School Adjustment among South Korean Students Studying in Bengaluru

Dr. Samson R. Victor

Assistant Professor, School of Education, Christ University, Bengaluru-560029, India;

Ms. Jinyoung Song

Research Scholar, School of Education, Christ University, Bengaluru-560029, India;

Abstract

This study examines the school adjustment among South Korean students studying in Bengaluru, India. The method of study adopted is survey for the school adjustment and the target group is106 Korean students ranging from grade 5 to 12 studying in public and international school in Bengaluru. To identify their school adjustment, five aspects which may influence to school adjustment are introduced: Gender, Grade, Type ofSchool, Parents who live with the students or not and residing period.The findings are most (69.8%) of Korean students show a medium level of school adjustment and girls, international school students and students who reside longer show better school adjustment rather than boys, public school students and students who have short period of residing in Bengaluru.

Keywords: Studying abroad, school adjustment, Korean educational system, Indian educational system.

INTRODUCTION

As the era of internationalization becomes more and more common, residing and studying abroad is also rising. Korea's Ministry of Foreign Affairs (MOFA) stated that the number of Koreans living in India has increased to 10,397(2013). They consist of expatriates, business men and missionaries, their families and students studying in India. Studying abroad is a phenomenon in Korea that is more than 30 years old. In addition to globalization, Korean parents' high educational fervor and economic development accelerate the phenomenon. The report of Ministry of Education & Human Resources Development indicated that the number of adolescent studying abroad was 18,741 (Korea Education Development Institute, 2010) and the remittance for studying abroad amounts to about 2 trillion 200 billion in 2005.

The main background factor for studying abroad is the aspiration to learn foreign languages, especially English. As the interchanges between nations are getting more and more vigorous and the business dealing with foreigners is increasing, fluent English speakers have advantage over the rest of the society. Therefore, numerous parents opt for their children's studying abroad to obtain a proficiency in English as their future survival strategy.

In connection with students' studying abroad, one of the main issues is the adjustment problem. Most of the Korean students with these backgrounds are adolescents. Adolescence is a transitional period in the path of human life, connecting childhood and adulthood. They should face radical biological changes, new experiences, and new developmental tasks (Santrock, 2012). Living abroad is expected to have many difficulties. Students have to not only adapt to the environmental change, but also overcome the burden of studying in India. School

adjustment of students studying abroad is the process by which learners participate in studying actively in a new environment and fit in well or modify an academic environment as necessary.

EDUCATIONAL SYSTEM OF INDIA AND SOUTH KOREA

Education in South Korea is compulsory to children between the ages of six to fifteen similarly to that of India. They go through six years of elementary school, three years of middle school and three years of high school. There are two types of schools in Korea, public schools and private schools. Students mostly attend public elementary and middle schools; they rarely have a school choice until the end of middle school, which is the end of compulsory education. After middle school, students have a choice to enter high school, which is categorized as either general (academic), vocational (technical) or special purpose. Primary education has a high enrolment rate as 99.9% due to not only the high public fervor for education but also the educational policies of the government. Schools provide free meals and textbooks. The number of students per class is 25(Korean educational statistic service, 2014; KESS, 2014).From 2012primary and secondary schools no longer have Saturday classes (Korean Ministry of Education, 2012). Therefore, the number of working duration is 190~195 days (NEWSis, 2014). Graduates of middle schools enter high schools. High schools are classified with general (academic) high schools, vocational (technical) high schools, and special purpose schools. Due to the high school lottery system, applicants who attend general (academic) schools have no choice in selecting particular schools(NCEE, 2011).

In 2001, Government of India launched SarvaShikshaAbhiyan (SSA), which was a program for achieving universalization of Elementary Education. The Right to Free & Compulsory Education Act 2009 provides all children between the ages of 6-14 years free and compulsory elementary education.According to Ministry of Human Resource Development (2014), in the year 2013-2014, there are 1,191,719 primary schools and 233,845 secondary schools. The enrolment in school (primary Ⅰ-Ⅴ) is 129.9 million in 2013-14. During 2013-14, the Pupil Teacher Ratio (PTR) in primary schools, upper primary, secondary, and senior secondary is28, 30, 28 and 40 respectively.India's education system is composed as 10+2+3 system. The first ten years of education are mandatory. Primary education in India is a major challenge, because many children are still deprived of a fundamental human right in spite of it being compulsory.The Indian school follows the British educational system. Primary school consists of grades 1-5(ages 6-10) and upper primary school consists of 6-8(ages 11-13). Each state determines the curriculum used in schools and the quality of teaching varies in different schools and localities tremendously.Secondary education can be pursued under different boards of education like CBSE, ICSE, State boards. Children in 14-18 years age group study secondary education, which is called Higher Secondary or Senior Secondary. This is the final two years of school education for them before the students opt for Higher education, which is the Undergraduate program.

