

“A Correlational Study of Educational Adjustment Ability and Academic Achievement among High School Students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools”

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Abstract:

The present study analyses the correlation between educational adjustment ability and academic achievement among high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in the state of Chhattisgarh. The objective of the research was to find out to what extent adjustment ability affects the academic achievement of students studying in these two different educational media. The study found that there exists a negative but significant correlation between educational adjustment ability and academic achievement among students of both types of schools. At the same time, no effect of the medium of education (Hindi or English) was found on this relationship. This conclusion indicates adjustment ability as an important factor for the overall development of students. The study also presents practical suggestions for policymakers, teachers, parents, and students, so that academic quality and outcomes can be improved.

Keywords: Educational Adjustment, Academic Achievement, Swami Atmanand School, Government Hindi Medium School

Introduction

Education is the foundation of the progress of any nation. For the all-round development of students, academic knowledge alone is not sufficient; rather, proper development of their mental, social, and behavioural aspects is also necessary. In the present time, when academic competition is continuously increasing, students' educational adjustment ability has become as important as their academic achievement.

In the state of Chhattisgarh, several significant differences are found between Government Hindi Medium Schools and Swami Atmanand English Medium Schools in terms of teaching methods, availability of resources, medium of language, and academic environment. Understanding the type of relationship between the academic achievement and adjustment capacities of students studying in these two types of schools can be useful not only for educational policymakers, but can also help in developing appropriate strategies for the overall development of students.

The purpose of this study is to analyse the correlation between educational adjustment and academic achievement among high school level students of these two different types of schools. This study will

attempt to clarify in which school system students show better adjustment and to what extent this adjustment is related to their academic success.

The medium of education plays an important role in the intellectual, social, and mental development of students. With the establishment of Swami Atmanand English Medium Schools in the state of Chhattisgarh, a new dimension has been added to the government education system. This study attempts to understand the relationship between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools, so that it can be understood what impact the change of medium has on the overall development of students.

Government Hindi Medium Schools

Schools operated and funded by the government are called government or public schools, where the curriculum, admission, and examination systems are managed by the government. In Hindi medium government schools, Hindi is the primary medium of instruction, through which students receive education in various subjects in the Hindi language. These schools are established with the objective of promoting social equality and educational development.

The importance of government schools is particularly greater in countries where poverty is a challenge. In India, these schools have been opened to ensure education as a fundamental right. The government provides facilities such as free education, mid-day meals, and free educational materials to encourage poor children towards education. Teachers in these schools are appointed according to quality standards, which helps improve the level of education. Moreover, due to the absence of fees, children from economically weaker families also get the opportunity to receive quality education.

Swami Atmanand English Medium Schools

Swami Atmanand Schools are a chain of English medium schools established by the Government of Chhattisgarh. These schools are fully funded by the School Education Department of the Government of Chhattisgarh. Education is free up to Class VIII, and thereafter a nominal fee is charged up to Class XII. The objective of these schools is to provide quality education and opportunities for advancement to children from poor and remote areas. By November 2022, a total of 279 schools had been opened in the state.

Educational Adjustment Ability

Adjustment refers to a process through which an individual modifies his or her behaviour to maintain a balanced relationship between oneself and the environment under different circumstances.

Educational adjustment ability is the ability of an individual to adapt oneself according to changes or requirements in the educational environment. This ability is important for students, teachers, and institutions so that they can effectively continue the process of teaching and learning in different situations.

In brief, educational adjustment ability is the ability of a student through which he or she can adapt to a changing educational environment and acquire education effectively.

Academic Achievement

Academic achievement is a measure of the knowledge, skills, abilities, and performance acquired by a student in formal education. It indicates the extent to which a student has achieved his or her academic goals. It is assessed on the basis of examinations, evaluations, grades, report cards, and participation in co-curricular activities.

