

A study on educational adjustment among male children studying in Hindi and English medium schools

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■ **ABSTRACT** : The present study was intended to examine the educational adjustment among male children studying in Hindi and English medium schools. The main aim of the study was educational adjustment of English medium and Hindi medium students. A total sample consisted of 120, in which 60 Hindi medium and 60 English medium respondents were collected from the different areas of Lucknow city using the purposive random sampling method. The data were collected using a self-administered interview schedule along with educational adjustment inventory. The data were coded, tabulated and analyzed using frequency, percentage and Chi- square. The study finding revealed that majority of respondent had highly significant difference between educational adjustments across medium.

■ **KEY WORDS** : Educational adjustment, Medium of school, School going children

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The school is the major socialization institution for any child. It is the child's first contact with the world outside the house. For nearly 12 years, a child spends 5 to 7 hours a day in the school. School is one the most important foundation pillars on which the child's personality develops. Children learn proficiencies in various abilities like learning process and home work, social communications, handling emotion and management of day to day interaction at home and school. School adjustment as responding to academic demands, having social integration with faculty members, being involved in campus life and having attachment and commitment to college. Cook (1995) explains that female students often have more difficult time adjusting to the school and/or university environment. This could be due to the difference in their developmental process. Female students tend to rely on relation and socialization experiences to aid in adjusting to college and/or university more than their male counterpart. Protinsky *et al.* (1996) assert that, female students who perceive themselves as having a high sense of personal authority would also fare better in perceived school and/or university adjustment. Since numerous studies have indicated that female students face unique problems and have more

difficulties in adjusting to college environment than their counterparts, it is of great importance to assist these students in order to cope with life challenges at the college.

■ RESEARCH METHODS

The research design followed in the present study was cross sectional in nature. The purposive random sampling was used for the selection of samples. A total of 120 students were selected from Lucknow city. Out of which, 60 were English medium male and 60 Hindi medium male as respondents. A self-made interview schedule was prepared which comprised of general informations of respondents along with the Educational Adjustment Inventory. The data were then coded, scored, tabulated and analyzed by using relevant statistical procedures. The data analysis was done using descriptive statistics in terms of frequency, percentage, chi square/ χ^2 test.

■ RESEARCH FINDINGS AND DISCUSSION

The general profile of the respondents was studied in terms of their age, class standard and type of family.

Table 1 depicts that majority of respondent 40.00 per

cent were studying in English medium school and belonged to age group 6-8 years whereas 31.6 per cent respondents were studying in Hindi medium school of the same age group. Majority (68.3 per cent) respondents were studying in Hindi medium school of age group 9-11 years where as 60 per cent respondent were studying in English medium school of the same age group.

Table 2 indicates that the majority of respondents 26.6 per cent were studying in English medium school and they belonged to class 3rd 4th standard whereas 18.3 per cent Hindi medium respondents belonged to the same standard. Majority of respondents 73.4 per cent were studying in English medium school and were in class 5th and 6th standard where as 81.7 per cent respondents were studying in Hindi medium school and belonged to the same standard.

Table 3 shows that majority of respondents (68.3% and 76.6%) were studying in English medium and Hindi medium school, respectively and said that they belonged to nuclear family whereas 31.6 per cent and 23.33 per cent respondents studying in English and Hindi medium school, respectively said that they belonged to joint family.

Table 4 shows that 21 per cent of the Hindi medium

respondents had high level of educational adjustment. Also most of them (93%) English medium respondents had moderate level of educational adjustment. Whereas, 78 per cent of Hindi medium respondents had moderate level of educational adjustment and only 3.3 per cent of English medium students had low level of educational adjustment.

Result depicted in Table 5 indicates that chi-square

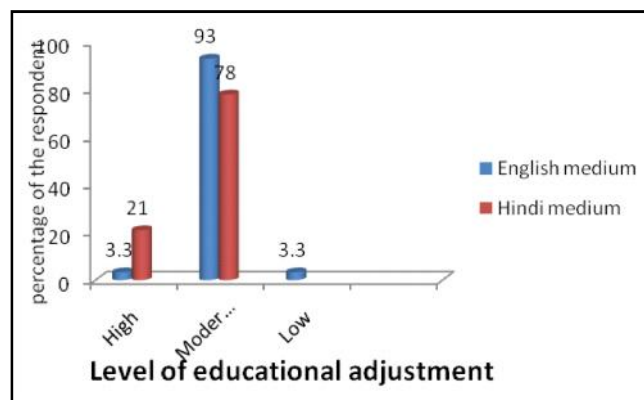


Fig. 1 : Distribution of respondent on the basis of score obtained on educational adjustment

Sr. No.	Age(Yrs)	English medium (n=60)	Hindi medium (n=60)	Total (n=120)
1.	6-8	24(40)	19(31.6)	43(35.8)
2.	9-11	36(60)	41(68.3)	77(64.1)

Figures in parentheses indicate percentage

Sr. No.	Class standard	English medium (n=60)	Hindi medium (n=60)	Total (n=120)
1.	3 rd – 4 th	16 (26.6)	11(18.3)	27(22.5)
2.	5 th – 6 th	44 (73.4)	49(81.7)	93(77.5)

Figures in parentheses indicate percentage

So. No	Type of family	English medium (n=60)	Hindi medium (n=60)	Total (n=120)
1.	Nuclear	41 (68.3)	46 (76.6)	87 (72.5)
2.	Joint	19 (31.6)	14 (23.33)	33(27.5)

Figures in parentheses indicate percentage

Sr. No.	Level of educational adjustment	English medium (n=60)	Hindi medium (n=60)	Total (n= 120)
1.	High	2 (3.3%)	13(21%)	15(12.5)
2.	Moderate	56(93%)	47(78%)	103(85.8)
3.	Low	2(3.3%)	-	2 (1.6%)

Figures in parentheses indicate percentage

Variables	Df	X ² value	Level of significance
Medium	2	15.46**	5

P<0.01 **Highly significant

calculated values (15.46) was more than the chi-square table value which showed highly significant difference between medium of school and educational adjustment. It means that the medium of school effects the educational adjustment of respondents.

Conclusion:

The term educational adjustment is often used as a synonym for accommodation and adaptation. Strictly speaking, the term denoted the results of equilibrium, which may be affect by either of these processes. The perusal of the data clearly indicated that the findings revealed that the majority of respondents had highly significant difference between educational adjustments across the medium of schools. It means that the medium of school effects the educational adjustment of respondents.

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