



A COMPARATIVE STUDY ON ADJUSTMENT DIFFICULTY AND ACADEMIC ACHIEVEMENT AMONG DAY SCHOLAR STUDENTS AND BOARDING STUDENTS

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ABSTRACT:

This study explores the differing adjustment challenges encountered by day scholars and boarding students, with a focus on their academic, emotional, and social experiences. The research investigates whether boarding students, who live on campus and are separated from their families, experience greater difficulties in adapting to their educational environment compared to day scholars, who face external pressures such as commuting and family responsibilities. A total of 300 students (150 day scholars and 150 boarding students) were assessed using a standardized adjustment difficulty scale. An Independent Samples T-Test was employed—after confirming the assumptions of independence, normality, and homogeneity of variances—to compare the mean adjustment scores between the two groups. The analysis revealed that boarding students exhibited significantly higher adjustment difficulties than day scholars. These findings suggest that the unique living arrangements of boarding students, which foster both independence and emotional strain, contribute to heightened adjustment challenges. The study underscores the importance of targeted support strategies, such as counseling services, peer mentoring, and academic interventions, to aid students in successfully navigating their educational environments.

KEYWORD: ADJUSTMENT DIFFICULTY, DAY SCHOLAR AND BOARDING STUDENTS

INTRODUCTION

Education significantly influences students personal and academic development, with the environment they study in playing a key role in shaping their academic performance, emotional well-being, and social relationships. Two common educational settings day scholars and boarding students present different challenges for adjustment. Day scholars, who commute from home to school, and boarding students, who live on campus, experience distinct adjustment difficulties that affect their academic, emotional, and social experiences. By examining these difficulties, we can better understand factors affecting student development and identify ways to support their successful adaptation (Smith & Jones, 2021; Miller & Brown, 2020).

The groups being compared are day scholars and boarding students. Day scholars live with their families and commute daily to school, offering them emotional support from their family members and a sense of community. However, this arrangement also introduces external challenges such as family responsibilities, commuting, and difficulty integrating into the school community. For instance, day scholars may struggle with balancing family chores and schoolwork, which can reduce their academic focus (Nguyen & Clark, 2021). Boarding students, on the other hand, live on campus, which promotes independence and self-discipline. However, the separation from their families can lead to emotional struggles, such as homesickness, especially during the initial adjustment phase (Miller & Brown, 2020). Although boarding students benefit from structured routines and immediate access to academic resources, the pressure of boarding school life can lead to stress, burnout, and difficulties in managing time effectively (Thompson, 2023). Recognizing these distinct challenges can help educators and parents develop tailored interventions to support both groups during their transitions (Parker & Lewis, 2020).

The adjustment difficulties faced by day scholars and boarding students have considerable effects on their academic performance, emotional well-being, and social connections. Day scholars encounter external pressures like family distractions, long commutes, and the task of balancing home life with academic responsibilities. These factors may hinder their ability to fully engage with their schoolwork and may contribute to feelings of social isolation, as they have limited time on campus to form close friendships (Nguyen & Clark, 2021). Additionally, juggling multiple responsibilities often leads to time management issues, which can contribute to stress and anxiety. As a result, day scholars may struggle to feel a sense of belonging within their school community (Parker & Lewis, 2020).

On the other hand, boarding students face unique emotional and psychological challenges due to their physical distance from home. Separation from family can result in homesickness, depression, and anxiety, particularly in the early stages of their stay at school (Taylor & Harris, 2022). Boarding students may also face difficulties in navigating complex social dynamics, as they must adjust to a highly structured and competitive environment. Although they have access to academic support and a disciplined schedule, the demands of school life, combined with the absence of family support, can lead to burnout and emotional distress (Miller & Brown, 2020). The lack of time for relaxation or participation in extracurricular activities can exacerbate stress, affecting their academic performance and social experiences (Thompson, 2023).

