

“A STUDY OF EDUCATIONAL ADJUSTMENT OF GIRLS STUDYING CO-EDUCATIONAL COLLEGES”

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Abstract- Psychology is the science of behaviour. To shape the behaviour or to bring about some changes it is necessary to study the science of behaviour. The development stages of children and characteristic are very essential factors which the teacher must know science of behaviour, how can we expect him that he would succeed in bringing about the desirable changes in children.

Key Words: Continuous Process, Influential Instrument, Applied Discipline, Unisex College

1.1 INTRODUCTION

Education is a continuous process. Since the dawn of human history It has continued to evolve, diversify and extend its reach and coverage. It is the most influential instrument available to society for fostering its ideas and ensuring the growth of free human being consequent to knowledge growth, social and cultural change, political expectations and to meet the future challenge. Education is a national responsibility which is to transform a static society into one vibrant with a commitment to development and change. The development of human resources is said to be the main function of education through which development of attitudes aptitudes, capabilities both of knowledge and skills takes place. It provides a strength and resilience to respond to changing situation.

Education has been defined in different ways according to the social needs of the society. Education is in a way development of desirable habit, skills and attitudes which make an individual a good citizen. In the process of education we try to shape the behaviour of young children in accordance with aims and goals of national life. Briefly we can define education as shaping of behaviour or modification of behaviour of the individual for adequate adjustment in the society.

The chief psychological basis of personality development lies in inherent propensities (instincts, urges or needs). The concept of need, presupposes the existence of an inseparable relation between the individual and the environment from which they draw their object of satisfaction. At no time is the individual separable from the environment since life itself is a function of the organism environment relationship. According to Fleming. "A need implies the co-operation of the group for its satisfaction". The concept of need is essentially more social in its implication and since human beings are, as it were moving plants in the social roots spread all around and are social beings as members of groups.

Unisex colleges are the separate institutions for girls and boys where they are taught separately. The environment of these type of college are specifically created by girls for the girls and boys for the boys.

There are many advantages and hardly any disadvantage in the co-educational system of education. The first advantage is that if boys and girls are taught together, there will not be any need for opening separate schools for boys and girls. Co-education is an economical system, because both boys and girls can study in some schools and they can be taught by the same staff.

All the types of colleges may be creating a different environment. They may, cherish or affect 'needs' and Adjustment power of their students in different ways. So it seemed appropriate to the researcher to investigate as to how their different types of environment are casting their effect upon the personality needs

and adjustment behaviour of students. Keeping the time limit and resource limitations in mind the researcher decided to choose only girls and co-educational colleges.

1.1.1 The Concept of Personality Needs

The great objection against the instinct doctrine, however, is that it regards individuals as things-in-themselves, observable as separate entities and that education through instincts yields only human solitariness. Instincts seem to have an individualistic implication in the sense of drives or forces residing in the individual and expressing themselves on the environment with a demand as it were for their objects of satisfaction.

The word "need" here, however is not employed in the sense used by Lewin or Murray. Lewin, Like other Gestalt psychologists and field theories, emphasized the importance of environment situations, and the individual is inseparably related to them; and both forming a total field configuration in terms of which the behaviour of the individual could be understood. He said that the actual behaviour of the child depended, in every case, both upon his individual characteristics and upon the momentary structure of the existing situations.

According to Lewin perception of a certain object in the field rests up a tension-system in the individual urging for relief. The individual behaviour is an attempt to release the tension disturbed mental equilibrium was not restored; and until the tension was removed the individual would do, say or think something which showed that he 'needed' to do say or think in with any purposive activity directed towards a certain goal, and since the final object of all such endeavours was relief from the tension or tension-system every purpose of goal was labeled as need. There is confusion here in regarding the need both as the instrumental and the final cause which Lewin did not quite clarify. He also failed to provide a basis for classifying these goals and for giving them a definite shape. Every purposive activity can not be a need since one purposive activity may now be fixed at one goal and then at another.

A second writer who, in recent days, has used the term need is Murray, who proposing to find "The fundamental variables in terms of which a personality may be comprehensively and adequately described" gave forty-four variable in terms of which the behaviour of his subjects could be analysed. Being influenced by Lewin, he accepted a dynamic views of personality and, like Lewin, defined a need's "a disequilibrium which stresses towards uneasiness." He also defined a need as an existing state of tension a compelling unclearness or dissatisfaction, a hypothetical disequilibrium within the organism as the action-irritating state".

