



Study Of Adjustment Capacity Of Students Studying In Co-Educational And Separated School At Higher Education Level

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ABSTRACT

This study investigates the adjustment capacity of students studying in co-educational and separated schools at the higher education level in Durg district. A sample of 100 students, consisting of 50 boys and 50 girls, from 2 co-educational schools and 2 separated schools was selected using the Disproportionate Stratified Random Sampling method. The Adjustment Inventory for School Students (AISS-SS), developed by A.K.P. Sinha and R.P. Singh (2013), was employed to assess the adjustment capacity of students. The study aims to compare the adjustment capacity of students in these two different educational settings and determine if significant differences exist based on the type of school attended and gender. Statistical treatment using the T-test was applied to analyze the data. The findings reveal a significant difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level. a significant difference between Adjustment Capacity of Boys Studying in Co-educational and Separated School at Higher Education Level and a significant difference between Adjustment Capacity of Girls Studying in Co-educational and Separated School at Higher Education Level.

Keyword : Adjustment Capacity, Co-educational, Separated School, Higher Education

INTRODUCTION

Adjustment is the process through which individuals modify their behavior, emotions, and mindset to adapt to new environments, situations, or expectations. It is an essential psychological mechanism that allows people to cope with life's challenges, ensuring their personal, social, and academic well-being. Without proper adjustment, individuals may struggle with stress, anxiety, and a sense of isolation. Whether transitioning to a new school, workplace, or community, the ability to adjust plays a crucial role in maintaining emotional stability and overall success.

A co-educational school is an educational institution where both boys and girls study together in the same learning environment. These schools promote gender equality by encouraging students to interact, collaborate, and compete on equal terms. Co-education helps students develop social skills, mutual respect, and understanding of diverse perspectives, which are essential for personal and professional growth. It also fosters a balanced learning atmosphere where students can learn from each other's experiences, strengths, and viewpoints. The presence of both genders in the classroom enhances communication skills and prepares students for real-world situations where teamwork and cooperation are necessary.

A separated school, also known as a single-gender school, is an educational institution where boys and girls study in separate environments. These schools are designed to provide a focused and structured learning atmosphere tailored to the specific educational and developmental needs of each gender. Advocates of separated schooling argue that it minimizes distractions, allows for teaching methods suited to gender-specific learning styles, and fosters a strong sense of discipline and academic concentration. In such schools, students often experience reduced social pressure and may feel more comfortable participating in classroom discussions, extracurricular activities, and leadership roles without the influence of the opposite gender.

This study aims to explore the adjustment capacities of students from co-educational and separated schools in Durg district. Co-educational schools typically foster an environment where both male and female students interact, which may result in different adjustment dynamics compared to separated schools, where students are segregated by gender. Understanding these differences is crucial to improving educational practices and supporting students' adjustment processes. The study will examine the role of gender and type of school in influencing emotional and academic adjustment, which are key factors in students' success at the higher education level.

REVIEW OF RELATED STUDIES

Rajput and Bala (2023) study also found a significant and positive relationship between educational adjustment and academic achievement among secondary school students. **Kumari and Kamala (2022)** Results indicated that gender and school location positively affected student adjustment, while school management type, parental occupation, and income had no significant influence.

Tripathy and Sahu (2018) Results indicated no significant differences in home, school, and emotional adjustment between boys and girls. However, a significant difference was found in social adjustment ($p < 0.05$), where boys showed better social adjustment compared to girls. **Srivastava (2018)** Results indicated significant differences in social adjustment problems among high and low achievers, male and female students, and Bengali and English medium students. **Chamyal and Manral (2017)** majority of students demonstrated good adjustment across various categories such as gender, academic stream, school type, and caste.

OBJECTIVE

According to need and purpose of the study the researcher have framed the following objectives for the study-

1. To study the Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level.
2. To study the Adjustment Capacity of Boys and Boys studying in Co-educational and Separated School at Higher Education Level.
3. To study the Emotional Intelligence of Girls and Girls studying in Co-educational and Separated School at Higher Education Level.

HYOTHESIS

- H₀₁ There exists no significance difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level.
- H₀₂ There exists no significance difference between Adjustment Capacity of Boys and Boys studying in Co-educational and Separated School at Higher Education Level.
- H₀₃ There exists no significance difference between Emotional Intelligence of Girls and Girls studying in Co-educational and Separated School at Higher Education Level.

