputation.

OBJECTIVE:

to find out the impact of environment on migranting students.

HYPOTHESIS:

H1.There will be a significant relationship between adjustment and stress among migrants.

H2. there will be no significant difference between well adjustment and stress.

TABLE 1: Demographic characteristics of participants			
Sex		Male	27 (38.57%)
		Female	43 (61.42%)
Education	DOCTOR	Post graduate	10(14. 28%)
		Graduate	25(35.71%)
	NURSE	Graduate	24 (34.28%)
		AnmGnm Nursing courses	11 (15.71%)
Locality		Urban	60 (85.71%)
		Rural	9 (12.85%)
		Semi - urban	1 (1.42%)

TOOLS:

To fulfil the objective of the present study, following tools were used:

ASTHANA ADJUSTMENT INVENTORY

The goal of this study article is to determine the emotional intelligence and adjustment levels of teenagers. One hundred samples were used in this study, which was split evenly between two groups (boys and girls). These two groups were then further subdivided into two groups: high socioeconomic status (HSES) and low socioeconomic status (LSES). Data were gathered using the adjustment inventory, which was created and standardised by Dr. H.S. Asthana, and the emotional intelligence scale, which was created and standardised by Schutte et al. For data analysis, the t-test, mean, S.D., and SED were used. The findings show that while there was a substantial difference between the adjustment scores of the same group, there was an insignificant difference between the emotional intelligence scores of boys and girls. A negligible variation was also discovered between emotional intelligence and scores of hses.

The most used psychological tool for gauging stress perception is the Perceived Stress Scale (PSS). It is a gauge of how stressful one feels about certain circumstances in their life. The purpose of the items was to gauge how erratic, unmanageable, and hectic the lives of the respondents were. Additionally, the scale consists of several direct questions concerning the present degrees of stress encountered. The PSS was created to be used with community samples of people who have completed junior high school or above. The response options are easy to understand, and the items are straightforward. Furthermore, because the questions are generic in nature, they don't contain a lot of material unique to any particular demographic group. The PSS inquires about ideas and feelings.

PROCEDURE:

Prospective tools were administered via Questionnaire which consisted of a series of self-assessing reports. Respondents were chosen on the criteria of fitting the age profile and having experienced some form of stress and anxiety. A total of 100 participants responded to the tests and were thanked for their participation. Once the administration of the test was complete, the data was scored and analyzed for normalcy. The correlations were analyzed using Pearson Correlation Test. The results were then compiled and interpretations were further discussed.

RESULT AND DISSCUSSION

Table 1 - Perceived stress scale

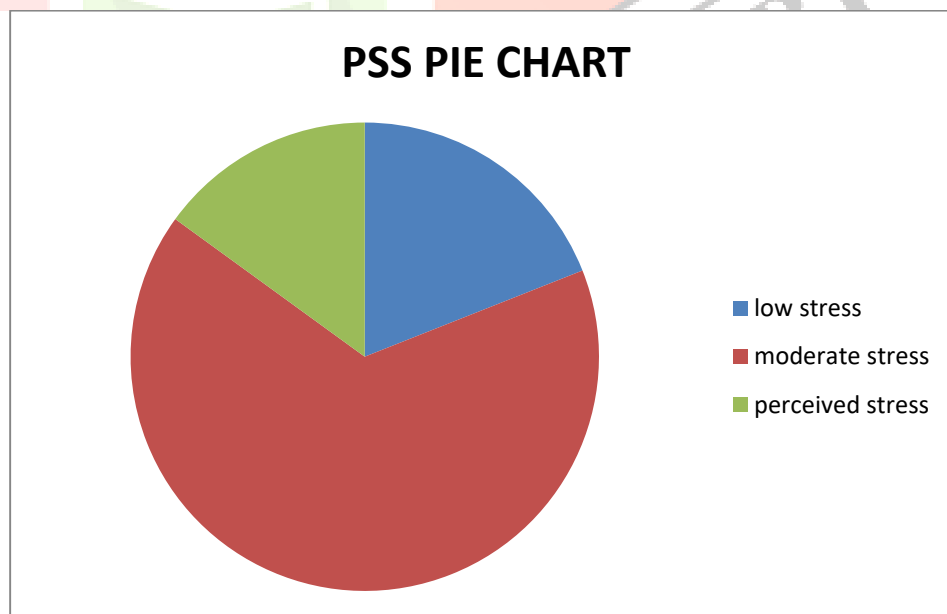| SERIAL NO.	RANGE	NO. OF CLIENTS
1.	0-13 (low stress)	19
2.	14-26 (moderate stress)	66
3,	27-40 (perceived stress)	15

Table no.1 represents total no. Of clients out of 100 sample size falling into different ranges   of stress level in young adults . In my study perceived stress scale   was used to measure stress in young migrants from small towns to big cities In the total of 100 participants   15 measured high in stress and 66 were measured moderate and 19 measured low stess level.

