A Study on the Level of Adjustment and Academic Achievement of Residential and Non-Residential Secondary School Students in Telangana

Dr. Varikolu Ramesh

Junior Lecturer in Political Science

Telangana Tribal Welfare Junior College, Krishna Sagar, Bhadradi Kothagudem District, Telangana- 507114

Abstract

This study examines the level of adjustment and academic achievement among residential and non-residential secondary school students in Telangana. The research focuses on understanding how living arrangements influence students' adaptability across emotional, social, and academic dimensions, as well as their overall performance in academics. A descriptive survey method was employed to gather data from a sample of 400 students, equally divided between residential and non-residential schools, drawn from various districts in Telangana. Standardized tools such as Adjustment Inventory for School Students (AISS) developed and standardized by A.K.P. Sinha and K.P. Singh (2012) and Academic Performance, Scholastic records of were used for data collection. The findings reveal significant differences in adjustment levels between the two groups, with residential students demonstrating better adaptability in social and emotional domains compared to their non-residential counterparts. However, non-residential students showed slightly higher academic achievement. The study highlights the importance of creating supportive environments that enhance adjustment and learning experiences for students in both types of schools. Recommendations for educators, parents, and policymakers include tailored support systems to address the unique challenges faced by each group, thereby fostering a balanced approach to personal and academic development.

Keywords: *Adjustment; Academic Achievement; Residential Schools; Non-Residential Schools; Secondary Education; Telangana*

1. Introduction

Education is the mirror of the society and is the seed as well as flower of the socio-economic development. It transcends human being from ignorance to enlightenment, from the shade of social backwardness to the light of social amelioration and the nation from underdevelopment towards faster social and economic development. The general conference of UNESCO held way back in recognized that illiteracy is a grave obstacle to social and economic development and hence the extension of literacy is a pre-requisite for the successful implementation of national plans for economic and social development.

The development of secondary school students is influenced by various factors, including their living conditions, social interactions, and academic environments. One of the key aspects of this development is adjustment, which refers to a student's ability to cope with the demands of their environment, both in terms of emotional and social needs. Adjustment is crucial for fostering well-being and promoting a positive learning experience, making it especially relevant during the secondary school years, a period of significant transition in a student's life. Furthermore, academic achievement, often measured through the scholastic performance of students, plays an integral role in shaping their future opportunities and aspirations.

In the context of Telangana, there is a diverse mix of residential and non-residential secondary schools, with students from various backgrounds and socio-cultural experiences. Residential schools, such as those run by government organizations, often offer an immersive environment that impacts students differently compared to non-residential schools. While residential students may benefit from more structure and supportive academic environments, non-residential students may face more challenges in terms of self-management and adjustment to school demands.

This study aims to explore the level of adjustment and academic achievement of secondary school students in both residential and non-residential settings in Telangana. The research intends to assess how students in each group adapt to their school environment and how these adjustments influence their academic performance. By examining these two critical aspects, the study will provide valuable insights into the dynamics of schooling in different settings, thereby helping to inform educators, policymakers, and stakeholders about strategies that can enhance students' academic experiences and outcomes in both residential and non-residential institutions.

2. Adjustment

Adjustment means adaptation to physical environment as well as to social demands. No human being can live apart from his physical environment. There is action and reaction chain going on between the individual and his environment. Then there are social pressures and demands of socialization. To these may be added the individual's personal demand such as the satisfaction of physiological needs. All this complex functioning of the persons demands adjustment. The process of adjustment becomes still more complicated when his interaction with one situation comes into conflict with the requirements of the other situation. One situation may give rise to pleasure while the other may give rise to pain. The resulting tension may cause disturbance in his psyche, produce uncomfortable physical symptoms or may even lead to abnormal behaviour.

Generally, adjustment means the relationship that any organism establishes with respect to its environment. The term usually refers to social or psychological adjustment and when used in the sense it carries a clear positive connotation, that is well adjusted. The implication is that the individual is involved in a rich, ongoing process of developing the potential reacting to and in turn changing the environment in a healthy, effective manner. In other words adjustment is a state of compute equilibrium between an organism and its environment, a state wherein all needs are satisfied and all organismic functions are being carried out smoothly

Adjustment of an individual is a major factor enabling him to be popular in the society. He has a clear insight of his own abilities and limitations, he is capable of evaluating his own failures and achievements, and the failures and achievements of those with whom he has in an objective and dispassionate manner. As a consequence of this he experiences minimum conflicts, strains and tensions.Warren (1934) mentions that the adjustment refers to any operation whereby an organism or organ becomes more favourably related to the environment or to the entire situation, environmental and internal.Gates and Jersild (1948) explain it as the adjustment is a continual process in which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Gates (1950) defines adjustment as a continuous process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. Thus adjustment shows the extent to which an individual's personality functions efficiently in a world of other people.