SCHOOL ADJUSTMENT

Adjustment is referred to regulating, adapting or setting in a variety of contexts. It is one of the most important elements of survival of all living things. Human beings try to solve stress accompanying with conflicts, frustration, anxiety, suppression and change rationally and to harmonize relation between an individual and a situation. Before examining the concept of school adjustment, we need to look at the concept of adjustment. Lazarus (1976) defined "adjustment as a process in which one adapts oneself to one's new surroundings and changes them to satisfy one's desire, that is, a process in which one has to deal with problems

effectually through the interplay between the organism and the environment". Similarly, Germain (1985) showed it as an active concept. He considered adjustment as an active endeavour to achieve suitability with the environment for an individual's survival, growth and production in his lifetime. Morris (1985) also specified it as a series of endeavours for coping with stress. Once human beings try to adjust and make successful adjustment, an individual's psychological and emotional well-being is increased and the effect on mental resources through adjustment affect an individual's behavior and performance (Gonzales, Tein, Sandler, & Freidman, 2001). The main characteristics of adolescence are drastic physical growth and sexual maturity. In addition, their subjective biases gel and their self-respect, self-assertiveness and independence grow strong as increasing ego-feeling.

Since the adolescents in the phase of complicated developments have to spend a lot of time in a school, their school life can be seen as very important. The adolescents' school experiences have a big impact on cognitive and behavioral development (Lynch, &Cicchetti, 1997) and they prepare for healthy adulthood through successful experiences. An adolescent who adjusts in his school life is a well-rounded individual who improves his academic achievement and this helps a lot not only in the individual's development, but also the school life (Park, 2003). The successful adjustment in school can be an important criterion for forecasting future society (Ann, 2008).

The factors affecting school adjustment are categorized widely as individual and environment factors. As individual factors, there are socio-demographic elements such as gender, grade, birth order, income level. Female students adjust in school better than males do(Cornwell, 2013). The lower the grade, the higher the birth order and income level, the more they are well-adjusted to their school (Shin & Choi, 2003; Jeong, 2012).Among individual factors, the higher the self-efficacy and self-worth which are included in a psychological element, the more they adjust to their school (Lee, 2011 & Choi, 2010).As environmental factors, the social relations like family members, peer group and school influence school adjustment. The more they have positive relations with members of their family and friends, the more they adapt to their school. (Song,2008;Yang, & Park, 2009).

NEED AND SIGNIFICANCE
India has a long history of education based on the Gurukul system, which is the oldest one in the world. The process of transition of education systems in India ranges from Gurukul System, Medieval System to British System. This transition helped India to become the second largest English Speaking population in the world(Wikipedia, 2014).Hence, it strengthens skilled manpower's ability and competitiveness in the world market.

Like Indian educational system, Korea also has a fundamentally strong education system. This has contributed to rapid economic growth. Due to limited availability of institutions offering good quality education, students have to compete for good results in the College Scholastic Ability Test. Thus, Korean students study hard not only in schools but also in private institutes and in tutoring sessions. And as the medium of instruction is Korean in schools, they make a pitch for studying English as a major subject.

As mentioned above, it is an undeniable fact that Korean adolescents studying abroad are coming to India for many reasons like, English proficiency and cost of education, the reputation of Indian mathematics is another reason that draws students. Furthermore, parents also know that it is easy for children to go to foreign universities after studying in India rather than in

Korea. These are pull factors of India that are considered for studying abroad.In terms of push factors of Korea, excessive competition in entrance examinations of Korea, too high private education expenses and the aspiration of foreign language education form the background for studying abroad.