Need for the Study

This study is necessary because it clarifies the relationship between educational adjustment ability and

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academic achievement of students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools. It will help in understanding what impact a change in medium has on students' education. At the same time, this study will assist policymakers, teachers, and parents in creating an appropriate educational environment and will also evaluate the effectiveness of the Swami Atmanand scheme.

Significance of the Study

The significance of the study of educational adjustment ability and academic achievement of students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools can be understood through the following points:

1. Identification of academic differences – This study helps in understanding the differences in educational adjustment ability and achievement of students of both types of schools.
2. Effect of medium – It clarifies the effect of the medium of education (Hindi or English) on students' adjustment and performance.
3. Helpful in policy formulation – The findings of the study can help the state government and education department in framing better educational policies.
4. Evaluation of the scheme – This study is useful in assessing the success and effectiveness of the Swami Atmanand School Scheme.
5. Helpful in student development – It helps in understanding what type of environment is conducive for students' adjustment and achievement.
6. Promotion of research – This study can pave the way for future medium-based educational research.

Review of related literature

- Jha, Raushan Kumar and Sharma, Dr. D. K. (2023) conducted an analytical study titled “An Analytical Study of Academic Achievement and Adjustment Ability of B.Ed. Students.” The findings of this analytical study revealed that there is a positive relationship between academic achievement and adjustment ability among B.Ed. students.
- Fraser and Fisher (2018) conducted a study on “The effect of classroom environment on students' learning and academic adjustment.” The study examined the relationship between classroom environment and students' educational adjustment, and found that a positive classroom environment promotes students' learning and adjustment.
- Stevens (2016) conducted a study on “Intelligence, achievement, and mental health levels of primary school students in Ireland” and found significant differences in intelligence, achievement, and mental health levels.
- Denison and Nielsen (2009) conducted a study on “The impact of teachers' personality on the academic achievement and mental health of their students” and concluded that teachers' personality has a direct and positive effect on students' academic achievement and mental health.
- Sharma (2008) conducted a study on “Correlation between mental health and academic achievement traits of pre-secondary school students” and concluded that academic achievement varies on the basis of mental health. If subject selection is not made according to interest and aptitude on the basis of mental health, academic achievement becomes low.

Objective of the Study

To conduct a correlational study of educational adjustment ability and academic achievement among high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools.

Hypothesis of the Study

H₀₁ There will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools.

H₀₂ There will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in urban areas.

H₀₃ There will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in rural areas.

Method of the Study

In the present research study, the survey method has been selected, as the sample is spread over the entire population, and this method is considered appropriate for data collection.

Verification of Hypothesis

Hypothesis H₀₁ states that there will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools. For the verification of this hypothesis, partial correlation coefficient was calculated, which is presented in Table No. 1.

Table No. 1

Partial Correlation Coefficient between Educational Adjustment ability and Academic Achievement of High School Students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools

	Variable	N	‘r’
	Educational adjustment ability	300	-0.466 (p<.01)
	Academic achievement	300	
Controlled variable – medium of education (Hindi/English)			
	Educational adjustment ability	300	-0.458 (p<.01)
	Academic achievement	300	

According to Table 1, the calculated value of the negative correlation coefficient between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools is $r = -0.466$, which is statistically significant at the 0.01 level.

When the medium of education was used as a control variable, the value obtained was $r = -0.458$, which is also statistically significant at the 0.01 level. Therefore, no effect of the medium of education was found on the relationship between educational adjustment ability and academic achievement.

According to the inventory used in the study, with an increase in scores on educational adjustment capacity, educational adjustment decreases. Thus, the results show that there is a negative but significant correlation between educational adjustment ability and academic achievement among high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools. This indicates that as educational adjustment ability decreases, academic achievement also decreases.

As per Table 1, a significant correlation was found between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools. Therefore, **Hypothesis H₀₁ is rejected.**

Hypothesis H₀₂ states that there will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in urban areas. For the verification of this hypothesis, partial correlation was calculated, which is presented in Table No. 2.

