

A Comparative Study of Academic Adjustment Ability of High School Students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas

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Abstract

The present research study aimed to conduct a comparative analysis of the educational adjustment ability of high school students studying in government Hindi medium schools and Swami Atmanand English medium schools in rural areas. In the current educational scenario, sufficient diversity was observed in the language of instruction, resources, teaching methods, and academic environment of schools, which affects students' adjustment ability.

In this research, the survey method was used, and 150 boys and 150 girls were selected from both types of rural schools. For data analysis, the independent sample t-test was applied. The findings revealed that a significant difference existed in the educational adjustment ability of boys studying in the two types of schools. The adjustment ability of boys in Swami Atmanand English medium schools was found to be higher than that of boys in government Hindi medium schools; therefore, hypothesis H01 was rejected.

However, in the case of girls, no significant difference was found between the two groups; hence, hypothesis H02 was accepted.

Thus, the study clearly indicated that in the rural context, the medium of instruction and school environment had a greater impact on the adjustment ability of boys, whereas among girls this impact was found to be similar. Based on the study, necessary suggestions were presented for schools, teachers, parents, and students, which may help in making the academic environment more effective.

Keywords: Educational Adjustment Ability, Rural Area, Government Hindi Medium Schools, Swami Atmanand English Medium Schools.

INTRODUCTION

Education is an important foundation for the development of any society. School education not only provides knowledge to students but also plays a significant role in shaping their personality, social behaviour, and adjustment according to the academic environment.

At present, continuous changes are taking place in the education system, and sufficient diversity can be seen in the medium of instruction, resources, teaching methods, and school environment, which influences students' academic life.

In rural areas, a clear difference is found in the structure, language medium, educational facilities, and teaching standards of government Hindi medium schools and Swami Atmanand English medium schools. While traditional teaching practices are more prevalent in government schools, Swami Atmanand schools are known for comparatively modern resources and a progressive academic environment. Under such conditions, differences in students' adjustment levels are natural.

The present study aimed to comparatively analyze the educational adjustment ability of high school students of government Hindi medium schools and Swami Atmanand English medium schools in rural areas. This research helps in understanding how different school environments influence students' academic progress and adjustment. Moreover, its findings provide useful suggestions for education policymakers, school administrators, and teachers for the holistic development of students.

Government Hindi Medium Schools

Schools that are operated and funded by the government are called government schools. In these schools, the main medium of instruction is Hindi, through which students study various subjects. The

establishment of such schools aims to provide equal educational opportunities to all sections of society and to promote educational development.

In a developing country like India, government schools hold special importance because they provide free and accessible education to children from economically weaker sections. The government provides students with free textbooks, mid-day meals, scholarships, and other educational facilities. Along with this, the teachers appointed in these schools are selected according to prescribed quality standards, which ensures the possibility of improvement in the level of education.

Swami Atmanand English Medium Schools

Swami Atmanand English Medium Schools are an important educational initiative launched by the Government of Chhattisgarh. This chain of schools is fully funded by the State School Education Department. In these schools, free education has been provided up to Class VIII, and for higher classes, a nominal fee arrangement has been made. The main objective of this scheme is to provide quality English medium education to students from poor and remote areas and to offer them better opportunities for the future. By November 2022, a total of 279 schools had been established under this scheme in the state, indicating a significant transformation in the field of education.

Educational Adjustment Ability

Adjustment is a process through which an individual modifies his or her behavior and establishes a balance between oneself and the environment under different circumstances. In the educational context, adjustment refers to the ability of students through which they adapt themselves to the school environment, teaching system, and academic requirements.

Educational adjustment ability is extremely essential for students because, in a changing educational environment, the ability to adapt plays an important role in effective learning. In brief, this ability refers to the ability of a student through which he or she can adjust to various academic situations and successfully acquire education.

Rural Area

A rural area refers to a geographical region where population density is relatively low and livelihood is mainly based on agriculture and rural occupations. In this study, rural areas include those schools which are located outside the municipal limits and are operated in Gram Panchayat regions.

Need of the Study

In the present educational scenario, continuous changes and diversity are being observed in the nature of schools, medium of instruction, and available facilities. Especially in rural areas, a considerable difference is reflected between government Hindi medium schools and Swami Atmanand English medium schools in terms of teaching resources, environment, and educational opportunities.

The high school level is a stage where students try to adapt themselves according to academic challenges, future expectations, and school conditions. Therefore, it becomes necessary to conduct a comparative study of the educational adjustment ability of students studying under different school systems, so that the actual status of their adjustment level can be understood and the required corrective direction can be determined.

SIGNIFICANCE OF THE STUDY

The present research study holds special significance in understanding the educational adjustment ability of students in rural areas. This study helps in revealing how different language mediums and school environments influence students' educational adjustment.

The findings obtained from this study provide support to teachers, school management, and educational planners in developing an effective learning environment according to students' needs. Moreover, this research may prove useful in making the rural education system more inclusive, balanced, and student-centred.

