



A COMPARATIVE STUDY OF ADJUSTMENT OF GIRLS STUDENTS, STUDYING IN CO EDUCATION AND GIRLS INSTITUTES

PROF. (DR) J.S. BHARDWAJ
Sharma PDF ICSSR
Dept. of Education
C C S University, Meerut(UP)

MRS. NEELAM KARANWAL
Dept. of Education
VMLG College, Ghaziabad (UP)

(DR.) ANSHU
Dept. of Education
C C S University,

ABSTRACT:

Adjustment is an acquired trait through which a person copes with his environment and circumstances. In this regard, to find out the adjustment level of adolescent girl students in relation to the type of educational institute in which they are studying was the aim of the present study. The major objective of the study was to compare the adjustment of girl students studying in co-educational institutes with the adjustment of girl students studying in girls' institutes. The major hypothesis was that there is no significant difference between the adjustment of the girl students studying in co-educational institutes and girls' institutes. The descriptive survey method was the method of present study. All the girl students studying at senior secondary level (class XI) in the coeducational and girls' institutes, situated in urban and town areas of Ghaziabad district, affiliated to Uttar Pradesh Madhyamik Siksha Parishad Prayagraj, was the population of the study. A total of 500 students have been selected by random sampling technique. Adjustment Inventory for School Students developed by Dr. A. K. P. Sinha and Dr. R. P. Singh was used to collect data. The findings of this study revealed that girl students studying in co-educational' institutes were better in overall adjustment, along with its two dimensions i.e., emotional adjustment and educational adjustment as compared to the girl students studying in girls' institutes. No significant difference was observed in the social adjustment of girl students studying in co-educational institutes and girls' institutes.

Key words: Adjustment, Co-educational institutes, and Girls' institutes



INTRODUCTION

State of adjustment can be described as the condition in which a person is successful in maintaining a proper balance between his needs and the factors that satisfy them. Adjustment in adolescence is an extremely important issue to study about so that we can protect our adolescent students from being maladjusted. The state of maladjustment can be identified by some symptoms, such as physical state, behavioral patterns, and emotional symptoms etc. There are many reasons behind, why students get maladjusted during the age of adolescence.

Freud, Adams and Jung, described many reasons for maladjustment such as frustration, physique, poverty, parental attitude and lack of recreational opportunities etc. Apart from this, the important fact to be kept in mind in the adjustment of the students i.e. the school environment, which plays a considerable role in the adjustment of a student. The concept of adjustment with regards to institutional type i.e., co-ed and girl's institute can be illustrated by "social psychology of education" in which three factors are mainly noticed that are 'School as social system', 'school as socialising agency' and 'dimension of school climate in classroom'.

In the words of Mangal, S.K. *"A well-adjusted individual is an asset to himself and a boss to the society, whereas a maladjusted personality brings misfortune to oneself and discomfort to others."* Many efforts have been done to solve the problem of maladjustment, failure and under achievement among students. Several factors found responsible for this by different researchers, apart from this, Environment of educational institute, has been established as one of the major factors which contribute to student's adjustment to a fair extent.

NEED OF THE STUDY

In the present scenario, due to today's rapid pace of change, working parents, nuclear families, and explosion of knowledge and technology, adolescent girl students must deal with a number of issues both in and outside of the home, classroom and society, including failure, disappointment, frustrations, guilt, resentment, bitterness, dependence, and depression. Additionally, during the adolescent period girls require extra attention. The senior secondary level is given a lot of weight because this is the time when students must choose their career paths and start showing interest in their future lives and careers. But regrettably, the majority of institutes do not offer the optimal setting for adolescent girls' budding talents. Numerous psychologists have claimed that girls learn differently from boys, so the researcher felt the need to conduct research in this area to determine what types of institutes will be most beneficial for our adolescent girls in the context of their adjustment.

OPERATIONAL MEANING

Adjustment- Adjustment may be defined as the process by which a living being maintain harmony between its requirements and the external factors that affect, how those needs are met.



Emotional Adjustment-The state of adjusting to one's circumstances on a personal level which could involve changing one's attitude and expressing emotions in a situation appropriate way.

Social Adjustment-In terms of attitudes and behaviours, it relates to how well a person has adapted to social interactions with others in the society.

Educational Adjustment- The process by which a person can adapt to his classroom and school environment is known as educational adjustment.

Educational Institute- An educational institute is a facility where individuals of any age can get formal education. Primary school, upper primary school, secondary school, or senior secondary school are only a few examples of educational levels. Both types of (co-educational and girls' institutes) Senior secondary schools have been selected as educational institutes for the current study.

Co-educational institutes-The term "co-educational institutes" refers to institutes that offer an educational program in which male and girl students are educated together in a formal educational setting.

