

A COMPARATIVE STUDY OF ADJUSTMENT AMONG SECONDARY SCHOOL GIRLS

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Received : 21/06/2017

1st BPR : 22/06/2017

2nd BPR : 27/06/2017

Accepted : 29/06/2017

ABSTRACT

The purpose of the present study was to compare the adjustment of girls students studying in co-educational and girls schools with English and Hindi as the medium of instruction. The total sample consists of 100 girls students of class 10th to 12th, were selected randomly from English and Hindi medium co-ed and girls schools of Dehradun district. They were administered Adjustment Inventory of School Students (Hindi Version) developed by Dr.A.K.P.Sinha & Dr.R.P.Singh. The obtained data were analysed with the help of mean, S.D. & t-test. The results indicates that girls studying in co-educational and girls schools of English & Hindi medium of instruction differ significantly in their adjustment level.

Keywords : adjustment, girls, secondary schools.

INTRODUCTION

Education is the process to train the students for the adjustment in the life situations. The adjustment is the life long process and it continues till the end of life. It is a behavioral process by which a person maintains balance among various needs that one encounters at a given point of time. According to Carter V.Good, "Adjustment is the process of finding and adopting modes of behavior suitable to the environment or the changes in the environment." Each and every situations of life demands that the person concerned should be able to perform effectively in accordance with some guiding principles and should be able to strike a balance among various forces.

In the words of Coleman, James C. "Adjustment is the outcome of the individuals attempt to deal with the stress and meet his needs, also his efforts to maintain harmonious relationship with the environment."

The democratic concept of education has brought awareness among parents, teachers and society as well, that every child whether a boy or a girl needs to be grown in harmonious environment for their all round development. Arkoff (1968) in his book: Adjustment and Mental Health has enumerated the family, school or college, vocation and marriage as the important areas of adjustment. It is established fact that adjustment to school and educational achievement of the child is immensely influenced by a variety of personal, family characteristics and social trends. Separate education for a girl child only affects her personality, attitude, making decisions, teaming in peer group, healthy relationship and scholastic achievement. The life is enriched if one can function adequately in the family and social or group situations where both sexes interact each other.

REVIEW OF LITERATURE

Gupta (1990) found significant relationship between the socio-economic status and the social adjustment of adolescent girls. Adolescent girls studying in urban school, private school and co-ed & english medium school were significantly better in social adjustment as compared to adolescent girls studying in rural school, government school, girls & hindi medium school. Kashinath (1991) reported that adjustment in area of emotional & educational of migrated hindi & non-hindi speaking boys studying in Jawahar Navodaya Vidyalayas did not differ significantly whereas they differ significantly in respect of their social adjustment.

Dubois (1998) Indicated the importance of social contextual factors for understanding the role of self-esteem in adaptation during early adolescence. Implications for esteem enhancements as a prevention and health promotion strategy with this age group are discussed. Berryhill & Prinz (2003) revealed that environmental interventions in school setting is important for adjustment of students. Reasons for the paucity of environmental change efforts and the inherent difficulties are discussed and recommendations for creating ways to undertake future environmental interventions in schools are offered. Dwairy & Achoui (2010) showed parental control was higher in the eastern and western countries. Mothers particularly in the west are controlling than fathers. Fathers' rather than mothers' control was associated with adolescents' psychological disorders in the west, but not in the east.

OBJECTIVES OF THE STUDY

The present study undertaken to achieve the following objectives:

1. To study the extent of adjustment of girls studying in co-ed and girls schools.
2. To find out the influence of Hindi medium and English medium Schools on girls adjustment.

HYPOTHESES

The following hypotheses have been constructed to achieve the objectives:

1. There is no significant difference in the adjustment of girls studying in English medium co-ed and girls schools.
2. There is no significant difference in the adjustment of girls studying in Hindi medium co-ed and girls schools.
3. There is no significant difference in the adjustment of girls studying in English medium co-ed and Hindi medium girls schools.
4. There is no significant difference in the adjustment of girls studying in English medium girls and Hindi medium co-ed schools.

SAMPLE

In the present study, the sample has been defined as the 100 students of class 10th to class 12th of different type of secondary schools of district Dehradun. The study covered the female students belonging to urban areas only. The number of girls students along with their composition is given in Table 1.

TABLE 1
Number of Girls drawn According to Medium & Type of Institution

| S.NO. | MEDIUM /TYPE OF INSTITUTION | ENGLISH | HINDI | TOTAL |
|-------|-----------------------------|---------|-------|-------|
| 1. | CO-ED SCHOOLS | 25 | 25 | 50 |
| 2. | GIRLS SCHOOLS | 25 | 25 | 50 |
| TOTAL | | 50 | 50 | 100 |

DESIGN

The present study is exploratory in nature. It is designed to see informative data and to see the influence of different types of schools and also to compare the adjustment of girls studying in these schools.