Related Research Studies

- **Prabhakar (2023)** conducted a study titled "*A Study on the Effect of Socio-Economic Status on Adolescents' Academic Achievement and Adjustment Ability*", and obtained the following conclusions:

1. Adolescents belonging to a high socio-economic level were found to have higher academic achievement compared to adolescents of a medium socio-economic level.
2. Adolescents of a medium socio-economic level were found to have higher academic achievement than adolescents of a low socio-economic level.
3. Adolescents with a high socio-economic status were also found to have a high adjustment ability.
4. Adolescents of a medium socio-economic level had higher adjustment ability than adolescents of a low socio-economic level.
5. A positive correlation was found between academic achievement and adjustment ability among adolescents of high, medium, and low socio-economic levels. That is, adolescents with higher adjustment ability also had higher academic achievement.

• **Baker, McCarthy, and Garb (2020)** conducted research on “*Academic and Social Adjustment of First-Year University Students.*” The study focused on the academic and social adjustment of first-year university students and found that peer support and time management skills positively influenced adjustment.

• **Chen (2017)** conducted a study on “*Academic Adjustment and Social Support among International Students in Canada.*” The study revealed that social support from peers, family, and university staff played an important role in international students’ academic adjustment. Students who received greater social support reported better academic adjustment and overall well-being.

• **Nachimuthu (2006)** conducted a study on “*Personality and Educational Adjustment among Secondary Level Students*” and concluded that the personality of secondary level students is related to educational adjustment.

• **Rama (2004)** conducted a study on “*The Relationship between Adjustment Problems and Academic Achievement.*” Based on the study, it was found that students who had a higher adjustment ability in the classroom showed higher achievement, whereas students with lower adjustment ability had average or below-average academic achievement.

Objectives of the study

1. To comparative study of the educational adjustment ability of high school boys in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.
2. To comparative study of the educational adjustment ability of high school girls in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

Hypothesis of the study

H₀₁: No significant difference will be found in the educational adjustment ability of high school boys in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

H₀₂: No significant difference will be found in the educational adjustment ability of high school girls in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

RESEARCH METHOD

In the present research study, the survey method was selected because the sample was spread across the entire population, and this method was considered suitable for the collection of data.

Verification of Hypothesis

H₀₁: No significant difference will be found in the educational adjustment ability of high school boys in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

To verify this hypothesis, the independent sample t-test was used. The statistical calculation has been presented in Table 1.

Table No. 1 Comparison of Educational Adjustment Ability of Boys of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas

Variable	Boys of Government Hindi Medium Schools in rural areas (N= 75)		Boys of Swami Atmanand English Medium Schools in Rural Areas (N=75)		Mean Diff.	‘t’
	Mean	S.D.	Mean	S.D.		
Educational Adjustment Ability	6.16	3.07	4.97	3.61	1.18	2.16

$t(df=148)$ at .05 level 1.98 and 2.61 at .01 level

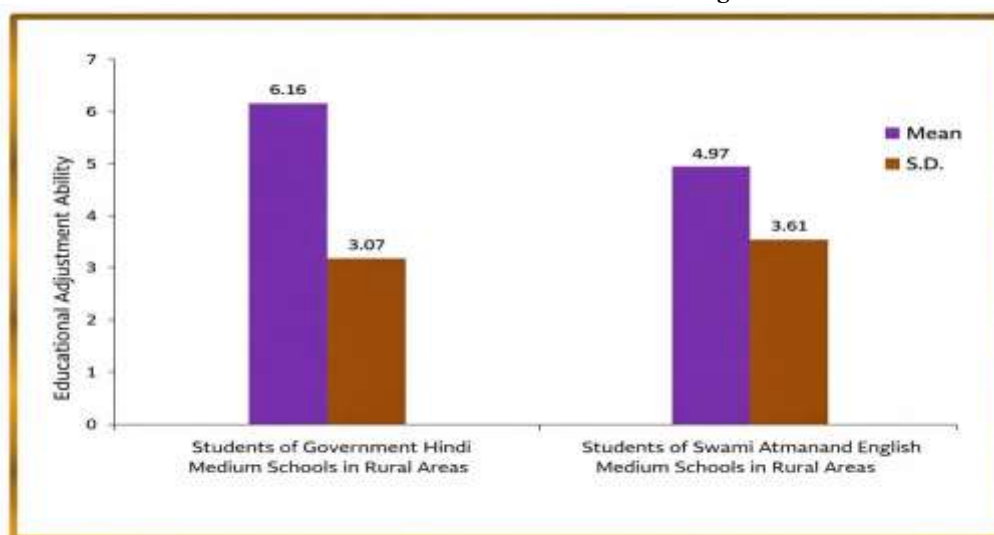
According to Table 1, in the group of boys studying in government Hindi medium schools in rural areas, the mean score for educational adjustment ability was found to be 6.16 and the standard deviation was 3.07.

According to Table 1, in the group of boys studying in Swami Atmanand English medium schools in rural areas, the mean score for educational adjustment ability was found to be 4.97 and the standard deviation was 3.61.