Table No. 2

Partial Correlation Coefficient between Educational Adjustment Ability and Academic Achievement of High School Students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Urban Areas

	Variable	N	'r'
	Educational adjustment ability	300	-0.503 (p<.01)
	Academic achievement	300	
Controlled variable – medium of education (Hindi/English)			
	Educational adjustment ability	300	-0.491 (p<.01)
	Academic achievement	300	

According to Table 2, the calculated value of the negative correlation coefficient between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in urban areas is $r = -0.503$, which is statistically significant at the 0.01 level.

When the medium of education was used as a control variable, the value obtained was $r = -0.491$, which is also statistically significant at the 0.01 level. Therefore, no effect of the medium of education was found on the relationship between educational adjustment ability and academic achievement.

According to the inventory used in the study, with an increase in scores on educational adjustment capacity, educational adjustment decreases. Thus, the results show that there is a negative but significant correlation between educational adjustment ability and academic achievement among high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in urban areas. This indicates that as educational adjustment ability decreases, academic achievement also decreases.

As per Table 2, a significant correlation was found between educational adjustment ability and

academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in urban areas. Therefore, **Hypothesis H₀₂ is rejected.**

Hypothesis H₀₃ states that there will be no significant correlation between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in rural areas. For the verification of this hypothesis, partial correlation was calculated, which is presented in Table No. 3.

Table No. 3

Partial Correlation Coefficient between Educational Adjustment Ability and Academic Achievement of High School Students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in Rural Areas

	Variable	N	'r'
	Educational adjustment ability	300	-0.424 (p<.01)
	Academic achievement	300	
Controlled variable – medium of education (Hindi/English)			
	Educational adjustment ability	300	-0.419 (p<.01)
	Academic achievement	300	

According to Table 3, the calculated value of the negative correlation coefficient between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in rural areas is $r = -0.424$, which is statistically significant at the 0.01 level.

When the medium of education was used as a control variable, the value obtained was $r = -0.419$, which is also statistically significant at the 0.01 level.

Therefore, no effect of the medium of education was found on the relationship between educational adjustment ability and academic achievement.

According to the inventory used in the study, with an increase in scores on educational adjustment capacity, educational adjustment decreases. Thus, the results show that there is a negative but significant correlation between educational adjustment ability and academic achievement among high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in rural areas. This indicates that as educational adjustment ability decreases, academic achievement also decreases.

As per Table 3, a significant correlation was found between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools in rural areas. Therefore, **Hypothesis H₀₃ is rejected.**

Conclusion

On the basis of the present study, it is concluded that a negative but statistically significant correlation exists between educational adjustment ability and academic achievement of high school students of Government Hindi Medium Schools and Swami Atmanand English Medium Schools. This correlation

was observed equally in both urban and rural areas, which proves that as students' adjustment ability decreases, their academic achievement is also adversely affected.

In addition, the study also made it clear that the medium of education (Hindi or English) has no direct effect on the relationship between educational adjustment ability and academic achievement. However, factors such as better infrastructure, resources, environment, and quality teaching available in Swami Atmanand English Medium Schools have positively influenced students' adjustment ability and academic achievement.

Thus, the conclusion meaningfully indicates that not only the language medium, but also the school environment, academic resources, quality of teachers, and the supportive atmosphere provided to students play a major role in the academic success of any student.

Suggestions

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

For schools: Emphasis should be placed on regular assessment of students, academic support programs, innovative teaching methods, language support, and enhancing teachers' sensitivity.

For parents: Support children in their studies, maintain communication, use academic resources, improve language skills, and provide positive feedback so that children can maintain their self-confidence.

For teachers: Provide individual attention, understand language barriers, give regular feedback, provide equal opportunities, and maintain a motivating and supportive classroom environment so that all students can learn with an open mind.

For students: Time management, language improvement, seeking guidance from teachers, maintaining a positive attitude, and group study are recommended.

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