

Problem of Adjustment for Rural Students in Studying in the English Medium Schools: An Analysis

Ekta Agrawal- Research Scholar,

S.S.J.Campus, Almora, Kumaun University, Nainital, Uttarakhand.

Abstract: The present study was conducted to look into the problem of adjustment for students from rural area in studying in the English medium schools. The study was conducted at a district that belongs to rural area of Uttar Pradesh. Sample comprised of 25 teachers and 65 students from 7 public schools of the locality. The findings of the study throws light on various aspects answering why the students have to face problems in adjusting in the convent schools such as lack of support from their family, communication gap as the students feel shy in communicating with their classmates, they often feel isolated in the class. Including all these wastage and stagnation came out to be very common problem in the rural areas. Also there are some teachers who themselves are not comfortable with teaching in English.

Keywords: Problem of Adjustment, Students from rural area.

1. Introduction

The concept of adjustment is as old as human race on earth. Man, among the living beings, has the highest capacities to adapt to new situation. Man as a social animal not only adopts to physical demands but he also adjusts to social pressures in the society. Psychologists have interpreted adjustment from two important points of view. One, adjustment as an achievement and another, adjustment as a process. The first point of view emphasizes the quality of efficiency of adjustment and the second lays emphasis on the process by which an individual adjusts in his external environment. Adjustment is defined as the harmonious relationship with the environment involving the ability to satisfy most of one's needs and meet most of demands, both physical and social, that are put upon one. In the present study adjustment is taken in context of classroom and school adjustment. Majority of India still lives in villages and so the topic of rural education in India is of utmost importance. A survey named the Annual Status of Education Report (ASER), shows that even though the number of rural students attending schools is rising, but more than half of the students in fifth grade are unable to read a second grade text book and are not able to solve simple mathematical problems. Though efforts are being made, they are not in the right direction. Today we are witnessing many talents those roots are in villages. But still the ratio of successful doctors, engineers, accountants from rural areas is very less in comparison to those of town areas. One of the reason of this in past few studies is found to be less participation of rural students in English medium schools. English being a universal language plays an important role in one's life so it is rational that overall participation of students in English should be visibly high. Over the past 10 years, we have seen schools mushrooming in every Indian town and it will not come as a surprise that almost 90% of them are "English Medium" schools charging exorbitant school fees every month. The parents of young students, really want them to get the best education. They also realize the knowing English is a stepping stone to a bright career in the future and thus insist on English Medium Schools. There is already a few number of good schools, that provides education in English medium, in the radius of villages and among those it is seen that the participation of rural students is not satisfactory. There must be some reason behind this. Hence the present study is focusing on the problem faced by the rural students for adjustment in English medium schools and the findings are supposed to be beneficial for improving the current situation.

2. Objectives

- ✓ To identify the various problems faced by students from rural area in English medium schools and provide best possible suggestions.
- ✓ To understand the significance of the role of teachers in the proper adjustment of all the students.

In view of the objectives the following research questions were framed:

3. Research Questions

- ✓ What are the major problems faced by students from rural area in English medium schools?
- ✓ How does this adjustment problem effect the students' overall educational achievement?
- ✓ What teaching styles are used by teachers to overcome the problem of students.

4. Methodology

Keeping in view a number of considerations such as nature of problem, objectives of the study and resourcefulness of the investigation etc., the researcher decided to use **Narrative Study Method**. In the present study all the steps and characteristics were used which are essential for the study. In order to make study successful the researcher selected **Unstructured Interview Method** primarily based on participant observation. The decision to use unstructured interviews as a data collection method is governed by both the researcher's epistemology and the study's objectives. Depending on the needs of the study **Purposive sampling technique** was employed for obtaining data from 7 public schools from District Sambhal, U.P. The data have been collected from primary sources. First of all the researcher took permission, from the head authority of the schools, to do the interview and observation in the ongoing class setting, for the purpose of data collection. The researcher then observed particular behavior pattern of students as well as teachers during and after the class. After observation researcher selected some of the students and teachers as informants and tried to establish rapport with them and understand their perception before asking questions. Researcher interviewed participant in natural setting following unstructured method. Some of the questions were related to their personal life i.e., their family background, who help students with their studies, are their parents educated, Do they make friends easily, etc. Same approach was applied for interviewing teachers, they were asked questions such as do they feel comfortable while teaching lessons in English, what approach they adopt when any student doesn't get the meaning of the lesson, do they find it difficult to deal with the rural students, etc. The interviewees were free to answer questions in their own style. The information was recorded in the notebook as brief notes which later converted into more detailed notes immediately after each interview. The researcher interviewed 25 teachers and 65 students of 11th and 12th class.