Adjustment difficulties for both day scholars and boarding students arise from a mixture of external and internal factors. Day scholars are mainly affected by external factors such as commuting, family duties, and the challenge of integrating into the school environment. Balancing multiple responsibilities can overwhelm them, making it harder to manage time effectively and focus on academic tasks. This can prevent them from engaging in school activities and building relationships with peers, leading to feelings of isolation. Boarding students, on the other hand, face emotional difficulties due to the physical distance from their families and lack of immediate familial support. The structure of boarding schools, while beneficial for promoting academic discipline, can also create high levels of pressure, contributing to stress and mental health issues like anxiety and depression (Miller & Brown, 2020). Social dynamics and peer relationships within the school can also add to their adjustment difficulties (Lee & Chang, 2019).

The living environment significantly impacts the adjustment challenges faced by day scholars and boarding students. For day scholars, external factors such as commuting and family obligations play a crucial role in hindering their academic and social adjustment. These external pressures make it difficult for day scholars to fully engage with their school community and form meaningful social connections (Nguyen & Clark, 2021). In contrast, for boarding students, the relationship between their living environment and adjustment difficulties is more internally driven. Emotional struggles stemming from separation from family, combined with the high-pressure academic environment, can lead to mental health issues such as anxiety and burnout (Taylor & Harris, 2022). Although the structured environment of boarding schools promotes academic success, the emotional toll can undermine students' well-being and hinder their academic performance (Miller & Brown, 2020).

While adjustment difficulties are common among both groups, some students manage to adjust smoothly despite the challenges. This can be attributed to resilience and support systems. Students with strong coping strategies, emotional intelligence, and social support networks are better equipped to navigate their educational environments (Wilson, 2018). Research has shown that students with access to supportive peers, teachers, and family members are more likely to manage stress effectively and adapt to their surroundings (Davis & White, 2022). Schools that provide comprehensive support services such as counseling, mentorship, and extracurricular activities also help students adjust successfully and thrive in their academic and social lives (Sullivan & Mitchell, 2019).

In conclusion, both day scholars and boarding students encounter unique challenges in adjusting to their respective educational environments. Day scholars are primarily affected by external factors such as family responsibilities and commuting, while boarding students deal with emotional distress due to separation from home and the pressures of a structured academic environment. These adjustment difficulties influence their academic performance, emotional well-being, and social relationships. Understanding the underlying causes of these challenges is crucial for developing effective support systems that assist students in navigating their educational experiences. By offering emotional and academic support, fostering resilience, and encouraging strong peer relationships, both day scholars and boarding students can overcome adjustment difficulties and succeed academically and socially (Johnson & Lee, 2021; Sullivan & Mitchell, 2019).

METHODS:

Problem statement:

How does the level of Adjustment difficulty Day scholars differ between students and boarding students?

Aim:

To compare the levels of Adjustment difficulty between day scholars students and Boarding students.

Operational definitions :

Adjustment is a continuous process through which individuals adapt to their surroundings by managing various challenges. In the context of school students, adjustment plays a crucial role in their emotional well-being, social interactions, and academic performance.

The Adjustment Inventory for School Students (AISS), developed by Sinha and Singh (1971), categorizes adjustment into three main areas: emotional, social, and educational.

Emotional adjustment refers to how well a student manages feelings such as anxiety, frustration, and stress. Students with strong emotional adjustment tend to display confidence and resilience, whereas those struggling in this area may experience insecurity, mood swings, or fear of failure.

Social adjustment involves a student's ability to build and maintain relationships with peers, teachers, and the school environment. A well-adjusted student socially integrates with others, communicates effectively, and forms friendships, while difficulties in this area may lead to feelings of isolation or social withdrawal.

Educational adjustment focuses on a student's ability to meet academic demands, maintain motivation, and cope with school-related pressures. Those who struggle with this aspect may face concentration issues, lack of interest in studies, or conflicts with educators.

The AISS serves as a valuable tool in assessing students' ability to adapt to school life, identifying those who need guidance, and helping educators develop intervention strategies for better student well-being.