TOOL

The **Adjustment Inventory for School Students (AISS-SS)**, developed by A.K.P. Sinha and R.P. Singh (2013), was used as the primary tool for measuring adjustment capacity.

SAMPLE

In the presented research, the researcher has selected a sample of 100 students (50 boys and 50 girls) from 2 Co-educational School and 2 Separated School in Durg district. Disproportionate Stratified Random Sampling method was employed for drawing the sample. The details of the sample are shown below –

Table No. 1.1
Sample of the study

S. No.	Name of school	Boys	Girls	Total
1	Maharshi Dayanand Saraswati Shishu Madir, Kailash Nagar	12	13	25
2	K.H. Memorial School, Bhilai	13	12	25
3	Govt. Adarsh Girls School, Durg	-	25	25
4	Govt. Model Boys Higher Secondary School, Durg	25	-	25
	Total	50	50	100

STATISTICAL TECHNIQUES

The investigator has used the t-value to find out the difference in the means of Adjustment of Students.

DATA ANALYSIS

H₀₁ There exists no significance difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level.

Table 1.2

Difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level

Group	No. of Sample	Mean	SD	t-value	Result
Co-educational School Students	50	91.80	10.473	3.662	Significant
Separated School Students	50	82.96	13.477		

The table indicates that the mean and standard deviation of Students Studying in Co-educational and Separated School are 91.80 & 10.473 and 82.96 & 13.477, respectively. The t-value obtained is 3.662 (df = 98). Thus, it is significant at the 0.05 level. It can be concluded that there is a significant difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Students have higher capacity of Adjustment than Separated School Students.

Hence hypothesis H₀₁ is Rejected.

H₀₂ There exists no significance difference between Adjustment Capacity of Boys and Boys studying in Co-educational and Separated School at Higher Education Level.

Table 1.3

Difference between Adjustment Capacity of Boys and Boys studying in Co-educational and Separated School at Higher Education Level.

Groups	No. of Sample	Mean	SD	t-value	Result
Co-educational School Boys	25	93.20	10.874	2.835	Significant
Separated School Boys	25	82.16	16.152		

The table indicates that the mean and standard deviation of Boys Studying in Co-educational and Separated School are 93.20 & 10.874 and 82.16 & 16.152, respectively. The t-value obtained is 2.835 (df = 48). Thus, it is significant at the 0.05 level. It can be concluded that there is a significant difference between Adjustment Capacity of Boys Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Boys have higher capacity of Adjustment than Separated School Boys.

Hence hypothesis H_{02} is Rejected.

H_{03} There exists no significance difference between Emotional Intelligence of Girls and Girls studying in Co-educational and Separated School at Higher Education Level.

Table 1.4

difference between Emotional Intelligence of Girls and Girls studying in Co-educational and Separated School at Higher Education Level.

Groups	No. of Sample	Mean	SD	t-value	Result
Co-educational School Girls	25	90.40	10.079	2.290	Significant
Separated School Girls	25	83.76	10.421		

The table indicates that the mean and standard deviation of Girls Studying in Co-educational and Separated School are 90.40 & 10.079 and 83.76 & 10.421, respectively. The t-value obtained is 2.290 (df = 48). Thus, it is significant at the 0.05 level. It can be concluded that there is a significant difference between Adjustment Capacity of Girls Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Girls have higher capacity of Adjustment than Separated School Girls.

Hence hypothesis H_{03} is Rejected.

RESULT

In this study the researcher found a hypothesis H_1 , H_2 and H_3 a significant difference of significant difference between Adjustment Capacity of Students Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Students have higher capacity of Adjustment than Separated School Students.

On finding the Significant difference between Adjustment Capacity of Boys Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Boys have higher capacity of Adjustment than Separated School Boys.

It was also found that Significant difference between Adjustment Capacity of Girls Studying in Co-educational and Separated School at Higher Education Level. When comparing the mean scores, it is found that Co-educational School Girls have higher capacity of Adjustment than Separated School Girls.

Co-educational school students generally have a higher capacity for adjustment compared to students in separated schools due to the more diverse and inclusive environment in which they learn. In co-educational settings, students interact with peers of both genders, helping them develop better social skills, empathy, and communication abilities. This mixed-gender environment encourages cooperation and mutual respect, preparing students for real-world situations where they must work with a variety of individuals. In contrast, separated schools tend to limit these interactions, potentially reducing students' exposure to diverse perspectives and hindering their ability to adapt to varied social contexts. As a result, co-educational students often exhibit greater flexibility, adaptability, and emotional intelligence.

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