Girls' institutes- The term "girls' Institute" describes educational institutes that offer a system of education in which only girl students are taught in a formal classroom setting.

Senior Secondary level-The classes XI and XII are categorised as senior secondary level and the girl students studying in these classes are regarded as senior secondary girl students.

REVIEW OF RELATED LITERATURE

In this regard, Panth, Chaurasia, and Gupta (2015) found a significant positive correlation between gender and adjustment and in that study, girls showed a higher level of adjustment than boys. According to Bhagat (2019), girls were found less educationally adjusted as compared to the boys studying in secondary schools. Akhtal and Alam (2016) pointed out that a significant difference exists between the overall adjustment of boys and girls on the results of his investigation on "Impact of gender on adjustment and academic achievement". Kaur and Kaur (2016) conducted a study on adolescent girls studying in co-educational and non-co-educational schools investigate their adjustment level and the results revealed a significant difference between adjustment level of adolescent girls on all three dimensions (emotional, social, and educational). Singh (2013) found that girls were better adjusted than boys, with 25% of the adolescents in their samples displaying an unsatisfying level of adjustment. The stable peer relationship is identified as an enormous factor in Children's school adjustment (Ladd et.al, 2012). It was also found that the girl studying in non-coeducational schools were less adjusted as compared to the girls studying in Co-educational schools. Tripathy and Sahu (2018) conducted a study on 120 boys and girls studying in high school to see the effect of gender on adjustment level of High school students and this study found the significant difference between the social adjustments of high school students in relation to their gender. The results exhibited that the boys have higher social adjustment than girls.



OBJECTIVES OF THE STUDY

1. To compare the 'overall adjustment' of girl students studying in co-educational institutes and girls' institutes.
2. To compare the 'emotional adjustment' of girl students studying in co-educational institutes and girls' institutes.
3. To compare the 'social adjustment' of girl students studying in co-educational institutes and girls' institutes.
4. To compare the 'educational adjustment' of girl students studying in co-educational institutes and girls' institutes.

HYPOTHESIS OF THE STUDY The null hypotheses of the present study are as follows: -

1. There is no significant difference between 'overall adjustment' of girl students, studying in co-educational institutes and girls' institutes.
2. There is no significant difference between 'emotional adjustment' of girl students, studying in co-educational institutes and girls' institutes.
3. There is no significant difference between 'social adjustment' of girl students studying in co-educational institutes and girls' institutes.
4. There is no significant difference between 'educational adjustment' of girl students studying in co-educational institutes and girls' institutes.
- 5.

DILIMITATIONS OF THE STUDY

1. The present study was restricted to government aided schools affiliated to UP. Board, Prayagraj only.
2. The study was confined to senior secondary level (Class-XI) girl students only.
3. The study was delimited to one variable 'Adjustment' only.
4. The present study was delimited to co-educational institutes and girls' institutes situated in Ghaziabad district only.
5. The study was confined to 't' test of significance statistical technique only.

Method of the study- Descriptive Survey method was used to conduct the study.

Population: All the girl students studying at senior secondary level (Class XI) in government aided Co-educational institutes and girls' institutes affiliated to UP (Uttar Pradesh Madhyamik Shiksha Parishad) Board of school education, situated in the urban and town areas of Ghaziabad district have been defined as the population of this study.

Sample of the study: The sample of present study comprised of 500 girl students, studying at senior secondary level (Class XI) in government aided Co-educational institutes and girls' institutes affiliated to UP (Uttar Pradesh Madhyamik Shiksha Parishad) Board of school education, situated in the urban and town areas of Ghaziabad district, out of which 250 girl students were selected from co-educational institute and 250 girl students were selected from girls' institutes. For the selection of schools, Simple random technique (Lottery Method) was employed, and the girl students were selected from both type of the institutes by using Systematic random sampling technique.



TOOL USED IN THE STUDY

Adjustment Inventory for School Students: The tool developed by Dr. A. K. P. Sinha and Dr. R. P. Singh was used to collect data.

VARIABLES INVOLVED IN THE STUDY

(A) Independent Variable -Co-educational Institutes and Girls' institutes

(B) Dependent Variable- Adjustment of girl students

ANALYSIS OF DATA The analysis and interpretation of data has been undertaken in respect of four hypotheses.

