Abstract:-

The objective of the study was to examine the school adjustment level between students of residential and non-residential schools and another objective was to examine the school adjustment level between boys and girls of secondary school students. The hypothesis of the study was, "Students of the residential schools experiences more school adjustment problems than students of non-residential schools" and another hypothesis of the study was, "Boys will have better school adjustment than girls." The study was completed on 9th class students. The purposive sampling method was used for the selection of the sample.

The four hundred students were selected from various residential and non-residential secondary schools. The study types of schools and type of gender were independent variable and school adjustment level was dependent variable. High-School Adjustment inventory (HSAI) formed by A. K. Singh and SenGupta was used. The main effect for type of schools was not significant difference, $F(1,396) = 0.548$, $P > 0.05$ on school adjustment level. But another main effect for type of gender was found significant, $F(1,396) = 16.936$, $P<0.01$ on school adjustment level. Finding was, no significance difference found between students of residential and non-residential schools on school adjustment. Residence factor is not important to decide the school adjustment of secondary school students. So that the, only residence is not vital key point of secondary school

THE IMPACT OF TYPE OF SCHOOLS ON SCHOOL ADJUSTMENT LEVEL OF STUDENTS

Lokhande Ganesh Vishnu

Assistant Professor and Head, Department of Psychology ,R. B. Narayanrao Borawake College, Shrirampur, Tal- Shrirampur, Dist-Ahmednagar (M.S.)

students for better development of school adjustment level. Another finding was, significance difference found between girls and boys on school adjustment. So that the, gender is vital key point of secondary school students for better development of school adjustment level.

Keywords:

Type of Schools, School Adjustment Level.

INTRODUCTION

Education is very important for the development of human. It is the most important factor in human life. The knowledge achieved through education can be applied in every day of human life. It is natural as well as spontaneous process.

According to western Philosopher Plato, "Education is the capacity to fill pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

Psychology is often defined as the science of human behavior. The Psychology of adjustment is that aspect of the science of human behavior. The process of adjustment starts from the birth and continues throughout whole life. The effect of good adjustment is that the person gets as much actual satisfaction out of his interaction with his environment as can be had without getting unfairly in the way of other people's attempts to do the same "According to Darwin's (1859) theory of evolution, those species which adapt successfully to the demands of living, survived and multiplied while others who did not died. Therefore, the adaptation or changing of or one's surroundings according to the demands of the external environment became the basic need for our survival. It is as true today with all of us as it was with the Darwin's primitive species."

In this study, researcher has studied significant difference among students of residential schools and non-residential schools on school adjustment as well as find out significant difference among boys and girls in terms of their school adjustment.

B)OBJECTIVES OF THE STUDY:

1)The objective of the study was to compare the school adjustment level between students of residential and non- residential schools.
2)The objective of the study was to study the school adjustment level between boy and girl students.

C)HYPOTHESIS:

1.The hypothesis of the study was, "Students of the residential schools experiences more school adjustment problems than students of non-residential schools."
2. The hypothesis of the study was, "Boys will have better school adjustment than girls."

D)PROCEDURE:

1)Technique of the Sample selection:

The purposive sampling method was used for the selection of the sample. The sample age range was between 12 to 15 years. The study was completed on students in 9th class of both sex. This research was comparative among students of residential and non-residential schools as well as boys and girls in the terms of their school adjustment.

2)Size of the Sample:

The study four hundred students were selected from various secondary schools in Ahmednagar district. Out of four hundred samples, two hundred students were selected from various non-residential secondary schools, in which one hundred were boys and one hundred were girls and in the same way two hundred students were selected from various residential secondary schools, in which one hundred were boys and one hundred were girls.

3) Research Methodology:

Variables of the study:

a)Independent Variables

Type of Schools:

1) Residential Schools
2) Non-Residential Schools.

Type of Gender:

1)Girls,
2)Boys

b)Dependent Variables:

1)School Adjustment.

II)Research Design:

In this study 2 X 2 factorial design are used. The table no. 1 has shows the adopted research design.

