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A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT AND PERSONALITY ADJUSTMENT OF GIRL STUDENTS OF COEDUCATIONAL AND GIRLS SENIOR SECONDARY SCHOOLS OF DISTRICT GURDASPUR (PUNJAB)

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ABSTRACT

Right of education is not limited to any gender. It is the right of everyone whether he or she. It is the right of everyone through one can get respectable position and adjustment in the society. In the past India, emphasis was given to the education of males only. The education of the female child was not considered to be import. But there is still difference between the system of education that is co-education and non-coeducation schools.

After seeing the gravity of the problem researcher decided to make an attempt to study the comparison between academic achievement and personality adjustment of girl's student of co-education and girls senior secondary schools of district Gurdaspur (Punjab). The sample of the study comprises 200 students of XII class. 100 students were taken randomly from girl's senior secondary school and 100 girl students from co-education senior secondary school.

An adjustment inventory of Hugh, M. Bell (1934) as a tool is used in present study. To measure academic achievement the score obtained by the students in the XI class annual examination is taken. The data is analyzed by using mean, SD, 't test' technique.

Keywords: Academic achievement, Personality adjustment, girl students.

INTRODUCTION

Education is only tool which helps to prove personality as well as quality and survive in the society. Education helps the individual both physically and mentally to fulfill the needs. It is the education only which ensures dignity and respect in the society. In the ancient time equal emphasis were given to women education, but in the medieval period women education deteriorated and it lower down the status of women in the society. The girls were considered as 'praya dhan' so they don't much bother about their study, because they think that if she gets educated then after marriage, she will become housewife. Because at that it was not considered good omen that women should do job for family. But now in modern India girls are leading in every aspect of life.

There are different-different notions about girls, schools and coeducational schools in an Indian society. It is fact that co-education schools exert good impact in developing a balanced and personality. Personality is the dynamic organization within individual of those psycho-physical system that determine unique adjustment of the individual to his environment in an interrelated and coherent pattern. It is the total quality of an individual's behavior. It is not however, a mere

aggregate but is the only interaction of manifold manifestations like pleasure, love, compassion, hate, activity, inactivity, hope and despair of individual.

The term adjustment refers to a harmonious relationship between the person and the environment. There it is concluded that personality and adjustment are interrelated variables since the personality of the individual is so largely a product of learning, adjustment is essentially process of re-learning.

Academic achievement refers to the achievement made by the pupils in their subjects of study. It means what pupil has learnt in different subjects. It refers to the pupil's knowledge, attainment and skills developed in the school subjects which are evaluated by the school authorities with the help of achievement test.

OBJECTIVES

1. To study whether there is any difference in the home adjustment of students of girl's sr. secondary school & co-educational sr. secondary school.
2. To study whether there is any difference in the health adjustment of the students of girl's sr. secondary school and co-educational sr. secondary school.
3. To study whether there is any difference in the social adjustment of students of girls of sr. secondary and co-educational sr. secondary school.
4. To study whether there is any difference in the emotional adjustment of students of girls of sr. secondary and co-educational sr. secondary school.
5. To study whether there is any difference in the total personality adjustment of students of girls of sr. secondary and co-educational sr. secondary school.
6. To study whether there is any difference in the academic achievement of students of girls of sr. secondary and co-educational sr. secondary school.

HYPOTHESIS

1. There is a significant difference between studying in Girls sr. secondary school & co educational sr. secondary school on the variable of home adjustment.
2. There is a significant difference between studying in Girls sr. secondary school & co educational sr. secondary school on the variable of health adjustment.
3. There is a significant difference between studying in Girls sr. secondary school & co educational sr. secondary school on the variable of social adjustment.
4. There is a significant difference between studying in Girls sr. secondary school & co educational sr. secondary school on the variable of emotional adjustment.
5. There is a significant difference between studying in Girls sr. secondary school & co educational sr. secondary school on the variable of total adjustment.

6. There is a significant difference between studying in Girls sr. secondary school & co educational sr.secondary school on the variable of academic achievement.

METHODOLOGY

Keeping in view the nature of study, the survey method of research was adopted.200 students of +2 classes, 100 students from Girls sr. secondary school & 100 Girls student from co-educational sr.seconadary from the schools of distt. Gurdaspur were taken randomly.