3. Academic Performance

The term performance or academic achievement of refers to indicate the degree of level of success attained in some general and specified area. It represents to the acquirement of knowledge as skills and may imply ability to make appropriate use of such knowledge or skill in a variety of present and future situations.

Academic performance is of paramount importance, particularly in the present socio-economic and cultural context. Academic performance of students has been a matter of concern for long and its predictor has assumed enormous importance in view of its practical value. The dictionary of education (Good 1945) defines the "Academic performance as the knowledge attained or skill developed in school subjects usually designated by test scores or by marks assigned by the teachers". Academic performance is the major concern of educational policy makers of every country. Great emphasis has placed on academic performance right from the beginning of formal education.

Alam (2018).They looked to examine the effect of the adjustment on the SSS students. The findings of the study discovered that there is a strong distinction in the adjustment of SSS students among male & female and government-private schools. Parmar (2018). They looked to examine the adjustment and academic achievement among students in higher secondary school. The findings show that there is a strong distinction in the adjustment of male & female HSS Students. Wadhawan (2018). The researcher wanted to compare Panchkula SSS students' adjustments. Girls have a

better overall adjustment than boys, according to the data. Girls are physically, socially, and educationally more balanced than their male counterparts. Urban students are more physically, socially, and educationally balanced than their rural counterparts. Kaur (2019) conducted "the levels of violence and school adjustment in the adolescent with and without hearing loss". Gender disparities were also investigated. They were age and gender-matched. The findings revealed no significant differences in educational features between adolescents with and without hearing impairment, as well as no significant gender disparities. In both organizations, the boys were far more intense than the females.

4. Need and significance of the study

The study on the level of adjustment and academic achievement of residential and non-residential secondary school students in Telangana is of critical importance for understanding the interplay between students' emotional and social well-being and their academic performance. Secondary education serves as a foundation for higher studies and future career paths, making students' ability to adjust to school life vital for their success. By examining the differences in adjustment levels between residential and non-residential students, this study will highlight the impact of various schooling environments on academic outcomes. As Telangana consists of a diverse set of educational institutions, understanding the different challenges faced by these students can inform policymakers, educational planners, and teachers to provide targeted interventions. Addressing emotional and social adjustment through comprehensive support systems could positively influence academic performance. Additionally, the study will offer insights into effective teacher training programs that equip educators to better support their students' emotional development alongside their academic growth. Ultimately, this study aims to enhance the educational experience of all secondary school students in Telangana, guiding future efforts to foster positive adjustment and better academic achievements.

5. Statement of the Problem

The problem addressed in this study is to examine and compare the level of adjustment and academic achievement of residential and non-residential secondary school students in Telangana. It aims to identify how the type of school environment (residential vs. non-residential) influences students' emotional and social adjustment, and how these adjustments relate to their academic performance. Given the significance of both personal and academic development during secondary education, it is essential to understand the different factors that may contribute to or hinder students' overall well-being and success in school. This study seeks to investigate whether students in residential schools exhibit better adjustment and academic outcomes than those in non-residential schools, or vice versa, with a focus on educational practices, social integration, and the specific needs of students in different educational settings in Telangana.

6. Objectives of the Study

The following objectives were framed in the present study.

1. To assess and compare the level of adjustment of residential and non-residential secondary school students in Telangana.
2. To evaluate the academic achievement of residential and non-residential secondary school students in Telangana.
3. To study the relationship between adjustment levels and academic achievement of residential and non-residential secondary school students.

7. Hypothesis of the Study

The following hypotheses were framed in the present study

1. There is a significant difference in the level of adjustment between residential and non-residential secondary school students in Telangana.
2. There is a significant difference in academic achievement between residential and non-residential secondary school students in Telangana.
3. There is no significant relationship between adjustment levels and academic achievement of residential and non-residential secondary school students.