Table No: 1: 2X2 Factorial Design

B	A		Total
	A1	**A2**	
B1	100	100	200
B2	100	100	200
Total	**200**	**200**	**400**

Total number of students = 400

A = Type of Schools: A1 = Residential Schools
 A2 = Non- Residential Schools
B = Type of Gender: B1 = Girls
 B2 = Boys

II)Limitations of the Study:

a)The present research was done on only 9th class students.
b)The present research sample was selected from secondary schools only in Ahmednagar district.

III) Scopes of the Study:

a)The present research was conducted on school students in terms of their school adjustment.
b)The present study was done on four hundred boys and girls. Out of four hundred samples, two hundred students were selected from various non-residential secondary schools, in which one hundred were boys and one hundred were girls and in the same way two hundred students were selected from various residential secondary schools, in which one hundred were boys and one hundred were girls.

1)Tools of the Research:

High-School Adjustment Inventory (HSAI)

High-School Adjustment inventory (HSAI) is formed by A. K. Singh and SenGupta. The inventory is specially developed for school students in terms of their home adjustment, health adjustment, social adjustment, emotional adjustment and School adjustment. But, this research, the researcher has studied only school adjustment of students of both sex.

B)STATISTICAL INTERPRETATION:

Researcher has used mean, SD, 't' test and ANOVA for statistical analysis and interpretation of the data.
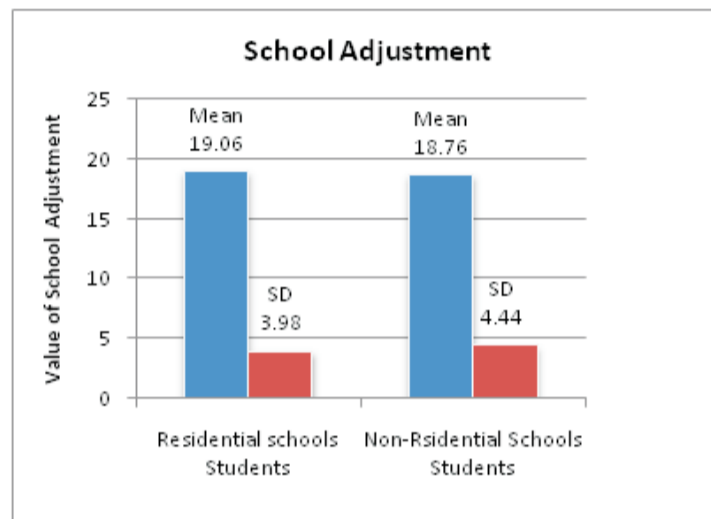
Table:2: Showing the difference of school adjustment between students of residential and non-residential schools

Variable	Type of Schools	N	Mean	SD	t	*P*
School	Residential	200	19.06	3.98	0.72	NS
Adjustment	Non-Residential	200	18.76	4.44		0.05

From the table 2. it is observed that the mean value of residential school students is 19.06, and SD

value is 3.98 for N=200, and therewith mean value of non-residential school students is 18.76 and SD value is 4.44 for N=200. It shows that the mean value of residential school student is higher than non-residential school student on school adjustment. The obtained 't' Value is 0.72 for the school adjustment. Which is not significant at 0.05 level. Calculated 't' value is less than table 't' value. So, there is no significant difference found between students of residential and non-residential schools in term of their school adjustment.

Graph:1: Showing the difference of school adjustment between students of residential and non-residential schools.
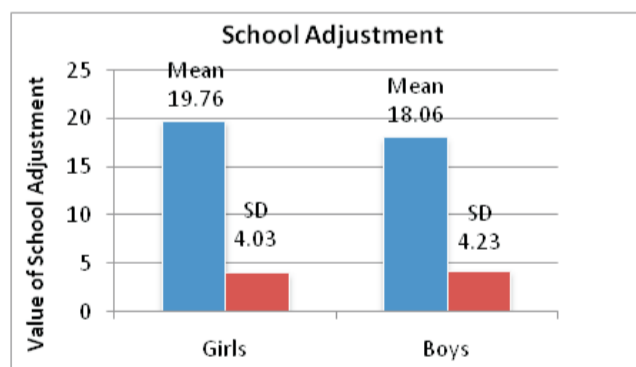

The above graph,1. Showing that, there is no significant difference found between students of residential and non-residential school in term of their school adjustment.