Therefore, studying abroad is decided for successful academic achievement and in the pursuit of this purpose it is the first consideration for the students to adjust to a new school environment in harmony. As adolescents go through drastic physical and psychological changes, it is a given that for them to adjust in a new studying environment leaving their familiar atmosphere is a daunting task. In spite of both countries being Asian, India is very different from Korea in many ways such as culture, food, religion and ways of thinking etc. These reasons make Korean students adjustment in India difficult. In extreme cases, if students are unable to cope with a new studying environment, Korean students return to Korea or go to other countries.

Considering this condition, the information on how well students studying abroad are adapting in India is considered critical. In this respect the researcher felt a need to examine how academic achievement and school adjustment are referential among Korean students studying in Bengaluru, India.

OBJECTIVES
1. To study the level of school adjustment among Korean students studying inBengaluru.
2. To find out if there is any significant differences in school adjustment across demographics (Gender, Grade, Type of School, Parents who live with the students or not, Residing period) among Korean students studying in Bengaluru.

HYPOTHESES
1. There is no significant difference between the mean scores of male and female student with respect to school adjustment.
2. There is no significant difference between the mean scores of public and international school studentswith respect to school adjustment.
3. There is no significant difference between the mean scores of grade 5-7, 8-10, 11-12 school students towards school adjustment.
4. There is no significant difference between the mean scores of students whose parents live with them and those whose parents do not live with them with respect to school adjustment.
5. There is no significant difference between the mean scores of residing period (> 2years, 2-4years, > 4years) with respect to school adjustment.

METHODOLOGY
The method of study adopted was survey method for the school adjustment and the target group is Korean students ranging from grade 5 to 12 studying in public and international school in Bengaluru. One set of questionnaire which consisted in 25 questions for school adjustment was administered to the students.A simple random sampling technique was made use to select 106 Korean students.Among grades, grade 1 to 5 students were excluded in the light of level of understanding the questionnaire. The sample consisted of 51 males and 55 females.The tools employed for the current study were 'School life adjustment' developed by Kim,Y. R. (1993) for measuring school adjustment.

ANALYSIS AND INTERPRETATION

The researcher has analyzed whether there is any significant difference among demographic variables such as gender, type of school, grade, parents who live with students or not and residing period with respect to school adjustment and presented as follows.

Table 8.1: Shows School Adjustment level of Korean students

School Adjustment level	Frequency	Percentage
Low	15	14.2 %
Medium	74	69.8 %
High	17	16.0 %

It is found from the above table and graph that 16% of Korean students have shown high school adjustment and majority (69.8%) of Korean students showed a medium level of school adjustment. And 14.2% of Korean students have shown low school adjustment.

Hypothesis 1

There is no significant difference between the mean scores of male and female student with respect to school adjustment. Totest the hypothesis 1, mean, standard deviation and t-value was calculated.

Table 8.2: Shows the level of school adjustment, number and percentage of total male and female Korean students

School Adjustment level	Gender		Total
	Male	**Female**	
Low	10(19.6%)	5(9.1%)	15
Medium	37(72.6%)	37(67.3%)	74
High	4(7.8%)	13(23.6%)	17
Total	51	55	106

From the above table, it can be seen that 4% of male and 13.6% of female Korean students showed level of high school adjustment. The majorities (72.6%) of male and (67.3%) of female students showed level of medium school adjustment. Further 19.6% of male and 9.1% of female students showed level of low school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to gender.

Table 8.3: Shows the gender, number, mean, S.D. and t-value of Korean students with respect to school adjustment

Gender	N	Mean	Std. Deviation	t-value	Significant / Not Significant
Male	51	88.31	14.32	3.37	.001*
Female	55	97.49	13.63		

Significant at 0.05 Level

From the above table it is found that mean scores of male Korean students is 88.31 and female is 97.49 with a S.D. of 14.32 and 13.63 respectively, t-value (3.37) is found to be significant at 0.05 level. Hence the null hypothesis is rejected and alternative hypothesis is accepted which

means that there is a significant difference between the mean scores of male and female Korean students with respect to school adjustment.

Hypothesis 2

There is no significant difference between the mean scores of public and international school studentswith respect to school adjustment.To test the hypothesis 2, mean, standard deviation and t-value were calculated.