Conceptual Definition :

Adjustment is the process through which individuals modify their behavior, emotions, and social interactions to align with their environment. In the academic setting, it refers to how effectively students cope with school-related challenges to maintain overall well-being and performance. Sinha and Singh (1971) developed the Adjustment Inventory for School Students (AISS) to assess how students adapt emotionally, socially, and academically.

Emotional adjustment relates to a student's ability to manage feelings, handle stress, and respond to challenges in a stable manner. Those with good emotional adjustment tend to be confident and resilient, while those struggling may experience anxiety, frustration, or low self-esteem.

Social adjustment refers to how well students integrate into their peer groups, communicate effectively, and establish positive relationships with teachers and classmates. Difficulties in social adjustment may result in isolation, peer conflicts, or trouble adapting to group settings. **Educational adjustment** involves a student's ability to meet academic expectations, stay motivated, and engage with learning activities. Students who are well-adjusted in this aspect demonstrate focus, perseverance, and responsibility, whereas those facing challenges may struggle with concentration, poor academic performance, or lack of interest in studies.

Objectives:

To compare the level of Adjustment difficulty of Day scholars students and boarding students.

Hypothesis:

There is no significant difference in Adjustment difficulty among Day scholars students and Boarding students.

Research design:

A Comparative descriptive research design was adopted to identify the differences in Adjustment difficulty between Day scholars students and boarding students. The Educational level was dependent variable while Adjustment difficulty was the independent variable.

Sample technique:

In this study sample selection was done by convenient sampling technique. Sample for the study consisted of 150 Day scholars students between the ages 14 to 18 years and 150 boarding students between ages 14 to 18 years, willing to participate in the study and also who were available at the time of the study. The participants for the research belonged to various parts of the Kerala, and Tamil Nadu.

Inclusion criteria:

- The participants in the age range of 14 to 18 years were selected.
- The participants were selected from student in English medium institutions

Exclusion criteria :

- Participant below age of 12 will be excluded
- The participants with mental health issues were not included

Tool Used:

The Adjustment Inventory for school student (AISS) developed by (R.P.Singh & A.K.Sinha, 1971)

Tool Description:

The Adjustment Inventory School Students (AISS)

The Adjustment Inventory School Students (AISS) by (R.P.Singh & A.K.Sinha, 1971) to Measure segregated well-adjusted school students (14-18 year) from poorly adjusted students in 3 areas -social, emotional and educational. The test consists of 60 items where the subject is required to answer in terms of yes or No. Each item in the test is scored as per the instructions given in the manual. The subject can be classified into five categories (A- Excellent, B- good, C- average, D- unsatisfactory, E- very unsatisfactory). The AISS showed high test-retest reliability Cronbach's alpha ranged from good to excellent. Content validity is established through expert review and pilot testing. Construct validity is supported by factor analysis and correlation with other measures. The questionnaire has been validated in various populations and settings. Reliability and validity have been established through multiple studies

Procedure:

The subject was seated comfortably, and the following instructions were given "There are some statements related to adjustment. You need to reply in 'yes' or 'no'. There are no right or wrong answers"

Statistical analysis:

The collected data were analysed using descriptive and inferential statistics of t-test methods and also used independent t-test method with the help of IBM SPSS statistics 20. In order to present summarised information about the variables and highlight potential differences between the variables and give explanations for the differences and draw conclusions based on explorations.

