

## A Study of School Adjustment Problems among Gujarati Medium and English Medium School Students

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### ABSTRACT

The present study is intended to examine the adjustment problems of school students from Gujarati and English medium schools from Ahmedabad city. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The variables included for the study apart from adjustment are gender and type of school. The study was conducted on a sample of 120 students (60 boys, 60 girls) randomly selected from the various Gujarati and English medium schools from Ahmedabad city. A standardized student problems inventory developed by Ashwin Jansari (2011) was adopted for this study. The data was analyzed to examine the influence of individual factors on adjustment variables. The major findings of the study have shown that adjustment of school children is primarily dependent on the school variables like the medium of instruction present in the school, and gender of the children also significantly influenced adjustment problems. Mostly problems related to school going children can be identified as emotional disturbances, growth and development, scholastic underachievement and relationship related problem.

**Keywords:** *Adjustment, Problem*

Language is an important factor in an interpersonal relationship. (Ganguly 1996) Language is viewed to be an instrument for social interaction it engaged people in the network of an activity which yields data for social scientists to study the contours of social conduct of the individual to speak it. Knowingly or unknowingly we all are having a grip of western culture. The western culture can also be seen in our education system. Most of the school students are having their education in that language on which they have a very loose grip. As a result, students are mugging the concepts of his subject in place of understanding the same. On the other side student who is having education in his mother tongue or local language will understand the concept in a better way.

Adjustment refers to the process of accommodating oneself to circumstances, and more particularly to the satisfaction of needs or motives under various circumstances. An environment barrier may frustrate a person attracted to a positive goal. Then he has to make adjustments with that barrier person who overcomes that particular barrier have good

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adjustment. We all use defense mechanisms to protect ourselves against anxiety and fear, and certain ones are more used by some people than others. Each day we faced with new situations that demands decisions involve change in both our internal state and our external environment. According to Aggrawal (2004) the adjustment of adolescent very much depends on the fulfillment of their significant specific needs that consist of physical needs, emotional needs, social needs, intellectual needs, moral needs and vocational needs. It may be helpful, therefore, to devote a little more space to two important qualities of adjustment. First, it is a process that involves continuous changes and the second people develop consistent pattern of adjustment to these constant changes. Students make many transitions during their years of schooling: from home to school, middle to high school, and high school to college or work. These transitions are usually major events in the lives of students and parents. The stresses created by these transitions can be minimized when the new environment is responsive to each particular age group. This digest presents a brief overview of some of the issues involved in the transition from elementary to middle school and provide suggestions for transition programs and activities. There are two separate studies G.S.Gupta (1982) N.C.P.Sinha and M.Sharma (1978) in which the correlation between Adjustments was studied, but no consistent relationship was reported. Bhagia (1966) studies found that the girls exceed boys significantly in their adjustment to general environment and organizational aspect of the school.

The basic aim of present investigation is that to study the influence of role of medium in the development of child's personality. Keeping in view the growing problem of adjustment problems among school students the study was undertaken to examine the level of adjustment problems of students among Gujarati and English medium schools and its probable impact on the overall adjustment among them.

### ***Hypotheses***

The hypotheses are as follows

1. Adjustment problem level of English medium school students will be significantly different from Gujarati medium school students of both sexes.

## **METHODOLOGY**

### ***Sample***

Altogether 120 students were randomly selected from different types of schools of Ahmedabad city. Out of 120 students, 60 were taken from Gujarati medium school and the remaining 60 were taken from English medium school of both the gender.

### ***Tools***

For assessing the level of adjustment problems of the subjects, a standardized student problems inventory developed by Ashwin Jansari (2011) was adopted for this study. The answer is forced choice and higher score indicating adjustment problems.

**RESULTS AND DISCUSSION**

**Table-1: Mean, SD and t value of Adjustment Problem scores of students of Gujarati medium school Students (n = 60) and English medium school Students (n = 60).**

Group	Adjustment Problem			‘t’
	N	M	SD	
Gujarati Medium School	60	38.25	13.97	1.06
English Medium School	60	41.18	16.37	

**\*\*Significant at .01 levels. (2.62)**

From the results given in table 1, it appeared that magnitude of adjustment problems among Gujarati and English medium school students as the mean scores were 38.25 and 41.18. The difference in terms of student adjustment problems between the two groups of students was also statistically tested by computing t ratio which was also found not significant (t=1.06). Hence it can be safely said that Gujarati and English medium school students was not differ in adjustment problems. Thus, hypothesis presuming higher level of Adjustment problem level of English medium school students will be significantly different from Gujarati medium school students was found to be not proved.

**Table-2: Mean, SD and t value of Adjustment Problem scores of students of Gujarati medium school boys (n = 30) and Girls (n = 30).**

Group	Adjustment Problem			‘t’
	N	M	SD	
Gujarati Medium School Boys	30	40.10	15.55	1.03
Gujarati Medium School Girls	30	36.40	12.17	

**\*\*Significant at .01 levels. (2.62)**

From the results given in table 2, it appeared that magnitude of student adjustment problems among Gujarati medium school boys and girls as the mean scores were 40.10 and 36.40. The difference in terms of student adjustment problems between the two groups of students was also statistically tested by computing t ratio which was also found not significant (t=1.03). Hence it can be safely said that Gujarati medium school boys and girls was not differ in adjustment problems. Thus, hypothesis presuming level of Adjustment problem of Gujarati medium school boys will be significantly different from Gujarati medium school girls was found to be not proved.

**Table-1: Mean, SD and t value of Adjustment Problem scores of students of English medium school boys (n = 30) and Girls (n = 30).**

Group	Adjustment Problem			‘t’
	N	M	SD	
English Medium School Boys	30	34.50	16.39	3.44**
English Medium School Girls	30	47.87	13.58	

**\*\*Significant at .01 levels. (2.62)**

From the results given in table 3, it appeared that magnitude of adjustment problems among school students was found to be high particularly among the English medium school girls as the mean scores were 34.50 and 47.87 respectively for English medium school boys and girls. The difference in terms of student adjustment problems between the two groups of

## **A Study of School Adjustment Problems Among Gujarati Medium and English Medium School Students**

students was also statistically tested by computing t ratio which was also found significant ( $t=3.44$ ). Thus, it can be said that, academic load and school environment of English medium school might be contributing towards enhancement of adjustment problems among students. Similar results were also obtained by Bohannon (2000).

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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