



# ADJUSTMENT AMONG TRIBAL RESIDENTIAL SCHOOL STUDENTS OF KERALA

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**Abstract:** Adjustment is a behavioral process that maintains a balance between different needs that a person may encounter at a given time. In this study investigator made an attempt to analyse the adjustment among tribal residential school students. The objectives of the present study are to find the level of adjustment and to find the effect of type of school and gender on adjustment. Study was conducted on a sample of 350 tribal residential school students (140 from MRS, 130 from Ashram school and 80 from EMRS). Adjustment inventory by Sinha and Singh was used as tool for data collection. Independent sample t test and one way ANOVA are used to analyse the collected data. Results of the study showed that tribal residential school students have an above average level of adjustment, there exist a significant effect of type of school on adjustment and there is no significant gender effect on adjustment.

**Key terms:** Adjustment, social adjustment, emotional adjustment, educational adjustment, tribal residential school.

## INTRODUCTION

The term adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term refers to the effects of equilibrium, which may be affecting by either of these processes (Monroe, 1990). It is used to emphasize the struggle to survive in the individual's social and physical environment (Raju & Rahmatulla, 2007). Shaffer defined "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs" (Sharma & Sharma, 2004, p 131). In the case of schools students, Poor adjustment leads to low academic achievement, behavioural problems and even school dropout. If students have a balance between their academic-emotional, emotional, social and other needs and their satisfaction, there is good adjustment in all areas of their lives. If the needs of the child are not met properly, they are confronted with adjustment problems, which can lead to various problems such as mental complications, incompatibilities and anxiety. They may affect their academic performance. Therefore, proper guidance is needed for adequate adjustment at home, school, and community.

There are a number of studies conducted to know about adjustment. Jain and Yadav (2018) revealed that there is a significant difference in health adjustment, emotional adjustment and social adjustment among male and female tribal adolescent students. Raju (2012) pointed out that factor like parental occupation, caste and gender have influence of adjustment of school students. Akthar (2012) in his study found that tribal students possess more home and emotional adjustment than non tribal students and non-tribal secondary school students possess more social and health adjustment than tribal students. But tribal students showed better emotional and home adjustment than non-

tribal students. Adjustment is positively correlated with the academic achievement (Shivagunde & Kulkarni,2012; Yellalah,2012), emotional intelligence (Raj, 2018) and negatively correlated with anxiety (Akthar,2012).

Tribal students are unable to cope when they come to school with very different circumstances in their social context. Such problems develop an indifferent attitude towards education among ST students and as a result, they dropout from schools. If there is a unique situation of the tribe in the school, it is possible to get rid of these problems to some extent. Tribal residential schools are started to address such problems of socially disadvantaged groups. This study is an attempt to find the adjustment of tribal residential school students.

## **OBJECTIVES**

1. To find the level of adjustment among tribal residential school students.
2. To find out whether any significant difference exists in the mean scores of adjustment and its components of tribal residential School students between relevant subsamples based on gender and type of school.

## **METHODOLOGY IN BRIEF**

Descriptive survey method was adopted for the study.

### **Sample used for the study**

350 secondary school students from various tribal residential schools in Kerala were selected as the sample for the study. The sample consists of 140 students from Model Residential Schools (MRS), 130 students from Ashram schools and 80 students from Eklavya Model Residential Schools (EMRS). Samples were drawn by using stratified random sampling by giving due representation for gender and type of school.

### **Tools used for the study**

Revised Adjustment Inventory for School Students by A.K.P. Sinha and R.P. Singh (2005) was used for the data collection. There are 60 items in the tool with a maximum score of 120 and minimum score of zero. The items are equally distributed on the components emotional adjustment, social adjustment and educational adjustment. The lower score indicate the high adjustment and higher score indicate the lower adjustment.

### **Statistical techniques used for the study**

To analyse the obtained data, descriptive statistics, independent sample t test , one way ANOVA were used.