TABLE NO. 2   Adjustment inventory

Serial.no	Range	NO. OF CLIENTS
1.	MALADJUSTED (Above 171)	30
2.	WELLADJUSTED (Below171)	70

MALADJUSTMENT PIE CHART

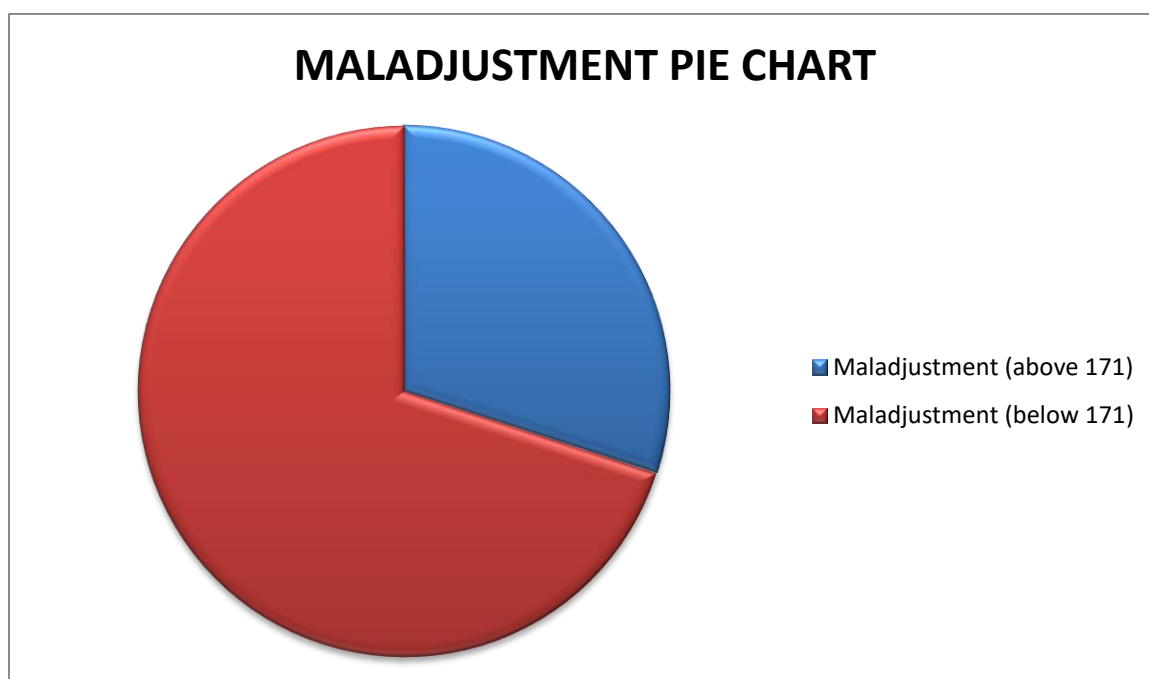- Maladjustment (above 171)
- Maladjustment (below 171)

 Table no. 2 represents total no. Of participants out of 100 samples size falling into two categories - Maladjustment and well adjustment in young migrants. In my study H.S. Asthana Inventory was used to measure Adjustment in young migrants. In total of 100 participants 30 measured maladjusted and 70 measured well Adjusted

Table No.3 DESCRIPTIVE STATISTICS

	MEAN	Std. Deviation	N
Adjustment A.I (Stress) PSS	153.3400 19.4600	34.68887 6.77700	100 100

TableNo.4 CORRELATIONS

	A	B
A Person correlation	1	.357
Sig (2-tailed)		000
N	100	100
S Person correlation	357	1
Sig(2-tailed)	000	
N	100	100

Correlation is significant at the 0.05 level 2-tailed

Analysis and discussion of the table:

The table presents descriptive statistics and correlations for variables A and B.

1. Descriptive Statistics:

   - Variable A has a mean of 153.34 and a standard deviation of 19.46, with a sample size of 100.

   - Variable B has a mean of 6.777 and a standard deviation of 34.68887, also with a sample size of 100.

2. Correlations:

   - The correlation between variable A and itself is 1, which is perfect as expected.

   - The correlation between variables A and B is 0.357, indicating a positive but weak relationship.

   - The correlation between variable S and itself is 1, as expected.

Analysis and Discussion:

- Descriptive statistics show that variable A has a higher mean but lower variability compared to variable B.

- The correlation analysis suggests a weak positive relationship between variables A and B, meaning that as A increases, B tends to increase as well, but the correlation is not strong.

- It's important to note that correlation does not imply causation, and further investigation is needed to understand the factors influencing this relationship.

In summary, the table provides insights into the data distribution and the relationship between variables A and B, highlighting the need for more in-depth analysis to draw meaningful conclusions.

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