Murray enumerates forty-four such needs or variables out of which twenty are the manifest needs of the psychogenic nature. They are abasement achievement, affiliation, aggression, autonomy, counteraction, defence, dependence, dominance, exhibition, harm avoidance, in avoidance nurturance, order play, rejection, seclusion, sentience, sex succurance or superiority and understanding.

Human beings have physiological needs-for food, air, water, warmth, shelter, rest and change. For the knowledge of needs on the psychological plane it seems better to rely on the studies of human beings in actual life situations in social groups. The studies of delinquent or problems children in clines, In law courts, studies of children in homes and in schools and of adults in factories, workshops or other social groups, seems better sources from which to arrive at any conclusion regarding fundamental psychological needs of human beings than mere speculation. Such studies have provided many lists of basic needs. One of the earliest was that of Thomas, who threw light on the causes of delinquency unadjusted girls in 1920, in terms of needs which society failed to satisfy. The fundamental new experience or adventure which the unadjusted girls longed for, while their homes had given them insecurity, rejections and monotony.

The importance of needs was recognized by Hamley as early as in 1936 when he wrote: "We begin with the analysis of the child's nature-not in terms of 'instincts'; a concept of limited value to the child psychology but in terms of the child's physical and psychological needs. It is.....important for him to realise that the child has real and fundamental needs; the need, for example, of security, of recognition, affection independence, freedom, and adventure."

Rogers, from his clinical experience with problem of children, came to the conclusion that there are two great classes of needs. The first is the need for affection shown by others. This would include the need

for recognition and the desire, in the mature individual, for sexual response from a mate. The second great need is the need to achieve to obtain the satisfaction which comes from accomplishment and from having added to one's sense of self-esteem.

Maslow emphasizes the need for security. In his opinion insecure human beings feel rejected, isolated, anxious, hostile, suspicious, unhappy, pessimistic, nervous, irritable, neurotic etc. He said that in every insecure person with whom he had worked, he had always found a continual never dying longing for security. He again emphasizes the need for safety, belongingness and for love for normal behaviour and for mental health.

Super remarked on personality that "The field of personality is one of the most popular, challenging, important and confuse in contemporary psychology." There are a number of different definitions of personality and this has created good deal of confusion. Considering this difficulty Hall and Lindzey have provided a general definition of personality that, "Personality consists concretely of a set of values of descriptive terms which are used to describe the individual being studies according to the variables or dimensions which occupy central position within the particular theory utilized."

Pietrofesa and Splete also says, "Personality is a hypothetical structure of the mind, the consistent establishments and processes of which are manifest continuously, including some unique and novel elements in the internal and external proceedings that comprise an individual is exposed."

Murray says that, "The term personality has been reserved for the hypothetical structure of the mind, the consistent establishment and processes of which are manifest over and over again in the internal and external proceedings which constitute a person's life."

Murray has investigated such twenty main psychological needs on the basis of wide experiments. He calls them manifest needs because these demands are manifested in the individual behaviour and we know them through these behaviours. Prof. Edwards of Washington University of America prepared a questionnaire in 1954 which measures 15 main needs out of these 20, in 1966 Dr. R.P. Bhatnagar presented Hind version of this test Meenakshi personality inventory (MPI) is a further refinement of that version. This inventory has the same theoretical base and also measures the main psychological personality needs. Although in this inventory the psychological needs are defined in the same way as by Murray and subsequently by Edward and Bhatnagar in the construction of their tests, but no statement is taken MPI from the latter's is tests.

The selection of the above needs was made taking into consideration their relative importance other minor needs were left out. Every needs, mentioned above is measured with a scale of twenty statements, Every statement aims to find out "what an individual prefers or what he likes". Different needs of the inventory are explained as follows :-

1.1.1.2 **Achievement**

This need is represented by different statements that pertain to the will to do good deeds, to get success, to write good book, to desire to be a head of others, to desire to be better than others, to get fame, to be a high officer, to be a great man, to desire to rise higher, to pass a good life, to get social regards in the society, to desire to fulfill aspirations, to desire to be a successful politician.

1.1.1.3 **Exhibition**

This need is defined as the will to show off one's intelligence and ones' speaking power, to wear attractive clothes, to attract other's attention, to desire to use words not understood by others to desire to be considered important by other, to desire to live with pomp and show, to desire to say something which impress upon others that one is able and competent, to desire to praise one's own self to desire to do something which gets other's appreciation.