TOOL USED

Adjustment Inventory for School Students (AISS) developed by Dr. A.K.P. Sinha and Dr. R.P. Singh was used. The scale comprised of total 60 items. Each item is rated on two point scale. It consisted of three broad areas of adjustment i.e. Emotional adjustment, Social adjustment and Educational adjustment. Test-retest validity is 0.93 and validity coefficient is high through biserial correlation method. The lower the score in the scale, greater is the degree of adjustment and vice-versa.

PROCEDURE OF DATA COLLECTION

The tool used in the present study was administered in all the four schools. From each and every school 25 students were selected from the classes ranging from class X to XII (as they fall in the age group of 14 to 18 years) on the basis of observation & conversation among students and the researcher. They were given necessary instructions related to the test. The data collected from the 100 students from different schools of Dehradun district were taken up for analysis. The questionnaires were scored with the help of score sheet given in the manual.

STATISTICAL TREATMENT

Mean, standard deviation and t-test were used in the present study.

ANALYSIS OF DATA & FINDINGS

TABLE 2

The following integrated table presents the differential analysis of data and the findings are also presented after the table

| S.No. | Adjustment of Girls | N | Mean | S.D. | 't' value |
|-------|-----------------------------|----|-------|------|-----------|
| 1. | English medium co-ed school | 25 | 15 | 6.07 | 2.43 |
| | English medium girls school | 25 | 18.72 | 4.41 | |
| 2. | Hindi medium co-ed school | 25 | 13.56 | 4.16 | 0.35 |
| | Hindi medium girls school | 25 | 13.04 | 5.95 | |
| 3. | English medium co-ed school | 25 | 15 | 6.07 | 1.13 |
| | Hindi medium girls school | 25 | 13.04 | 5.95 | |
| 4. | English medium girls school | 25 | 18.72 | 4.41 | 4.19 |
| | Hindi medium co-ed school | 25 | 13.56 | 4.16 | |

The following findings emerged from the above differential analysis :-

- 1) The means of adjustment of girls studying in English medium co-ed and English medium girls schools are 15 & 18.72 respectively. The 't' value i.e. 2.43 is more than table value 2.01 at .05 level of significance. Hence null hypothesis is rejected and it is concluded that girls studying in English medium co-ed school differ significantly from girls studying in English medium girls school in their adjustment.
- 2) The means of adjustment of girls studying in Hindi medium co-ed and Hindi medium girls schools are 13.56 & 13.04 respectively. The 't' value i.e. 0.35 is less than table value 2.01 at .05 level of significance. Hence null hypothesis is accepted and it is concluded that girls studying in Hindi

medium co-ed school do not differ significantly from girls studying in Hindi medium girls school in their adjustment.

- 3) The means of adjustment of girls studying in English medium co-ed and Hindi medium girls schools are 15 & 13.04 respectively. The 't' value i.e. 1.13 is less than table value 2.01 at .05 level of significance. Hence null hypothesis is accepted and it is concluded that girls studying in English medium co-ed school do not differ significantly from girls studying in Hindi medium girls school in their adjustment.
- 4) The means of adjustment of girls studying in English medium girls and Hindi medium co-ed schools are 18.72 & 13.56 respectively. The 't' value i.e. 4.19 is more than table value 2.01 at .05 level of significance. Hence null hypothesis is rejected and it is concluded that girls studying in English medium girls school differ significantly from girls studying in Hindi medium co-ed school in their adjustment.

CONCLUSION

- 1) The girls studying in English medium co-ed school differ significantly from those in English medium girls school, with a lower mean by the former one, indicating better level of adjustment of girls in English medium co-ed school as compared to girls of English medium girls school. It might be due to healthy & adjustable environment of the school.
- 2) The girls studying in Hindi medium co-ed school do not differ significantly from girls of Hindi medium girls school, indicating that medium of instruction and co-educational & only girls school do not have effect on adjustment of girls.
- 3) English medium co-ed school girls do not differ significantly from those of girls studying in Hindi medium girls school, again reveal that medium of instruction and co-educational & only girls school do not have effect on adjustment of girls.
- 4) Girls of English medium girls school differ significantly from girls studying in Hindi medium co-ed school, with a lower mean of latter one, indicating better level of adjustment of Hindi medium co-ed school girls in comparison to English medium girls school. This may be due to positive environment of the school.

SUGGESTIONS & RECOMMENDATIONS

On the basis of the findings and conclusion, the present study offers the following suggestions and recommendations:-

- 1) The comparative study of adjustment of girls and boys can be carried out in a similar pattern.
- 2) School adjustment is a very important factor. So, a longitudinal comparative study can be conducted on boys & girls of rural and urban areas in relation to their adjustment pattern.
- 3) Teacher education programme should include how to tackle mal-adjusted children.
- 4) The school should find mal-adjusted students followed by their guidance and counseling.

EDUCATIONAL IMPLICATIONS

It is universally agreed upon by all persons that a good adjustment is essential to deal with environmental stresses effectively. The implication of adjustment is the balance between a child's need and the circumstances that satisfy his needs. The analysis and results of present study would be conducive in laying out certain remedial measures with adjustment problem of girls in co-ed & girls schools. The students who suffer from negligence because of mal-adjusted personality can be given treatment to generate a positive attitude towards life.

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