Table:2: Showing the difference of school adjustment between girls and boys.

Variable	Gender	N	Mean	SD	t	*P*
School Adjustment	Girls	200	19.76	4.03	4.10	0.01
	Boys	200	18.06	4.23		

In the above table 2. it is observed that the mean value of girls is 19.76, SD value 4.03 for N=200 and mean value of boys is 18.06, SD value 4.23 for N=200. The obtained 't' Value is 4.10 for the school adjustment. Which is significant at 0.01. Table 't' value is less than the calculated 't' value. So, there is significant difference found between girls and boys in term of their school adjustment. Because, girls have better school adjustment level than boys.

Graph:2: Showing the difference of school adjustment between girls and boys.

The above graph 2. Showing that there is significant difference found between girls and boys in term of their school adjustment. So that the, gender factor is vital key point of secondary school students for better development of school adjustment level.
Sub hypothesis No.:1. Students of the residential schools experiences more school adjustment problems than students of non-residential schools.

Sub hypothesis No.: 2. Boys will have better school adjustment than girls.

Table:3: Showing summary of ANOVA of the dependent variable school adjustment.

Source	Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Type of schools	9.303	1	9.303	0.548	NS	---
Gender	287.303	1	287.303	16.936	0.01	0.041
Type of schools X Gender	71.402	1	71.402	4.209	0.05	0.011
Error	6717.570	396	16.964			
Total	150083.000	400				
Corrected Total	7085.578	399				

Significant Level, df (1,396) ---- 0.05 = 3.86, 0.01= 6.70, Eta Squared effect size, 0.01= small 0.06= moderate 0.14= large effect (Cohen, 1988)
In the table, 3. A two-way ANOVA was conducted that examined the effect of type of schools and gender on individual's school adjustment in their day today life.
There is significant interaction between the effects of type of schools and gender on individuals school adjustment, $F(1,396) = 4.209$, $P<0.05$. The eta square, the measure of effect size, associated with interaction is 0.011 indicates small effect and meaning thereby that 1.1% of the variance is explained in school adjustment.
The main effects analysis showed that for type of schools is not significant difference, $F(1,396) = 0.548$, $P > 0.05$. But gender difference is found significant, $F(1,396) = 16.936$, $P < 0.01$. According to test manual, we conclude that boys have experiences more school adjustment problems than girls. The eta square, the measure of effect size, associated with the main effect gender is 0.041 indicates small effect and meaning thereby that 4.1% of the variance is explained in school adjustment.
On the basis of description, hypothesis no.1. Students of the residential schools experiences more school adjustment problems than students of non-residential schools is rejected. There is no significance difference found between students of residential and non-residential schools in term of their school adjustment. Residence factor is not important to decide the school adjustment of secondary school students. So that the, only residence is not vital key point of secondary school students for better development of school adjustment level.
On the basis of description, hypothesis no.2. Boys will have better school adjustment than girls are rejected. Because, girls have better school adjustment level than boys. But, there is significance difference found between girls and boys in term of their school adjustment. It means they have not similar in school adjustment. Gender factor is most important to decide the school adjustment of secondary school students. So that the, gender is vital key point of secondary school students for better development of school adjustment level.

F) FINDINGS:

1.There is no significance difference found between students of residential and non-residential schools on school adjustment ($F(1,396) = 0.548$, $P > 0.05$). Residence factor is not important to decide the school adjustment of secondary school students. So that the, only residence is not vital key point of secondary school students for better development of school adjustment level.
2.There is significance difference found between girls and boys on school adjustment ($F(1,396) = 16.936$, $P < 0.01$). It means they have not similar in school adjustment. Gender factor is most important to decide the school adjustment of secondary school students. So that the, gender is vital key point of secondary school students for better development of school adjustment level.

G) CONCLUSION:

In short, there is no significance difference found among students of residential and non-residential schools on school adjustment level, So that the, residence is not vital key point of secondary

school students for better development of school adjustment level, And in relation to the there is significance difference found between girls and boys on school adjustment. So that the, gender difference is vital key point of secondary school students for better development of school adjustment level.

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