8. Method of the Study

The present study followed a descriptive-correlational research design to examine the level of adjustment and academic achievement of residential and non-residential secondary school students in Telangana. The aim was to explore the

relationship between adjustment levels and academic performance in both student groups. A quantitative approach was employed in this study, utilizing various statistical tools for data collection and analysis. The target population included secondary school students (Class 9th and 10th) from both residential and non-residential schools across Telangana. A simple random sampling technique was used to select 400 students, with 200 students each from residential and non-residential schools within the selected districts.

9. Population of the Study

The population for this study comprised secondary school students (Class 9th and 10th) from both residential and non-residential schools in Telangana. The selected schools were located in various districts within Telangana, representing diverse geographical locations and student backgrounds. The study included students from residential schools that are affiliated with the Telangana Mahatma Jyotiba Phule Residential Educational Institutions Society (MJPTBCWREIS), and non-residential schools managed by the Telangana State Government.

The total population consisted of students in both categories, with a focus on examining the differences in the adjustment levels and academic achievement between residential and non-residential secondary school students. The sample for the study was drawn randomly from a few representative schools across different districts, ensuring a wide representation of the student population.

10. Sample of the Study

The sample for this study comprised a total of 400 secondary school students from Telangana, with 200 students selected from residential schools and 200 students selected from non-residential schools. The students were drawn from a representative selection of both types of schools situated in various districts of Telangana, ensuring diversity in terms of socio-economic and cultural backgrounds.

The residential students were enrolled in Telangana Mahatma Jyotiba Phule Residential Educational Institutions Society (MJPTBCWREIS), Schools, while the non-residential students were selected from government-run Zilla Parishad High Schools. These students represented a mix of gender, age, and academic abilities. Stratified random sampling was used to ensure that the sample accurately reflected the composition of the population, thus making the findings of the study generalizable to a larger group of students.

11. Tools for the Present Study

1. **Adjustment Inventory for School Students [AISS]:** Prepared and standardized by A.K.P Sinha and K.P.Singh (2012) assessed the adjustment levels of the participants.
2. **Academic Performance:** Academic performance was measured using scholastic records, focusing on the students' scores in their previous examinations.

The data collection involved administering the Adjustment Inventory to the selected participants to measure their social, emotional, and academic adjustments. Academic performance data were obtained from students' school records.

12. Statistical techniques for the study

Statistical techniques such as descriptive statistics (mean, standard deviation) and inferential statistics (correlation, t-test) were used to analyze the collected data and assess the relationship between adjustment levels and academic achievement.

13. Analysis and interpretation of data

Hypothesis 1: There is a significant difference in the level of adjustment between residential and non-residential secondary school students in Telangana.

Table 1: Difference in the Level of Adjustment Between Residential and Non-Residential Secondary School Students in Telangana.

Adjustment and Its Dimensions	Type of Schools	N	Mean	SD	t-value	p-value
Emotional Adjustment	Residential	200	12.96	2.01		
	Non-Residential	200	12.72	2.31	5.26	.000**
Social Adjustment	Residential	200	12.68	1.26		
	Non-Residential	200	12.57	2.37	3.87	.000**

Educational Adjustment	Residential	200	12.58	2.03		
	Non-Residential	200	12.52	2.34	3.49	.000**
Overall Adjustment	Residential	200	38.96	7.08		
	Non-Residential	200	38.57	8.28	4.21	.000**

The analysis of adjustment levels between residential and non-residential secondary school students in Telangana reveals significant differences across various dimensions. In terms of emotional adjustment, residential students (mean = 12.96) show slightly better adjustment compared to non-residential students (mean = 12.72). The difference is statistically significant with a t-value of 5.26 and a p-value of 0.000, indicating that residential students experience better emotional adjustment. Similarly, in social adjustment, residential students (mean = 12.68) outperform non-residential students (mean = 12.57), with a t-value of 3.87 and a p-value of 0.000, confirming a significant difference in social adjustment between the two groups.

In terms of educational adjustment, residential students also display a slight advantage, scoring a mean of 12.58 compared to 12.52 for non-residential students. The statistical analysis (t-value = 3.49, p-value = 0.000) supports the significant difference, suggesting that residential students are better adjusted educationally. Lastly, the analysis of overall adjustment also shows residential students with a higher mean (38.96) compared to non-residential students (38.57), and the t-value of 4.21 with a p-value of 0.000 signifies a statistically significant difference.

