Effect of educational environment on personality and adjustment of female students studying in colleges of Uttarakhand

Chauhan, Ankur and Gariya, Dalbir S.

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Abstract

The present study is on effect of educational environment on personality and adjustment of female students studying in colleges of different educational system of Uttarakhand State. The present research has been under taken to gain new insight into effect of educational environment on personality and adjustment of female students studying different educational environment of Uttarakhand. As the education for sustainable development and for a better value of life has become a big responsibility. Personality is not a settled state but rather a dynamic totality which is consistently changing because of connection with the environment. Adjustment is a continuous process to produce harmonious relationship between a human and her/his environment. The female students selected without any bias through an incidental manner from the 20 colleges of cities Haridwar, Roorkee, and Dehradun of Uttarakhand state. The study conducted by the investigator was a sincere attempt to understand the effect of educational environment on personality and adjustment of female students studying in co-educational and uni-educational colleges of Uttarakhand. Data was collected by Hindi Version Personality inventory was used constructed and standardized by Yashvir Singh and Har Mohan Singh and Hindi Version Adjustment inventory for college students A.K.P. Sinha and R.P. Singh, Agra It was found that Unieducational academic environment is not favourable enough to promote an integrated and holistic personality in female students and high Scores indicate unsatisfactory adjustment in five areas of adjustment i.e. home, health, social, emotional and educational in Unieducational education system.

Keywords: Educational Environment | Personality | Adjustment | Coeducation, Uni-education

Introduction

The present study was projected to investigate the effect of educational environment on
personality and adjustment of female students studying in different educational system of Uttarakhand State. Personality is not a settled state but rather a dynamic totality which is consistently changing because of connection with the environment. According to Hilgard (1962) the term personality is used to mean the configuration of individual characteristics and ways of behaving which determines individual's unique adjustment of his/her environment. Hence, personality includes any characteristics that are important to the individual's personal adjustment in the maintenance of self-respect. Eysenck (1960) includes four major dimensions of personality. They are extraversion/ introversion, stability/ neuroticism, stability/ psychoticism, and intelligence. In our study we only used extraversion/ introversion. An extrovert individual is a man who thinks in a way that focuses on the object, task or individual they are interfacing with the individual, the subject, is object oriented. The common introvert person is a peaceful, resigning kind of individual, reflective, enamored with books instead of individuals; he is a saved and removed but to hint friends. Adjustment has been variously defined: The simplest definition states that it is the harmonious balance between individual needs and its environment. If this balance can be maintained individual remains mentally healthy and when this balance is disturbed it results in anxiety, conflict and frustration resulting in ill-health. Adjustment is the result of multiple factors. Since birth individual faces all sought of problems. These environmental factors along with hereditary traits determine whether individual will be adjusted or maladjusted. In the beginning family factors influence one's adjustment but as soon as child is sent to" school, the school environment' becomes very important & influence every aspect of his personality (Chauhan and Dhankar, 2017). The type of education, institution, personality of teachers, attitude of teachers & administrations, company of classmates are the few factors which directly or indirectly influence the adjustment of child. Thus it can be safely assumed that type of education one gets will have direct bearing on the adjustment of the child. Human adjustment is multidimensional and, hence it involves home adjustment, health adjustment, social adjustment, emotional adjustment, as we know that surroundings play a very significant role in the development of the person. The type of surroundings, determines the development of a person. If surrounding is very stimulating and rich, it will create favorable impression in the person on his/her development and if these surroundings are dull or insipid, behavior is likely to be shaped in an unhealthy way.

Statement of the problem
The problem under investigation was to find out the effect of educational environment on personality and adjustment of female students studying in colleges of Uttarakhand State.

Objectives
To compare the Coeducational and Uni-educational studying girls student on their personality and adjustment.
Hypothesis
There is no significant effect between personality and adjustment of Coeducational and of Unieducational College going girls

Methodology
Sample
The female students selected without any bias through an incidental manner from the 20 colleges of cities Haridwar, Roorkee, and Dehradun of Uttarakhand state. These 20 Colleges are selected according the lottery method out of total 81 colleges in the cities Haridwar, Roorkee, and Dehradun of Uttarakhand state, selected both co-educational and uni-educational of each city. In the present research work incidental sampling technique is used. Total numbers of 600 samples of female students studying in Coeducational and Unieducational colleges of Uttarakhand were selected. Sample of 300 female students studying in Coeducational colleges and 300 female students studying in Unieducational colleges of Uttarakhand were selected.