## **RESULTS AND DISCUSSION**

To find the level of adjustment among tribal residential school students the obtained data were analysed using suitable statistical techniques. The analysis of data and discussion of results are presented under relevant headings.

## Preliminary analysis

To find the nature of distribution of the variable of the descriptive statistics like mean, median, mode, skewness and kurtosis of Adjustment and its components were found. Obtained results are presented in table 1

Table 1

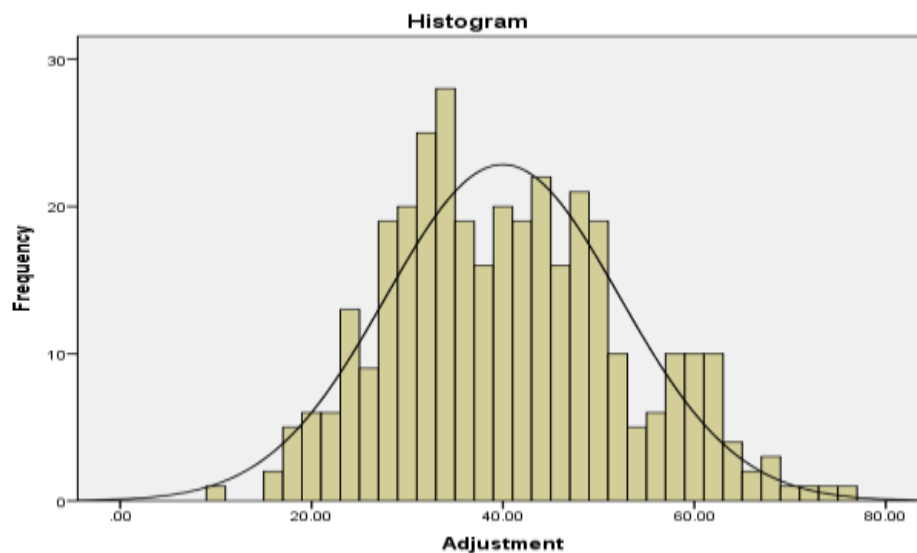
*Data and results of preliminary analysis*

Statistics	Adjustment	Emotional Adjustment	Social Adjustment	Educational Adjustment
Mean	39.98	12.69	11.89	15.40
Median	39.00	12.00	11.00	15.00
Mode	34.00	10.00	10.00	17.00
Std. Deviation	12.22	5.29	5.23	4.31
Skewness	.356	.462	.663	.109
Kurtosis	-.339	-.004	.263	-.177

From the values of mean, median, mode, skewness and kurtosis of Adjustment and its components it is clear that distribution of scores are not deviated significantly from normal. Histogram with normal curve presented in figure 1

**Figure 1**

Histogram with normal curve of variable adjustment



### Level of Adjustment among Tribal Residential School Students

To find the level of adjustment and its components mean and percentile analysis were used. data results of the analysis are presented in table 2

Table 2  
*Data and results of level of adjustment among tribal residential school students*

Statistics	Adjustment	Emotional Adjustment	Social Adjustment	Educational Adjustment
Mean	39.98	12.69	11.89	15.40
10	25	6	6	10
20	29	8	7	12
30	32	10	9	13
40	35	11	10	14
Percentiles	39	12	11	15
50	43	14	13	17
60	46	15	14	18
70	50	17	16	19
80	58	19.90	19.90	21
90				

From Table.1 it is clear that obtained mean score for adjustment is 39.98. The obtained mean score is less than the middle score of the tool (60). It showed that the tribal residential school students have above average level of adjustment. Percentile analysis also supports the above result. 90<sup>th</sup> percentile score is 58. i.e., 90 % students score below 58 and 10 % students score above 58. So it can be concluded that tribal residential school students have above average level of adjustment.

The obtained mean scores for emotional adjustment, social adjustment and educational adjustment are 12.69, 11.89 and 15.40 respectively. The obtained mean scores are less than the middle score value of the respective components (20). It showed that the tribal residential school students have above average level of emotional adjustment, social adjustment and educational adjustment. Percentile analysis also supports the above result. So it can be concluded that tribal residential school students have above average level of emotional adjustment, social adjustment and educational adjustment.