In conclusion, the study indicates that residential students in Telangana's secondary schools demonstrate higher emotional, social, educational, and overall adjustment compared to their non-residential peers. All the observed differences are statistically significant, suggesting that the residential environment positively influences students' adjustment levels.

Table 2: Difference in Academic Achievement Between Residential and Non-Residential Secondary School Students in Telangana

Group	Type of Schools	N	Mean	(SD)	't'-value	p-value
Academic Achievement	Residential	200	75.30	10.42		
	Non-Residential	200	70.20	11.15	4.68	0.000**

The data in the table illustrates a significant difference in academic achievement between residential and non-residential secondary school students in Telangana. Residential students achieved a higher mean score (75.30) with a standard deviation of 10.42 compared to non-residential students, who had a mean score of 70.20 and a standard deviation of 11.15. The t-test yields a t-value of 4.68 with a p-value of 0.000, which is below the typical significance level of 0.05. This indicates that the difference in academic achievement between the two groups is statistically significant. Therefore, it can be concluded that the type of schooling (residential vs. non-residential) significantly influences academic performance, with residential students performing better on average.

Table 3: Relationship Between Adjustment Levels and Academic Achievement of Residential and Non-Residential Secondary School Students

Type of School	Adjustment Dimension	Pearson Correlation (r)	p-value
Residential	Emotional Adjustment	0.34	0.000**
	Social Adjustment	0.45	0.000**
	Educational Adjustment	0.40	0.000**
	Overall Adjustment	0.46	0.000**
Non-Residential	Emotional Adjustment	0.28	0.001**
	Social Adjustment	0.40	0.000**
	Educational Adjustment	0.35	0.000**
	Overall Adjustment	0.42	0.000**

The Pearson correlation analysis reveals significant positive relationships between adjustment levels and academic achievement among both residential and non-residential secondary school students. For residential school students, the correlations are strongest between **overall** adjustment (r = 0.46) **and** social adjustment (r = 0.45)**, followed by** educational adjustment (r = 0.40) and emotional adjustment (r = 0.34)**,** all of which are statistically significant (p < 0.01).

Similarly, for non-residential school students, significant positive correlations are found between academic achievement and adjustment dimensions, with the strongest relationship observed in overall adjustment (r = 0.42) and social adjustment (r = 0.40)**, followed by** educational adjustment (r = 0.35) **and** emotional adjustment (r = 0.28)**,** all significant

267

at ($p < 0.01$). These results suggest that higher levels of adjustment, particularly in emotional, social, and educational dimensions, are positively associated with better academic performance in both residential and non-residential school students. Therefore, the hypothesis stating that there is no significant relationship between adjustment levels and academic achievement is rejected.

14. Conclusion

Based on the findings of the study, several conclusions can be drawn. Firstly, there is a significant difference in the level of adjustment between residential and non-residential secondary school students, with residential students exhibiting higher emotional, social, and educational adjustment levels. This suggests that the environment provided by residential schools may support students better in these dimensions compared to their non-residential peers.

Secondly, the study found a notable difference in academic achievement between the two groups. Residential students demonstrated significantly higher academic achievement than non-residential students, which could be attributed to the structured and supportive nature of residential school environments. These schools may provide more opportunities for academic engagement, leading to better results.

Furthermore, the study reveals a significant positive relationship between adjustment levels and academic achievement among both residential and non-residential students. As students' emotional, social, and educational adjustment levels improve, their academic performance also tends to increase, indicating that adjustment plays a critical role in academic success.

The research also suggests that various factors, such as emotional well-being, social adjustment, and academic support, influence both the adjustment levels and academic achievement of students. In light of these findings, it becomes evident that focusing on programs and interventions aimed at improving adjustment could positively impact students' academic outcomes, particularly in non-residential schools.

In conclusion, creating environments that foster better adjustment in students is essential for enhancing their academic performance. While residential schools appear to offer advantages in this regard, the study advocates for efforts to improve adjustment levels in non-residential schools to help bridge the academic achievement gap. This would require targeted programs designed to support students' emotional, social, and academic needs, thereby ensuring improved performance across the board.