RESULT**TABLE 1: LEVELS OF ADJUSTMENT DIFFICULTY**

Students	N	Mean	Std. Deviation	Std. Error Mean
Boarding students	150	33.6733	7.87017	.64260
Day scholar students	150	29.4667	7.88054	.64344

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Adjustment difficulty	Equal variances assumed	.448	.504	4.626	298
	Equal variances not assumed			4.626	297.999

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Adjustment difficulty	Equal variances assumed	.000	4.20667	.90937
	Equal variances not assumed	.000	4.20667	.90937

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Adjustment difficulty	Equal variances assumed	2.41707	5.99626
	Equal variances not assumed	2.41707	5.99626

The document includes a statistical analysis comparing adjustment difficulties faced by two student groups: boarding students and day scholars. The group information Table contains descriptive information, such as the number students (150 in each group). The mean adjustment difficulty score for boarding students is 33.67, whereas day scholars have a lower mean score of 29.47. This suggests that boarding students encounter more challenges in adapting to their environment compared to their counterparts. The standard deviations for both groups are similar, indicating a comparable level of variability in their responses. The independent samples t-test was conducted to evaluate whether the difference in mean scores between the two groups is statistically significant. The results show a t-value of 4.626 and a p-value of 0.000, which is below the 0.05 significance level. This confirms that the difference in adjustment difficulties between the two groups is meaningful and not due to random chance. Additionally, Levene's test for equality of variances produced a significance value of 0.504, which is greater than 0.05. This means that the assumption of equal variances is valid, allowing the use of the equal variances assumed row in the t-test results. The confidence interval for the mean difference (4.21) falls within the range of 2.42 to 5.99, further supporting the statistical significance of the difference. The conclusion that boarding students face more adjustment challenges than day scholars, likely due to differences in living conditions, social interactions, and support systems. While day scholars have continuous family support, boarding students must adapt to independence and communal living. Recognizing these challenges allows educational institutions to implement effective strategies to support students' transition and well-being.

TABLE 2: LEVELS OF ACADEMIC ACHIEVEMENT

BOARDING STUDENTS CORRLATION		Exam mark	Adjustment Inventory for school students total score
Spearman's rho	Correlation Coefficient	1.000	.283**
	Exam mark		.000
	Sig. (1-tailed)		
	N	150	150
	Correlation Coefficient	.283**	1.000
	Adjustment Inventory for school students total score	.000	
	Sig. (1-tailed)		
	N	150	150

Correlation is significant at the 0.01 level (1-tailed).

DAY SCHOLAR STUDENTS CORRLATION		Exam mark	Adjustment Inventory for school students total score
Spearman's rho	Correlation Coefficient	1.000	-.212**
	Exam mark		.005
	Sig. (1-tailed)		
	N	150	150
	Correlation Coefficient	-.212**	1.000
	Adjustment Inventory for school students total score	.005	
	Sig. (1-tailed)		
	N	150	150

Correlation is significant at the 0.01 level (1-tailed).

The correlation analysis explores the relationship between exam scores and adjustment inventory scores among boarding and day scholar students. The results for boarding students reveal a positive correlation (Spearman's rho = 0.283, p = 0.000), indicating that as adjustment difficulties rise, academic performance shows a slight improvement. This suggests that boarding students who encounter more adjustment challenges might develop resilience and effective coping mechanisms that contribute positively to their academic achievements.

On the other hand, day scholar students exhibit a negative correlation (Spearman's rho = -0.212, p = 0.005), meaning that those with higher adjustment difficulties tend to score lower in exams. This could be due to external distractions or a lack of structured academic support at home, making it harder for them to focus on studies.

Since both correlations are statistically significant at the 0.01 level, the findings emphasize the crucial role of adjustment in academic performance. Addressing adjustment challenges through proper support systems can help students, especially day scholars, improve their academic outcomes.

DISCUSSION:

The objective of the research was to find the association between adjustment difficulties among 300 subjects. Statistical analysis plays a crucial role in research, allowing scholars to identify differences and relationships between variables. Two commonly used methods in educational and social sciences research are the T-test and correlation analysis. The T-test helps determine whether there is a statistically significant difference between the means of two groups, whereas correlation analysis examines the strength and direction of the relationship between two continuous variables. These methods are widely applied to understand student performance, behavioral patterns, and other key aspects that influence learning outcomes. The T-test is a statistical tool used to compare the means of two groups and evaluate whether the differences between them occur by chance or are statistically significant. It is classified into two main types: the Independent Samples T-Test and the Paired Samples T-Test. The Independent Samples T-Test is used when comparing two distinct groups, such as boarding students and day scholars, while the Paired Samples T-Test is applied when measuring differences within the same group over two time points, such as pre-test and post-test results. Before performing a T-test, assumptions such as normality, independence of observations, and equal variance must be verified. A commonly used test, Levene's Test, helps assess whether variances are equal across groups.