Table 8.4: Shows the level of school adjustment, number and percentage of total type of school

School Adjustment level	Type of school		Total
	Public	International	
Low	3(37.5%)	12(12.2%)	15
Medium	4(50%)	70(71.5%)	74
High	1(12.5%)	16(16.3%)	17
Total	8	98	106

From the above table, it can be seen that 12.5% of public and 16.3% of international school students showed level of high school adjustment. The majorities (50%) of public and (71.5%) of international school students showed level of medium school adjustment.Further 37.5% of public and 12.2 % of international schools students showed low level of school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to type of school.

Table 8.5: Shows the type of school, number, mean, S.D. and t-value of Korean students with respect to school adjustment

Type of school	N	Mean	Std. Deviation	t-value	Significant / Not Significant
Public	8	82.5	22.91	2.161	.033*
International	98	93.94	13.57		

Significant at 0.05 Level.

From the above table it is found that mean scores of public school is 82.5 and international school is 93.94 with a S.D. of 22.91 and 13.57 respectively, t-value (2.161) is found to be significant at 0.05 levels. Hence the null hypothesis is rejected and alternative hypothesis is accepted which means that there is a significant difference between the mean scores of public and international school with respect to school adjustment.

Hypothesis 3

There is no significant difference among the mean scores of grade 5-7, 8-10, 11-12 Korean students towards school adjustment.In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

Table 8.6: Shows the level of school adjustment, number and percentage of grade 5-7, 8-10, 11-12Korean students

School Adjustment level	Grade			Total
	5-7	8-10	11-12	
Low	2(15.4%)	7(15.9%)	6(12.3%)	15

Medium	8(61.5%)	31(70.5%)	35(71.4%)	74
High	3(23.1%)	6(13.6%)	8(16.3%)	17
Total	13	44	49	106

From the above table, it can be seen that 23.1% of grade 5-7, 13.6% of grade 8-10 and 16.3% of grade 11-12 Korean students showedlevel of high school adjustment. The majorities (61.5%) of grade 5-7, (70.5%) of grade 8-10 and (71.4%) of grade 11-12 showedlevel of medium school adjustment. Further 15.4% of grade 5-7, 15.9% of grade 8-10 and 12.3% of grade 11-12 Korean students showedlevel of low school adjustment. Supporting this result, the following table expresses the significant difference in the school adjustment with respect to grade.

Table 8.7: Shows one way ANOVA for the mean scores of grade 5-7, 8-10, 11-12 Korean students with respect to school adjustment

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between groups	2	192.152	96.076		
Within groups	103	22331.244	216.808	.443	.643(NS)
Total	105	22523.392			

NS= Not significant

From the results of the above table it is evident that, the calculated value of F is 0.443 is less than the table value at 0.01 levels. Hence, the null hypothesis is accepted and the alternative hypothesis is rejected. This means there is no significant difference between the mean scores of grade 5-7, 8-10, 11-12 Korean students towards school adjustment.

Hypothesis 4
There is no significant difference between the mean scores of students whose parents live with them and those whose parents do not live with them with respect to school adjustment. In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

Table 8.8: Shows one way ANOVA for the mean scores of students whose parents live with them or not with respect to school adjustment

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between Groups	3	599.048	199.683		
Within Groups	102	21924.349	214.945	.929	.430(NS)
Total	105	22523.396			

NS= Not significant

From the results of the above table it is evident that, the calculated value of F is 0.929 is less than the table value at 0.01 levels. Hence, the null hypothesis is accepted and the alternative hypothesis is rejected. This means there is no significant difference the mean scores of students whose parents live with them and those whose parents do not live with them in terms of school adjustment.

Hypothesis 5

There is no significant difference between the mean scores of residing period in terms of school adjustment.In order to test the hypothesis, one way ANOVA test was applied and the results are presented in the following table.

Table 8.9: Shows one way ANOVA for the mean scores of with respect to school adjustment

Source of variation	Degrees of freedom	Sum of squares	Mean sum of squares	F-value	Significant / Not Significant
Between Groups	2	1620.891	810.446		
Within Groups	103	20902.505	202.937	3.993	.021*
Total	105	22523.396			

Significant at 0.01 Level

From the results of the above table it is evident that, the calculated value of F is 3.993 is greater than the table value at 0.01 levels. Hence, the null hypothesis is rejected and the alternative hypothesis is accepted. This means there is significant difference the mean scores of residing period in terms of school adjustment.