### Effect of Gender on Adjustment of Tribal Residential School Students

To find whether there exist any significant difference in the adjustment and its component of tribal residential school boys and girls, independent sample t test was conducted. The data and results of the mean comparison is presented in table 3

Table 3

Data and results of comparison of mean scores of adjustment and its component for relevant subsample based on Gender

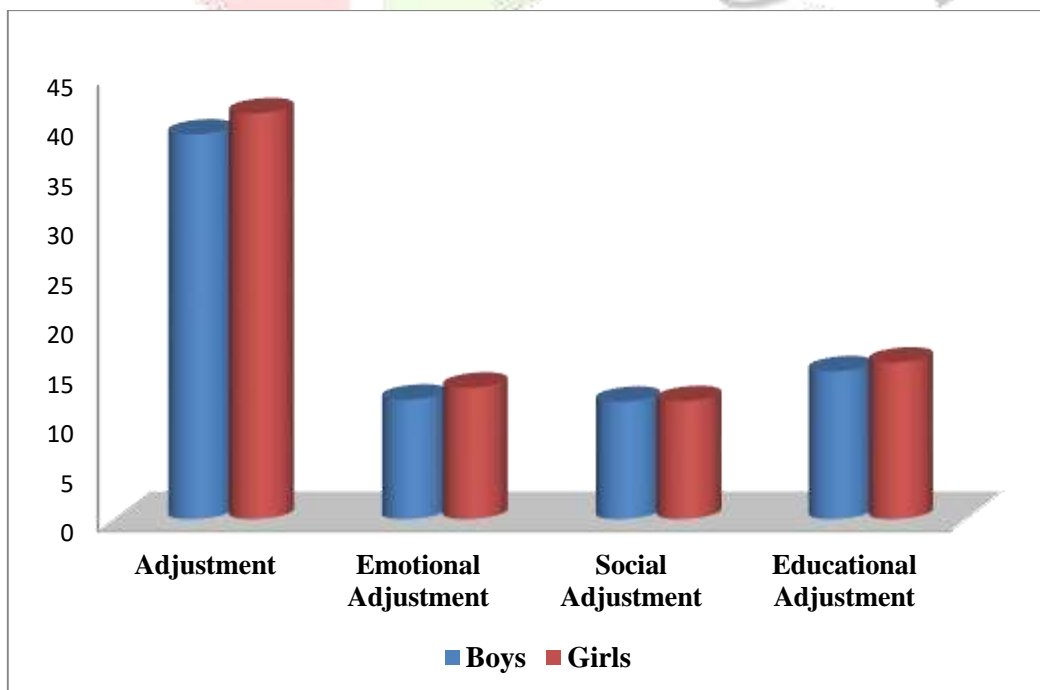
Variable	Gender	N	Mean	Std. Deviation	t-value
Adjustment	Boys	170	38.88	11.13	1.66
	Girls	180	41.03	13.11	
Emotional Adjustment	Boys	170	12.07	5.21	2.15*
	Girls	180	13.28	5.30	
Social Adjustment	Boys	170	11.86	4.54	.093
	Girls	180	11.92	5.81	
Educational Adjustment	Boys	170	14.94	4.29	1.94
	Girls	180	15.83	4.29	

#### \* Significant at 0.05 level

Obtained t value showed that there is no significant difference in adjustment ( $t=1.66$ ), social adjustment ( $t=.093$ ) and educational adjustment ( $t=1.94$ ) of boys and girls students of tribal residential schools at 0.05 level. The obtained t value for emotional adjustment ( $t=2.15$ ) showed that there exist a significant difference in emotional adjustment of tribal residential school boys and girls at 0.01 level of significance. Mean score showed that boys have more emotional adjustment than girls. The graphical representation of mean comparison is presented in figure 2