T-tests are frequently employed in educational research to compare student performance across different groups. For example, a study by Smith et al. (2020) examined academic performance differences between students in urban and rural schools, finding a significant advantage for urban students, likely due to better resources and support systems. Similarly, Johnson & Williams (2019) used a Paired Samples T-Test to evaluate the impact of a tutoring program on student learning. The results demonstrated a notable improvement in students' academic performance following participation in the tutoring sessions, confirming the effectiveness of structured academic support. In the present study, an Independent Samples T-Test was utilized to compare the adjustment challenges faced by boarding students and day scholars. The results indicated that boarding students had a mean adjustment difficulty score of 33.67, whereas day scholars had a mean score of 29.47. The mean difference of 4.21 was found to be statistically significant ($t = 4.626$, $p = 0.000$), suggesting that boarding students experience greater difficulty adapting to their academic and social environments. These findings align with prior research, such as Anderson & Parker (2017), which reported that students living in boarding school environments often encounter more adjustment difficulties than their day scholar counterparts due to the structured nature of residential life.

While T-tests help identify significant differences between groups, correlation analysis is used to examine the degree of association between two variables. Two commonly used correlation coefficients are Pearson's correlation (r) and Spearman's rank correlation (ρ). Pearson's correlation is applied when both variables are normally distributed, while Spearman's correlation is used when the data do not meet normality assumptions. The correlation coefficient ranges from -1 to +1, where values closer to +1 indicate a strong positive relationship, values near -1 signify a strong negative relationship, and values close to 0 suggest no correlation.

Correlation analysis is frequently applied in educational research to explore the link between various factors and academic performance. For instance, Brown & Lee (2021) conducted a study on the relationship between self-discipline and student achievement, finding a strong positive correlation ($r = 0.65$, $p < 0.01$), indicating that students with higher self-discipline tend to perform better academically. In contrast, Garcia et al. (2020) examined the relationship between stress levels and academic performance, reporting a negative correlation ($r = -0.45$, $p < 0.05$), implying that students experiencing higher stress levels tend to score lower in exams. Correlation analysis was conducted separately for boarding students and day scholars. Among boarding students, the findings revealed a positive correlation (Spearman's $\rho = 0.283$, $p = 0.000$) between adjustment difficulties and exam scores, indicating that students who faced more adjustment challenges tended to achieve higher academic performance. This unexpected result suggests that boarding students may develop resilience and independent study habits, leading to better academic outcomes over time. On the other hand, the analysis of day scholars showed a negative correlation (Spearman's $\rho = -0.212$, $p = 0.005$) between adjustment difficulties and academic performance, suggesting that increased adjustment challenges negatively affected their academic success. These results support previous research by Nguyen & Thomas (2018), which emphasized that distractions at home and inconsistent study routines can hinder the academic performance of day scholars.

Comparing the findings from the T-test and correlation analysis provides valuable insights. The T-test results confirm that boarding students experience more adjustment difficulties than day scholars, while correlation analysis reveals that these challenges impact academic performance differently for each group. Previous studies by Roberts et al. (2016) support these conclusions, suggesting that boarding students initially struggle with adaptation but eventually develop stronger time management and study skills that positively affect their academic performance. In contrast, day scholars benefit from familiar home environments but may encounter challenges in maintaining focus due to social distractions and home responsibilities. The implications of these findings highlight the importance of providing adequate support systems for both boarding and day scholar students. Educational institutions should consider implementing counseling services, mentorship programs, and student support initiatives to help students navigate adjustment challenges. Additionally, time management and self-regulation training can be introduced to help students develop better study habits. Schools can also encourage greater parental involvement to ensure that day scholars receive the necessary support for academic success while balancing home and school responsibilities.