ANALYSIS OF DATA

The data for the present study was collected with the help of Hugh, M.Bell's adjustment inventory.

This inventory consist of four parts.35 statements given in each part.

The result of the study is presented in the following table.

Table 1: Comparison of personality adjustment & academic achievement of girl's of Sr. Secondary & co-educational Sr. Secondary schools

S.No	Variable	Mean	S.D	Mean	S.D	T-Ratio	Level of The Significance
1	Home	10.60	4.52	9.36	3.70	2.13*	0.5
2	Health	7.92	3.06	7.30	2.87	1.55	N.S
3	Social	11.86	3.45	10.28	3.46	3.36**	.01
4	Emotional	15.42	5.56	10.44	4.58	7.04**	.01
5	Total	45.80	16.59	37.38	14.58	3.81**	.01
6	Academic achievement	356.76	75.88	387.25	82.43	2.72**	.01

*Value significant .05 level=1.96, **Value significant at .01 level=2.58

An examination of table-1 reveals that the Girls students studying in co-educational Sr. secondary school & girls sr.secondary school differal significantly from each other in respect of the variables of home adjustment ($t=2.13, 0.5$ level of significance),

Social adjustment ($t=3.36, 0.01$ level of significance), emotional adjustment ($t=7.04, 0.01$ level of significance), & also on total adjustment ($t=3.81, 0.01$ level of significance), & evening academic achievement these students are differently significantly ($t=2.72, 0.01$ level of significance)

FINDINGS

The first hypotheses , “there is a significant difference between students studying in co-educational Sr.Secondary schools & girls sr.secondary on the variable of home adjustment” is accepted .It shows that the students of girls sr.secondary school have scored significantly higher mean value on the variable of home adjustment.

The second hypotheses, “there is a significant difference between students studying in co-educational sr.secondary schools & girls sr.secondary on the variable of health adjustment” is rejected. It shows there is no significance difference between the health adjustment of the girls studying in co-educational sr. secondary school & girl’s sr. secondary school. They enjoy equally healthy body.

The third hypotheses, “The student of co-educational sr. secondary school has better social adjustment as compared to the students of girls sr. secondary school” is accepted. This is because the students studying in co-educational sr. secondary school are confident to talk to everybody. So, they find it is easy to talk with anybody in the society. They can make friends easily & have better social adjustment.

The fourth hypotheses, “there is a significant difference between students studying in co-educational sr.secondary schools & girls sr.secondary on the variable of emotional adjustment” is accepted. The mean value girls of co-educational school have scored significantly as compared to girl’s school. It reveals that the girls of co-educational school have better adjustment. The girls of co- educational school can deal effectively to boys as compared to student of girl’s school.

The fifth hypotheses, “there is a significant difference between students studying in co-educational sr.secondary schools & girls sr.secondary on the variable of total adjustment” is accepted.”It indicates that the overall mean values of girls studying in co-educational schools are significantly differing in their mean value of girls studying in girls schools. This is because the girls of co-educational school provide better and free environment for the all round development of the girls,& it helps in an overall personality adjustment which covers all aspects of home, social health & emotional adjustment.

The sixth hypotheses, “there is a significant difference between students studying in co-educational sr.secondary schools & girls sr.secondary on the variable of academic achievement.” is accepted .Here the mean scores also show significant difference between the girls of co-educational schools and girls of girls schools. It shows that the girls want to excel in all sphere of life, especially when they are studying with boys. The girls in there school want to show that they are not less than boys & this spirit motivates them to do better & better in their academic achievement.

Educational Implications

1. As far as possible, parents should seek admission to their ward in co-educational institutions and government should also take care of such institutions where the personality development chances are optimum.
2. Awareness programme should be organized among parents through regular meeting in girls schools & they should be awarded about the activities whereby the girl can become bold, confident and more active.

3. The role of DIET and SCERT should be strengthened to develop the overall personality of girls studying in girls schools.
4. Youth clubs, Mahila Mandel and N.G.O should play an active role by organizing activities in girl's schools. So as these girls can also become more active and well adjusted personalities.
5. In service teacher training programme for teachers should be organized so that difference between girls studying in girl's schools and co-educational schools on the account of social adjustment may be minimized.

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