If F is significant, to know the multiple comparisons of residing period (<2years, 2-4, >4) with respect to school adjustment of Korean students, Tukey HSD post hoc procedures were followed and the results are presented in the following table.

Table 8.10: Multiple comparisons of mean scores of residing period (<2yrs, 2-4yrs, >4yrs) with respect to school adjustment of Korean students, Tukey HSD post hoc procedure

Variable	Residing period	<2yrs	2-4yrs	>4yrs
School Adjustment	Mean	87.88	93.76	98.11
	<2yrs	-	-5.877	-10.228*
	2-4yrs	5.877	-	-4.352
	>4yrs	10.228*	4.352	-

From the above table, it can be inferred that the mean difference between the residing period of below 2years and 2-4 years of Korean students is not significant. But there is a significant mean difference between the Korean students residing for less than 2 years and residing above 4 years with respect to school adjustment.

CONCLUSION

The present study was examined to identify the relationship demographic variables and a major variable, namely school adjustment. Most (69.8%) of Korean students showed a medium level of school adjustment. The mean scores of female students were higher than those of male students and the mean scores of international schools were higher than those of public schools. The mean difference between the residing period of below 2years and 2-4 years of Korean students is not significant whereas there is a significant mean difference between the Korean students belonging to below 2 years and above 4 years with respect to school adjustment. On the other hand, there was no significant difference both the mean scores of 3 categorized grades students towards school adjustment and the mean scores of students whose parents live with them or not in terms of school adjustment.

SUGGESTIONS

1. Various variables namely motivation, interest, enculturation and advance learning of English which may influence on school adjustment and academic achievement can be added.
2. As this study is limited to Korean students only, a comparative study for students who are studying under similar circumstances all over the world can be taken.
3. Sincethe present study is dealt with only Bengaluru, to broaden the scope of the research can provide new perspectives and various results for a further study.

References

Cornwell, C. (2013). Girls getting better grades 'to reward good behaviour'. Retrieved from http://www.telegraph.co.uk/education/educationnews/9778965/Girls-getting-better-grades-to-reward-good-behaviour.html

Germain, C. B. (1985). The place of community work within an ecological approach to social work practice. Theory and practice of community social work, 30-55.

Gonzales, N. A., Tein, J., Sandler, I. N., & Freidman, R. J. (2001). On the limits of coping: Interaction between stress and coping for inner-city adolescents. Journal of adolscent Research, 16(4), 372-395.

KESS. (2014). Educational statistics. Retrieved from http://kess.kedi.re.kr/eng/index.

Korea Education Development Institute. (2010). Korean students studying statistics. Retrieved from http://cafe.naver.com/usatogo/24937.

Korean educational statistic service. (2014). Number of Students per class (2012). Retrieved from http://kess.kedi.re.kr/index.

Korean Ministry of Education. (2012). 5-day school system. Retrieved from http://www.moe.go.kr/newsearch/search.jsp.

Lazarus, R. S. (1976). Pattern of adjustment. NY: McGraw Hill.

Lynch, M., &Cicchetti, D. (1997). Children's relationship with adults and peers: An examination of elementary and junior high school students. Journal of School Psychology, 35(1), 81-89.

Ministry of Human Resource Development (2014). Analysis of Budgeted Expenditure on Education.Retrieved from http://mhrd.gov.in/analysis-budgeted-expenditure-education-5

Morris, C. G. (1985). Psychology (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

NEWS is. (2014). Possible for students to attend a school in May. Retrieved from http://www.newsis.com/ar_detail/view.html?ar_id=NISX20141230_0013385253&cID=10201&pID=10200

Santrock, J. W. (2015). Life-span development. McGraw-Hill.

Shin, Y. j., & Choi, J. E. (2003). A Study on Adolescents' Level of School Adjustment by Their Perceived Relationships with Parents, Peer and Teachers. Family and Environment Research, 41(2), 199-210.

Song, K. A. (2008). The present study examined the effects of self-esteem, communication with parents and relationship with schoolmates on students' school adjustment. Seoul, Korea: Korea University.

Wikipedia. (2014). India. Retrived from http://en.wikipedia.org/wiki/India.

Yang, J. D., & Park, Y. K. (2009). The impact on self-efficacy and adolescence delinquency of a family factor and peer supports. Korea family welfare, 14(4), 211-235.