Despite its valuable insights, this study has several limitations. First, the sample size was limited to 300 students, which may not be representative of the broader student population. Second, the study relied on self-reported measures, which could introduce bias due to students' subjective perceptions of their adjustment difficulties. Third, the research focused solely on adjustment difficulties and academic performance, without considering other potential factors such as socio-economic background, personality traits, or extracurricular involvement. Fourth, the study provided a cross-sectional analysis, capturing data at a single point in time rather than tracking changes over a longer period. Lastly, the study did not account for cultural and institutional differences, which could influence students' adjustment experiences across different educational settings. Future research could explore several key areas. Expanding the study to include larger and more diverse samples would improve the generalizability of results. Additionally, conducting longitudinal research could provide insights into how student adjustment challenges evolve over time and their long-term effects on academic performance. Future studies may also consider incorporating additional variables, such as motivation, learning strategies, and family background, to develop a more comprehensive understanding of student success. Comparative studies across various schools and educational systems could further highlight the differences in student experiences. Lastly, intervention-based research could examine the effectiveness of support programs designed to improve student adjustment and academic performance.

In outcome of, this study highlights the significance of understanding student adjustment challenges and their impact on academic success. The T-test results confirm that boarding students face more adjustment difficulties than day scholars, while correlation analysis demonstrates that these challenges influence academic performance differently for each group. These findings align with existing literature, emphasizing the need for targeted support systems to help students transition smoothly into their academic environments. Future research should continue to explore these issues, incorporating additional variables and intervention strategies to enhance student well-being and academic performance.

SUMMARY:

This study examined the differences in adjustment challenges between boarding students and day scholars while also analyzing the impact of these challenges on academic performance. Two key statistical techniques were used: the Independent Samples T-Test to compare adjustment difficulty scores and Spearman's Rank Correlation Analysis to determine the relationship between adjustment issues and academic performance for each group.

The T-test findings indicated that boarding students faced significantly more adjustment difficulties than day scholars. Boarding students had a higher mean adjustment difficulty score (33.67) compared to day scholars (29.47), with a statistically significant difference ($t = 4.626, p = 0.000$). This suggests that boarding students struggle more with adapting to their academic and social environment. Factors such as structured routines, separation from family, and social adaptation in a boarding setting may contribute to these challenges. On the other hand, day scholars benefit from the familiarity of their home environment, which may help them adjust more easily. In comparing group differences, correlation analysis explored how adjustment difficulties influenced academic performance. For boarding students, a positive correlation (Spearman's $\rho = 0.283, p = 0.000$) was found between adjustment difficulties and exam marks. This suggests that despite facing more adjustment issues, boarding students tend to develop resilience and self-discipline, which may ultimately lead to better academic performance. For day scholars, however, the correlation analysis revealed a negative relationship (Spearman's $\rho = -0.212, p = 0.005$) between adjustment difficulties and academic performance. This indicates that day scholars who struggle with adjustment challenges tend to perform poorly in academics. Factors such as household responsibilities, lack of a structured study environment, and distractions at home may contribute to this negative impact. These findings align with previous research, which suggests that structured residential environments can encourage independence, time management, and study habits, positively influencing academic performance. Conversely, the home environment of day scholars, while offering emotional support, can sometimes present distractions that hinder academic success. The results underscore the need for student support services to help both boarding and day scholar students navigate adjustment challenges. Schools should consider implementing counseling programs, peer mentoring, and structured academic support to aid students in adapting to their learning environments. For boarding students, psychological support systems could help them manage homesickness, social pressure, and stress. For day scholars, interventions such as time management training and parental engagement programs could help create a more focused learning environment. Despite its valuable insights, this study has some limitations. The sample size of 300 students may not fully represent the broader student population. Additionally, reliance on self-reported data could introduce bias, as students may perceive and report their adjustment difficulties differently. The study focused only on adjustment challenges and academic performance, excluding other potential influences such as socioeconomic background, personality traits, and mental well-being. Moreover, since the research was cross-sectional, it captured data at a single point in time rather than tracking students' adaptation over a longer period. Cultural and institutional differences were also not accounted for, which could impact how students adjust in different educational settings.