1.1.1.4 **Autonomy**

This need is exposed by the will to work according to one's own will not to like to work under any one's sub-ordination to feel to be a freewill person, to desire not to be interfered with, to like to do something in which there is complete freedom not to hesitate in opposing others on right points not to like imposition of

rules and regulation, not to accept wrong policies of the administration to like to call a spade a spade, to dislike to be a "Yes-man" of others, not to care for others.

1.1.1.5. Affiliation

This statement to assess this need relation to this will to have many friends, to like to write to letters to friends, to desire to have close relations with friends, to desire not to be alone, to desire to get more and more affection from others, to desire to have friendly and affectionate terms with all, to desire to consult one's friends on all matters, to desire family members to be around.

1.1.1.6. Succourance

This need is represented by the will to desire one's friend to talk about his goodness, to desire one's friends to encourage to him on his failure, to desire one's friend to sympathize with him when depressed, to desire one's friend to be ready to help at all times, to desire one's relatives to help when in loss, to expect from every body to do something for one, to desire one's friend to help him in rising up, to desire one's friends to appreciate his work.

1.1.1.7. Dominance

The will to be the convener of any committee to advise others to be a leader, to settle the quarrels of others, to order rather than obey, not to tolerate in obedience, to be accepted as a leader by other, not to live as subordinate to any body etc., demonstrates this needs.

1.1.1.8. Abasement

The will to feel inferior to others, to feel guilty, to feel unlucky, to have faith on fate, to be unhappy on one's mistakes, to be frustrated and disappointed, to feel one's incapable on oneself failure, to feel want of courage, to accept defeat, ignore of fighting with the circumstances, to feel lack of confidence in the midst of more able persons etc., provide evidence of need of abasement.

1.1.1.9. Nurturance

This need is defined as the will to have sympathy with others, to contribute something for the promotion of others, to work with friends, to serve old persons, to help others to try to provide maximum facilities to others to help others in difficulties, not to disappointed even on failures, not to cleave leave desired work even in troubles, to forget everything when engaged in an activity, to perform very work with great zeal and enthusiasm not to feel fatigued even on working continuously for hours, not to refuse hard work to reach the goal etc.

1.1.1.10. Endurance (n-end)

This need is represented by the desire not to leave a work even if there is no hope of success, to work continuously, not to do anything unless the work undertaken is complete, not to disappoint any one, to do social services, to do something for the source less persons, to start a good school for the children etc.

1.1.1.11 Aggression

This need means the will to beat others and using ill words, to accept the policy for "tit for tat" not to hesitate insulting others, to feel pleaser in harming others, to defame others, to threaten others, not to tolerate harsh words of others, to be angry frequently, to have a feeling of revolt, to criticize on having difference, to feel pleasure in killing and hunting to instigate others to quarrel, to fight with others on not accepting one's view etc.

1.2 Review of Literature

Adjustment of a student is related to arriving at a balanced state between his needs and satisfaction need of an individual are multidimensional. Good adjustment is realistic and satisfying, Frustrations, tension and anxieties are reduced to the minimum. Students have good adjustment in all the aspects of their life if there is balance between their academic, intellectual, emotional, social and other needs and their satisfaction.

The process of adjustment starts right from the birth of the person and continues till his death.

H.C. Smith : "A good adjustment is one which is both realistic and satisfying. At least in the long run, it reduces to a minimum the frustrations, the tensions and anxieties which person must endure".

Gates. A.S. and Jerrild A.T; "Adjustment is a continual process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment".

Genuner, B. Vonhaller : We can't think of adjustment as psychological survival in much the same way as biologist uses the term adaptation to describe physiological survival.

Traxler : "Occasionally in the use of the term adjustment we imply that most desirable state of adjustment is one in which the individual is perfectly happy and satisfied with all aspects of his life and one in which he has reached the level in all his contacts with his environment that he would be glad to see persist through his life.

Therefore, a comprehensive definition of adjustment would be like this : Adjustment is a condition of state in which one feels that one's need have been (or will be) fulfilled and one's behaviour conforms to the needs of a given environment or the environment is changes (or will be changed).

An adjusted individual seems to be one who has established some reasonable goal in line with his interest and abilities and who has settled down to work towards those goals seriously one steadily but without tension.

1.2.1 Emotional Adjustment

Intellectual honesty and clarity and open mindedness allow for emotional expression which is again in tune with other's 'emotional expression rather than suppression or indulgence gives way to emotional balance. Thus emotional maturity is obtained with right place for anything emotional difficulties can be overcome.