Figure 2

Graphical representation of mean comparison based on gender



### Effect of type of school on Adjustment of Tribal Residential School Students

To find whether there exist any significant difference in the adjustment and its component of MRS students, Ashram school students and EMRS students, one way ANOVA was conducted. The data and results of the mean comparison is presented in table 4

Table 4  
Data and results of comparison of mean scores of adjustment and its component for relevant subsample based on Type of school

Variable	Source of Variance	Sum of Squares	df	Mean Square	F
Adjustment	Between Groups	5097.051	2	2548.525	18.81**
	Within Groups	47000.846	347	135.449	
	Total	52097.897	349		
Emotional Adjustment	Between Groups	829.925	2	414.962	16.13**
	Within Groups	8924.750	347	25.720	
	Total	9754.674	349		
Social Adjustment	Between Groups	1114.924	2	557.462	22.97**
	Within Groups	8418.951	347	24.262	
	Total	9533.874	349		
Educational Adjustment	Between Groups	105.707	2	52.854	2.88
	Within Groups	6368.293	347	18.352	
	Total	6474.000	349		

\*\* Significant at 0.01 level

Table shows that there exist a significant effect of type of school (MRS, Ashram school and EMRS) on Adjustment ( $F(2,347) = 18.81, p < .01$ ), emotional adjustment ( $F(2,347) = 16.13, p < .01$ ) and social adjustment ( $F(2,347) = 22.97, p < .01$ ) of tribal residential school students. There is no significant effect of type of school on educational adjustment ( $F(2,347) = 2.88, p > .01$ ) of tribal residential school students.

To check the significance of difference of adjustment scores between the Groups, Post Hoc tests were carried out. Results of the Post Hoc tests are given in Table 5

Table

*Summary of Post Hoc test for adjustment and its components by type of school*

Variable	Type of School	Mean difference	p
Adjustment	MRS Ashram School	8.47	0.001
	MRS EMRS	2.01	0.469
	EMRS Ashram School	6.46	0.001
Emotional Adjustment	MRS Ashram School	3.49	0.001
	MRS EMRS	1.32	0.180
	EMRS Ashram School	2.17	0.011
Social Adjustment	MRS Ashram School	3.97	0.001
	MRS EMRS	0.98	0.365
	EMRS Ashram School	2.97	0.001

Table 5 showed that there is a significant difference adjustment, emotional adjustment and social adjustment for students studying in MRS and ashram school and ashram school and EMRS at .01 levels of significance. There is no significant difference in mean scores on adjustment, emotional adjustment and social adjustment of students studying in MRS and EMRS. From mean score analysis, It can be concluded that adjustment, emotional adjustment and social adjustment of ashram school students is significantly lower than the MRS and EMRS students.

### MAJOR FINDINGS AND CONCLUSION

Major finding of the study are

1. Tribal residential school students have above average level of Adjustment, Emotional Adjustment, Social Adjustment and Educational Adjustment.
2. There is no significant difference in adjustment ( $t=1.66$ ), social adjustment ( $t=.093$ ) and educational adjustment ( $t=1.94$ ) of boys and girls students of tribal residential schools.
3. There exist a significant difference in emotional adjustment of tribal residential school boys and girls ( $t=2.15$ ).
4. There exist a significant effect of type of school on Adjustment ( $F = 18.81$ ), emotional adjustment ( $F= 16.13$ ) and social adjustment ( $F= 22.97$ ) of tribal residential school students.
5. There is no significant effect of type of school on educational adjustment students ( $F = 2.88$ ) of tribal residential school.
6. Adjustment, emotional adjustment and social adjustment of ashram school students is significantly lower than the MRS and EMRS students.

The social, emotional and educational adjustment of a student has a profound impact on his/her development and successes. Special schools, such as tribal residential schools, are set up to develop these types of characteristics among socially disadvantaged students. The results of this study showed that tribal residential schools have been able to achieve some degree of success in such matters.

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