HYPOTHESIS 1.0

Hypothesis one is read as: - **"There is no significant difference between the 'overall adjustment' of girl students, studying in co-educational institutes and girls' institutes."**

This hypothesis has been tested by using 't' test of significance. Major values of the 't' - test was as below-

Table – 1.0

Table shows the difference in 'adjustment of girl students studying in co- educational institutes and girl students studying in girls' institutes: -

Group of the Girls	N	Mean	S.D.	SEm	't' value	Description
Co-Education institute	250	33.052	10.9	0.6899	2.61	Null hypothesis rejected
Girls' institute	250	35.556	10.52	0.6656		

Table value at 0.05 level = 1.96

at .01 level = 2.59

Calculated 't' value = 2.61

df = 498

't' value significant

It is clear from above table that the obtained 't' value is higher than the table value at both the levels of significance at df 498, hence the null hypothesis was rejected, and it has been concluded here that girl students studying in both the institutes differ in their level of overall adjustment. As the norms of this tool denotes that 'lower the score, better is adjustment' we can conclude here that girl students studying in co-educational institutes were better in adjustment as the mean of this group was significantly lower than the mean of the group of girls studying in girls' institutes. The results of the study conducted by Kaur & Kaur (2016) favours this finding as they reported significant difference between the overall adjustment of girl students studying in co-educational and non co-educational schools and co-educational girls were better adjusted.

HYPOTHESIS 2.0

This hypothesis is read as: - **"There is no significant difference between 'emotional adjustment' of girl students, studying in co-educational institutes and girls' institutes."**

This hypothesis has been tested by using 't' test of significance. Major values of the 't' - test was as below-



Table – 2.0

Table shows the difference in ‘emotional adjustment of girl students studying in co-educational institutes and girl students studying in girls’ institutes: -

Group of the Girls	N	Mean	S.D.	SEm	‘t’ value	Description
Co-Education institute	250	7.628	5.064	.3203	3.78	Null hypothesis rejected
Girls’ institute	250	9.34	5.061	0.3200		

Table value at 0.05 level = 1.96

at 0.01 level = 2.59

Calculated ‘t’ value = 3.78

df = 498

t’ value significant

It has been clear from the above table that the obtained ‘t’ value is higher than the table value at both the levels of significance at df 498, hence the null hypothesis was rejected, and it has been concluded here that girl students studying in both the institutes differ in their level of ‘emotional adjustment’. **As the norms of tool used in the present study denotes that ‘lower the score, better is adjustment’**, we can conclude here that girl students studying in co-educational institutes were better emotionally adjusted as the mean of this group was significantly lower than the mean of the group of girls studying in girls’ institutes. The results of the study conducted by Kaur & Kaur (2016) favours this finding as they reported significant difference between the emotional adjustment of girl students studying in co-educational and non co-educational schools and co-educational girls were better adjusted.

HYPOTHESIS- 3.0

This hypothesis is read as: - **“There is no significant difference between ‘social adjustment’ of girl students studying in co-educational institutes and girls’ institutes”**.

This hypothesis has been tested by using ‘t’ test of significance. Major values of the ‘t’-test was as below-

Table – 3.0

Table shows the difference in ‘social adjustment of girl students studying in co- educational institutes and girl students studying in girls’ institutes: -

Group of the Girls	N	Mean	S.D.	SEm	‘t’ value	Description
Co-Education institute	250	15.836	4.305	0.2723	0.21	Null hypothesis accepted
Girls’ institute	250	16.008	11.81	0.7468		

Table value at 0.05 level = 1.96
‘t’ value = 0.21

at 0.01 level = 2.59
df = 498

Calculated



't' value Not significant

It has been clear from the above table that the obtained 't' value is less than the table value at both the levels of significance at df 498, hence the null hypothesis was accepted, and it has been concluded here that there exists no difference between the 'social adjustment' of the girl students studying in both the institutes. **As the norms of tool used in the present study denotes that 'lower the score, better is adjustment'**, we can conclude here that girl students studying in co-educational institutes were better socially adjusted as the mean of this group was significantly lower than the mean of the group of girls studying in girls' institutes. The results of the study conducted by Marsh (1989) favors this finding as it indicates no significant difference between the social adjustment of girl students studying in co-educational and non co-educational schools.

HYPOTHESIS 4.0

This hypothesis is read as: - **"There is no significant difference in 'educational adjustment' of girl students studying in co-educational institutes and girls' institutes."** This hypothesis has been tested by using 't' test of significance. Major values of the 't'- test was as below-

Table – 4.0

Table shows the difference in 'educational adjustment of girl students studying in co-educational institutes and girl students studying in girls' institutes: -

Group of the Girls	N	Mean	S.D.	SEm	t'value	Description
Co-Education institute	250	9.568	4.82	0.3050	3.42	Null hypothesis rejected
Girls' institute	250	10.98	4.39	0.277		

Table value at 0.05 level = 1.96

at 0.01 level = 2.59

Calculated 't' value = 3.42

df = 498

't' value Not significant

It has been clear from the above table that the obtained 't' value is higher than the table value at both the levels of significance at df 498, hence the null hypothesis was rejected, and it has been concluded here that girl students studying in both the institutes differ in their level of 'Educational adjustment'. **As the norms of tool used in the present study denotes that 'lower the score, better is adjustment'**, thus we can conclude here that girl students studying in co-educational institutes were better educationally adjusted as the mean of this group was significantly lower than the mean of the group of girls studying in girls' institutes. The results of the study conducted by Kaur & Kaur (2016) favours this finding as they reported significant difference between the educational adjustment of girl students studying in co-educational and non co-educational schools and co-educational girls were better adjusted.