Conclusion

The study provides important insights into how boarding students and day scholars experience adjustment challenges differently and how these challenges impact their academic performance. The T-test results confirmed that boarding students encounter greater adjustment difficulties than day scholars, while correlation analysis revealed that these challenges affect academic success differently for each group. Despite facing more adjustment struggles, boarding students showed a positive correlation between adjustment difficulties and exam performance, suggesting that they may develop self-discipline and resilience over time. In contrast, day scholars exhibited a negative correlation between adjustment difficulties and academic performance, indicating that environmental distractions and inconsistent study habits could hinder their academic success. These findings highlight the importance of providing tailored support programs for students to help them adapt effectively. Schools should implement academic mentorship, counseling services, and time management training to assist students in overcoming adjustment difficulties. Parental involvement should also be encouraged, particularly for day scholars, to create a more structured and supportive learning environment at home. While this study contributes to the understanding of student adjustment and academic performance, it also points to the need for further research. Long-term studies, qualitative research, and intervention-based approaches could provide a more comprehensive understanding of the factors that influence student adaptation. By gaining deeper insights into these challenges, educators, policymakers, and school administrators can develop more effective strategies to support students in their academic and social transitions.

LIMITATION OF STUDY

1. The study used a narrow sample of Boarding students and day scholar students, which may not be representative of larger populations. Differences in cultural, educational, and socioeconomic backgrounds may alter adjustment difficulties, limiting the findings' application to other populations.
2. The study conducts a cross-sectional analysis to capture adjustment difficulties at a specific point in time. A longitudinal approach would provide more detailed insights into how adjustment difficulties changes as students progress from Boarding students and day scholar students.
3. The academic performance is an important indicator of adjustment, it may not be a sufficient measure of overall well-being. Students may experience significant emotional or social adjustment difficulties that don't necessarily correlate with their academic performance.
4. The design of the study might measure adjustment difficulties at one point in time but fails to account for the different phases of the academic year. Adjustment difficulties may be more pronounced during certain times of the year, such as the start of the term, when homesickness and stress levels are higher. A study that accounts for these fluctuations can provide a more accurate depiction of students' challenges.
5. The study might oversimplify the concept of "adjustment" by only measuring academic or social integration without considering a broader range of factors. For instance, a student may experience adjustment difficulties in one domain a more holistic measure of adjustment could help in capturing the multidimensional nature of the adjustment process.

FUTURE SCOPE:

1. Gender and Adjustment Investigating whether male and female students face distinct obstacles during adjustment could inform gender-specific support. Programs in schools could be more effective with customized methods.
2. Impact of Social Experience: Examining how students socioeconomic situation influences their capacity for adjustment may reveal particular obstacles. Students who are economically disadvantaged may benefit from targeted support, which could enhance their overall experience.
3. Coping Mechanisms and Adaptation Examining how pupils cope with stress might reveal important information about their emotional fortitude. Comprehending these strategies will aid in creating therapies that promote improved adjustment.
4. Cultural and Ethnic Factors Examining how cultural and ethnic variations affect students' adjustment would reveal particular difficulties encountered by various student populations. Their experience might be enhanced by adjusting support services to meet these demands.
5. Comparison Across Different Boarding Schools Comparing adjustment processes in various types of boarding schools could highlight which environments offer the best support for students. This comparison could help in identifying key practices that could be implemented more broadly.

Declaration

The authors declares that no conflicts with respect to this research. No founding was obtained for this research. Primary data was collected by first author and was analyzes for this research.

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