5. Data Analysis and Findings

In addition to notes made after every interview, each transcript was reviewed many times, and themes, patterns and insights were documented. When this process was completed, similar ideas and themes were grouped and given a conceptual label. As participants shared their views over the course of a month-long research process, several insights positive as well as negative emerged :

Teachers' Role

The role of teacher is quite important in overcoming the problem of adjustment. Teachers tries to use various strategies to eliminate any kind of discrimination among students. They use bi-lingual method of teaching that is useful for both Hindi as well as English medium students. They keep a track on the progress of students. Also there are some teachers who themselves are not comfortable with teaching in English, this incapability at teachers' part becomes a problem for students for better adjustment.

Lack of Support

The major problem in adjustment felt by students from rural area is emerged to be the lack of support from their family. Parents of these students are not well educated and they don't understand English properly but the parents want their children to study in English medium school for the development of their personality. Due to the least support from parents they have to depend on other means such as tutors and classmates. Also the rural areas are still lacking the proper supply of electricity this again disturbs their studies.

Wastage and Stagnation

Wastage and stagnation is very common in the rural area. This becomes more severe in the context of English medium education. Students have created a kind of fear of shame and insult in speaking wrong English or not understanding the lessons in English. Students hesitate in asking the teacher to repeat the sentence when they don't understand. This has led to the less attendance in the class.

Communication Gap

Pupils are talented but they are not getting proper direction and also they feel shy in communicating in the class. Most of the time they stay backward while discussions happen during the class. Some of them actually have better understanding of concepts and also they know all the rules of English grammar but they are lacking self confidence to come forward that becomes a problem for adjustment in the class.

Isolation

Some of the students when told that their identity will not be disclosed mentioned that they often feel isolated in the class due to they hail from rural areas and also the students from town don't show interest in talking to them. There is also a kind of discrimination between students from rich and poor families. Though this kind of discrimination doesn't seem prominent cause of problem because most of the students are of friendly nature and don't act on discrimination.

Poor Academic Record

All these problems cumulatively effect on the examination results. Due to the fear and much pressure some of the students don't score good marks. Some of the students (1 or 2) also lag behind in co-curricular activities.

6. Conclusion

The participants in this study spoke many ways and revealed their fears and facts. By analyzing the records again and again it can be said to draw conclusion that the major problems faced by the students specifically rural students are not permanent in nature, all the problems are temporary and can be eradicated completely by some steps taken collectively. The findings show that it is not the responsibility only of parents or teachers but on the part of everyone, the teachers, the students and the parents as well. The teachers should check the discriminant behavior and fear of students and let the students come forward by supporting their views and listening to them positively and motivate them to increase their participation by removing their fear of English, the parents should not give their children over burden of household tasks so that students can dedicate most of their time in studies and also they should motivate their children to go to school daily and last but not the least students should themselves have courage and dedication towards education and they should not give much importance to other things. They have the potential to curb the fear for English which needs to be polished. All these things from this study shows that problem of adjustment of the students from rural areas in English medium schools can be checked.

REFERENCES

Anuradha, S. (1999). Modern Educational Technology. New Delhi: Commonwealth publishers.

Best, J. W. & Kahn, J. V. (2014). Research in Education. New Delhi: Pearson Education India.

Butch, M.B. (1991). Fourth Survey of Research in Education. New Delhi, NCERT.

Chauhan, S.S. (2010). Advanced Educational Psychology. Noida : Vikas Publishing House Pvt Ltd.

Mangal, S.K. (2009). Essentials of Educational Psychology. Delhi: PHI Learning

NCERT. 2014. *Report on Quality Interventions in Elementary Education*. Retrieved from:

<http://www.ciet.nic.in/QMTs/PDF/QualityIntervention.pdf>

Sharma, R.A. (1995). Fundamental of Educational Research, Meerut: R. Lall Book Depot.

Sidhu, K. S. (1999). Methodology of research in education. New Delhi: Sterling Publishers (P) ltd.

Web References

www.shodhganga.inflibnet.ac.in

www.shodhgangotri.inflibnet.ac.in

www.scholar.google.co.in