1.2.2 Social Adjustment

Teacher student relations and relations among students are harmonious, if there is mutual concern, understanding, respect and cooperation. Many social needs are satisfied, social skill are developed, social competencies are established, and social poverty broken to work as a team for purposeful goals.

1.2.3 Educational Adjustment

Student with a definite goals or purpose to be better in their classes have better adjustment. Academic adjustment depends upon mental, adequacy of the student, his previous background, academic home environment, diligence and facilities provided in the school is the first durable, larger world into which he energies, the year spent at school may work as a bridge or tension in his whole field for future life.

Adjustment is not a simple term like adoptions or accommodation. It is actually a condition or state of mind and behaviour in which one feels that one's need have been or will be, gratified. The satisfaction of these needs, however must the framework and requirements of one's culture and society. As long as this happens the individual remains adjusted failing this, he may drift towards malediction and mental illness.

A person is said to be adjusted when he is relatively happy, efficient and has some degree of social feeling. In simple words, adjustment is all-inclusive terms meaning relationship between an individual and his environment through which his needs are satisfied in accordance with social demands.

This adjustment is a state of person where he tries to keep his need in the way of gratification within the requirements of various situations in his environment. But in no way adjustment should be taken as a one way process. The individual tries to keep balance between himself and his environment by his personality characteristics some time he changes himself and at other times his environment.

1.3 Objectives of the Study

The study is designed to accomplish and realize the following objective :-

1. To compare the Personality needs of girls studying in unisex and co-educational colleges.

1.4 Hypotheses of the Study :-

In the light of various researchers and observations and the rationale presented :-

1. There is no significant difference between the personality needs of the girls studying in unisex and co-educational colleges.

Table 1.1
Comparison of Educational adjustment of Girls studying in unisex and Co-educational colleges.

Name of Group	N	Mean	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	14.76	1.90	19.71	**
Girls studying in co-educational colleges	50	17.48	1.81		

** - .01 Level of significance

Table display analysed data regarding comparison of Educational adjustment of girls studying in unisex and co-educational colleges. Obtained t-value (19.71) is significant at .01 level of confidence for df - 98 as the required minimum t-value to t-table at .01 level of confidence should be equal or more then 2.58 for df = 98. Obtained t-value is more then required t-value. It means girls studying in co-educational college and girls studying in unisex colleges differ significantly in their term of Educational adjustment. It also shows that if 100 sample are taken from same population in 99 cases the result would be similar to the present study.

The mean score of educational adjustment of girls studying in co-educational colleges is 17.48 which is more than the mean scores of educational adjustment of girls studying in unisex colleges. It shows that the girl studying in co-educational colleges have high educational adjustment then their counterpart girls studying in unisex colleges.

Discussion:-

On the basis of t-value which is significant at .01 level of confidence and the mean scores, it can be safely concluded that the girls studying in co-educational colleges have high educational adjustment than the girls studying in unisex colleges.

The researcher could not come across any research study which throw light on the educational adjustment of girls studying in unisex and co-educational colleges.

Table 1.2
Comparison of Adjustment of Girls studying in unisex and Co-educational colleges.

Name of Group	N	Mean	S.D.	t-value	Level of Significance .01 & .05
Girls studying in unisex colleges	50	44	2.29	10.51	**
Girls studying in co-educational colleges	50	50	4.8		

** - .01 Level of significance

Table display analysed data regarding the comparison of girls studying in unisex and co-educational colleges in term of their adjustment obtained t-value (10.51) is significant at .01 level of confidence for df - 98. As the minimum required t-value according to t-table at .01 level of confidence should be equal to or more than 2.58 for 98 df. Obtained t-value is more than the required t-value. It means girls studying in unisex colleges and girls studying in co-educational colleges differ significantly in term of their adjustment. It also shows that if 100 samples are taken from same population in 99 cases the result would be similar to the present study.

1.6 Conclusion

Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The educational institutions or colleges are the formal channel of making students capable of meeting out the challenges. The educational institutions control and direct the society into a desirable direction and affect the total personality of individual and create an environment conducive to those stimulating situations which exercise positive and developmental impact on the thinking and perception of the student. No other system is so powerful as the educational system is, in developing a desirable system of values and norms which equips the individual with analytical ability to perceive things in a logical and realistic perspective. There are two types of educational colleges unisex and co-educational.

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