The difference between the means of both groups was 1.18, and with $t=2.16$, the difference in educational adjustment ability between the two groups was found to be significant at the 0.05 level of significance.

According to the evaluation method of educational adjustment, an increase in scores indicates a decrease in educational adjustment ability. Therefore, the educational adjustment ability of boys studying in Swami Atmanand English medium schools in rural areas was found to be significantly higher at the 0.05 level than that of boys studying in government Hindi medium schools in rural areas.

Figure No.1 Comparative Graphical Representation of Educational Adjustment Ability of Boys in Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas



On the basis of the data presented in Table 1, a significant difference was found in the educational adjustment ability of boys in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

Therefore, hypothesis H_{01} , which stated that no significant difference would be found, was **rejected**.

H_{02} : No significant difference will be found in the educational adjustment ability of high school girls in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

To verify this hypothesis, the independent sample t-test was used. The statistical calculation has been presented in Table 2.

Table No. 2 Comparison of Educational Adjustment Ability of Girls in Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas

Variable	Girls of Government Hindi Medium Schools in rural areas (N= 75)		Girls of Swami Atmanand English Medium Schools in Rural Areas (N=75)		Mean Diff.	't'
	Mean	S.D.	Mean	S.D.		
Educational Adjustment Ability	6.16	3.38	5.40	2.91	0.76	1.47

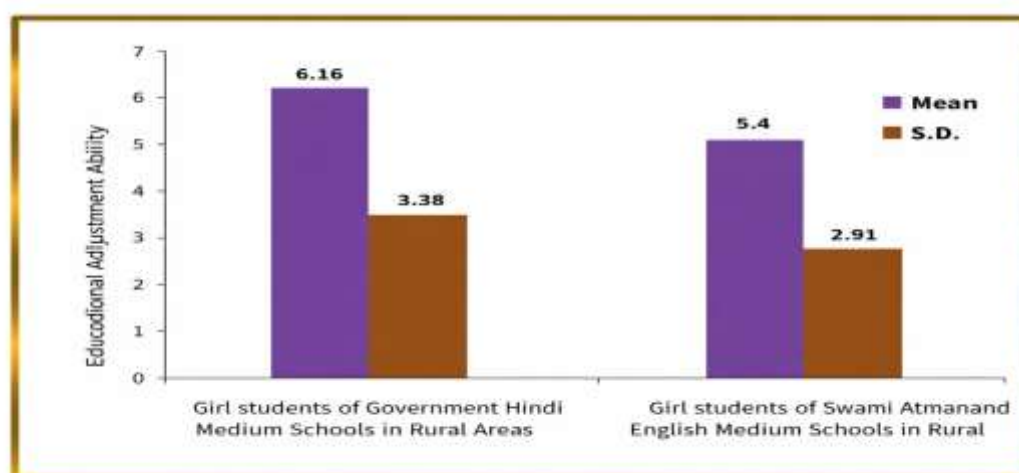
$t(df= 148)$ at .05 level 1.98 and 2.61 at .01 level

According to Table 2, in the group of girls studying in government Hindi medium schools in rural areas, the mean score for educational adjustment ability was found to be 6.16 and the standard deviation was 3.38.

According to Table 2, in the group of girls studying in Swami Atmanand English medium schools in rural areas, the mean score for educational adjustment ability was found to be 5.40 and the standard deviation was 2.91.

The difference between the means of both groups was 0.76, and with $t=1.47$, the difference in educational adjustment ability between the two groups was not found to be statistically significant.

Figure No. 2 Comparative Graphical Representation of Educational Adjustment Ability of Girls in Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas



On the basis of the data presented in Table 2, no significant difference was found in the educational adjustment ability of girls studying in government Hindi medium schools and Swami Atmanand English medium schools in rural areas.

Therefore, **hypothesis H_{02} was accepted.**

CONCLUSION

The educational adjustment ability of boys studying in Swami Atmanand English medium high schools in rural areas was found to be significantly higher than that of boys studying in government Hindi medium high schools in rural areas. However, in the group of girls, the difference was not found to be statistically significant.

Thus, on the basis of the medium of instruction in rural areas, a significant difference was found in the educational adjustment ability of boys, whereas in the case of girls, no significant difference was observed between the two types of schools.

This clearly indicates that in the rural context, the impact of school medium on educational adjustment ability was more visible among boys, while among girls this impact was found to be similar.

Suggestions

The present research provides the following suggestions for schools, parents, teachers, and students:

For Schools:

Emphasis should be placed on regular evaluation of students, academic support programs, modern teaching methods, language assistance, and increasing teachers' sensitivity.

For Parents:

Parents should support children in their studies, maintain communication, utilize educational resources, help in language improvement, and provide positive feedback so that children can maintain their self-confidence.

For Teachers:

Teachers should provide individual attention, understand language barriers, give regular feedback, ensure equal opportunities, and maintain a motivating and cooperative classroom environment so that all students can learn with an open mind.

For Students:

Recommendations have been made for time management, language improvement, seeking guidance from teachers, maintaining a positive attitude, and engaging in group study.

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