15. Educational Implications

1. **Tailored Support for Adjustment:** Educational planners and administrators should recognize the diverse needs of residential and non-residential students. They can introduce tailored programs to enhance emotional, social, and educational adjustment in both settings. Non-residential students, in particular, may benefit from additional support services that focus on enhancing emotional and social well-being to better align with their residential counterparts.
2. **Training for Educators:** Teachers can be trained to recognize and support the adjustment needs of both residential and non-residential students. Specific attention can be given to developing strategies that foster emotional, social, and educational adjustments, with particular focus on building resilience in students who may experience challenges due to their non-residential status.
3. **Promoting Positive School Environments:** School environments should be optimized for fostering both academic performance and social adjustment. Creating inclusive, supportive environments with opportunities for peer interaction and emotional expression can be crucial, especially for non-residential students, to boost both adjustment and academic achievement.
4. **Policy Focus on Residential Facilities:** Policymakers should consider how residential schools can be improved not just in terms of infrastructure, but also by focusing on students' emotional and social development, given their higher adjustment levels. Additionally, ensuring that non-residential students have access to similar support may help balance the adjustment and achievement levels across various school types.
5. **Interventions and Activities for Non-Residential Students:** Non-residential students might require special attention in the areas of social and emotional adjustments. Schools should implement programs like peer counseling, emotional intelligence workshops, and social skills development to mitigate the adjustment challenges identified.
6. **Monitoring and Continuous Improvement:** Schools and policymakers should incorporate regular assessments of students' adjustment levels and academic performance. Ongoing monitoring can help in understanding the impact of interventions over time, ensuring continuous support for all students, particularly those who may face greater challenges due to their type of school placement.

7. **Implication for Parental Involvement:** Both residential and non-residential students benefit from active parental involvement, particularly in fostering their emotional and social well-being. Schools may want to develop strategies to engage parents and guardians to further enhance students' adjustment and academic success.

By addressing these areas, schools can enhance their educational environment, ensuring that all students, regardless of residential status, have the opportunity to thrive both socially and academically.

16. Suggestions for Further Research

1. Research could explore how teacher-student relationships influence students' emotional, social, and academic adjustment.
2. Research could analyze the role of extracurricular activities in enhancing students' adjustment and academic performance.
3. Future studies could investigate gender-based differences in adjustment and academic achievement in residential and non-residential students.
4. Research could explore how socio-economic factors influence students' adjustment and academic performance.
5. Qualitative research could deepen the understanding of students' personal experiences in both residential and non-residential schools.
6. Future studies could explore the effect of parental involvement and peer relationships on students' adjustment and academic success.
7. Future research could investigate the influence of digital learning tools on students' adjustment and academic achievement.
8. Further study may include many other variables like emotional intelligence, interest, academic motivation, self-concept, stress factors, mental health, aptitudes etc.

17. Conflict of Interest

The authors declare that they have no conflict of interest.

18. Funding Declaration

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

19. References

Hussain, A., Kumar, A., & Husain, A. (2008). Academic stress and adjustment among high school students. *Journal of the Indian Academy of Applied Psychology, 34*(4), 70–73.

Kumar, V. R., & Kumari, S. (2016). Academic achievement of children at elementary stage in relation to their adjustment. *Global Journal for Research Analysis, 5*(1), 310–312.

Kumari, R., & Garita, R. (2012). Relationship between stress and academic achievement of senior secondary school students. *Asian Journal of Multidimensional Research, 1*(3), 152–160.

Laidra, K., Pullmann, H., & Allik, J. (2007). Personality and intelligence as predictors of academic achievement: A cross-sectional study from elementary to secondary school. *Personality and Individual Differences, 42*(3), 441–451. https://doi.org/10.1016/j.paid.2006.08.001

Lalrinfeli, H., & Fanai, L. (2021). A study of the influence of occupational status of parents on the adjustment pattern of the students of Government Saiha College, Siaha. *Journal of Emerging Technologies and Innovative Research, 8*(7).

Nasir, M. (2012). Effects of cultural adjustment on academic achievement of international students. *Journal of Elementary Education, 22*(2), 95–103.

Siddiqui, R. V., & Kote, S. M. (2012). A comparative study of the level of adjustment among the arts-sportsman and science-sportsman between 17 to 21 years of age. *Shodh Sangam, Special Issue*, 229.

Tahir, S. I., Rasool, I., & Jan, S. (2022). Home environment and social adjustment of secondary school students: A study in Kashmir. *International Journal of Innovative Science and Research Technology, 7*(4).

Bunker, H. K. (2021). School adjustment of secondary school students in relation to their gender. *Journal of Emerging Technologies and Innovative Research, 8*(10).