FINDINGS OF THE STUDY

1. A significant difference was noticed in the overall adjustment of girl students. The girl students studying in co-educational institutes were better in overall adjustment than the girls studying in girl's institutes.



2. A significant difference was found in the emotional adjustment of girl students studying in co-educational institutes and girls' institutes. The girl students studying in co-educational institutes were better in emotional adjustment than the girls studying in girls' institutes.
3. No significant difference was found in the 'social adjustment' of girl students studying in both types of institutes.
4. A significant difference was also found in the educational adjustment of girl students. The educational adjustment of female students studying in coeducational institutions was superior to that of girl students at institutes exclusively for females.

CONCLUSION AND EDUCATIONAL IMPLICATIONS OF THE STUDY

As the findings revealed the fact that there exists a significant difference in the overall adjustment, emotional and educational adjustment in the girl students studying in co-educational institutes and girls' institutes. It can also be concluded here that the girl students studying in co-educational institutes are more adjusted than the girl students studying in girls' institutes in term of overall adjustment, emotional and educational adjustment, this fact indicates that some special type of adjustment programs should be implemented for those girls who are studying in single gender institutes. There is a need to pay more attention to the education of such girl students. Different co-curricular activities, Yoga, Sports, collaborative and cooperative learning strategies should be incorporated in school practices to develop these girls into fully adjusted and balanced persons. The findings obtained in this study have several significant practical implications which may be expressed in the following manner: -

- It has been found in several researches that girls do learn differently from boys so there is a need to implement some different kind of curriculum for the students, especially for girls studying in girls' institutes.
- Findings of the study will be useful for teachers, administrators, planners, policy makers, curriculum developers, psychologists, and parents to understand the problems of adolescent girls related to Adjustments, in the context of different types of educational institutes.
- The knowledge attained from its findings will tremendously help to improve the adjustment and academic achievement of the senior secondary girl students. It will be helpful for the counsellors also.

BIBLIOGRAPHY

1. Akhtar, Z., & Alam, M. (2016). Impact of gender on adjustment and academic achievement. *The International Journal of Indian Psychology, Volume 4, Issue 1, No. 80, 41.*
2. Bhagat, P. (2016). Social-adjustment of Secondary school students in relation to their Gender, Academic achievement, and Parent-child relationship. *International Journal of Advanced Research (2016), Volume 4, Issue 7, 64-71.*



3. Best, John.W., Kahn, James.V and Jha, Arbind.K, Research in education, 10th edition, ISBN 978-02-054-5840-0, publication-Pearson education, copyright 2006.
4. Dhyan, A. & Singh, R. (2013). A Study of Adjustment Level of Adolescents from Foster Home and Biological Families. *Studies on Home and Community Science*, 7, 12 - 7.
5. Davitz, J. R. (1958). Contributions of Research with Children to a Theory of Maladjustment. *Child Development*, 29(1), 3-7. <https://doi.org/10.2307/1126265>
6. Marsh, H. W. (1989). Effects of single-sex and coeducational schools: A response to Lee and Bryk. *Journal of Educational Psychology*, 81(4), 651-653. <https://doi.org/10.1037/0022-0663.81.4.651>
7. Garret, H. E. (2014). *Statistics in Psychology and Education* (1st edi.). Paragon International Publishers.
8. Kaur, J., & Kaur, M. (2016). Study of Adjustment among Adolescent Girls Studying in Co-Educational and Non-Co-Educational Schools. *International Journal of Allied Practice, Research and Review*, 3(2), 01-06.
9. Ladd, G. W., Kochenderfer-Ladd, B., Visconti, K. J., & Ettekal, I. (2012). Classroom peer relations and children's social and scholastic development: Risk factors and resources.
10. Panth, M. K., Chaurasia, N. A. N. D. A. N. I., & Gupta, M. A. N. S. I. (2015). A Comparative Study of Adjustment and Emotional Maturity between Gender and Stream of Undergraduate Student. *International Journal of Research in Social Sciences and Humanities*, 5(3), 1-12.
11. Tripathy & Sahu (2018). Gender: its effect on Adjustment Level of High School Students, 10.7537/110218.12.