Variables
Independent Variables - Types of college
1- Uni -Educational educational system 2- Co-Educational educational system
Dependent Variables – Personality and Adjustment

Tools Used
Personality: Hindi Version Personality Inventory (Extroversion-Introversion) Pi-SS by prof. Y. Singh prof. H. M. Singh (Singh and Singh, 2005) was used to know the Personality of the girls studying in colleges.
Adjustment: Hindi Version the Adjustment Inventory for college students (AICS-SS) prepared by A.K.P. Sinha and R.P. Singh (That includes the five areas of adjustment – Home, Health, Social, Emotional and Educational (Sinha and Singh, 2005).

Statistical Techniques
Mean, S.D., S.E.M and t test is used for data analyze in this present investigation.

Results and Discussion
The present study has been under taken to gain new insight into the effect of educational environment on personality and adjustment of female students studying in Coeducational and Unieducational colleges of Uttarakhand. The broader aim of education is preparing the learners for pleasant living. There are a number of factors that have been found important in the personality development and adjustment. Some of these are important in childhood and continue to be important in adult also. Adjustment is a very important factor, for better academic achievement and for effective educational procedure. All the aspects of the growth and development, physical, intellectual, emotional, social, health, home, educational, moral etc., are closely linked. The process of adjustment starts from the birth of the child and continues till his end of life. The concept of adjustment is as old as human race on earth. Thus it is considered that proper adjustment is very essential for normal behaviour of female students. The present research on the effect of educational environmental on personality and adjustment of all coeducational and unieducational educational system data is specified mention in the Table 1 and Fig 1 given below

Analysis of above Table 1 and Figure 1 clearly shows the significant difference between
extroversion and introversion personality of the all Unieducational girls and all Coeducational college girls having the “t” values 9.72 and 2.60 respectively significant at both 0.01 and 0.05 levels. It clarifies that educational environment affecting significantly the personality of college going girls. It is also clear from the above table that there is significant difference between home, emotional and education adjustment of college going girls of Unieducational girls and Coeducational college girls. But there is no significant difference found among the health and social adjustment of college going girls of Unieducational girls and Coeducational college girls. But it clarifies that educational system also affecting the adjustment of college going girls. From table 1, it can be inferred that different educational system makes a significant effect on all the college going girls in terms of their extroversion/introversion personality; home, emotional and educational adjustments but it does not hold true on their health and social adjustment. Further, the major finding of the study is that female students showed significant association between personality and five areas of adjustment i.e. home, health, social, emotional and educational in Coeducational and Unieducational education system.

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Personality and Area of Adjustment</th>
<th>All Uni-ed college going girls (N= 300)</th>
<th>All Co-ed college going girls (N= 300)</th>
<th>“t” Value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>SD</td>
<td>S.E.M.</td>
<td>Mean</td>
</tr>
<tr>
<td>1</td>
<td>Extroversion</td>
<td>25.84</td>
<td>4.14 ±0.24</td>
<td>28.71</td>
</tr>
<tr>
<td>2</td>
<td>Introversion</td>
<td>30.24</td>
<td>4.09 ±0.24</td>
<td>27.27</td>
</tr>
<tr>
<td>3</td>
<td>Home</td>
<td>6.81</td>
<td>3.05 ±0.17</td>
<td>4.17</td>
</tr>
<tr>
<td>4</td>
<td>Health</td>
<td>7.11</td>
<td>2.62 ±0.15</td>
<td>4.94</td>
</tr>
<tr>
<td>5</td>
<td>Social</td>
<td>9.40</td>
<td>2.50 ±0.14</td>
<td>8.38</td>
</tr>
<tr>
<td>6</td>
<td>Emotional</td>
<td>15.22</td>
<td>3.92 ±0.22</td>
<td>13.29</td>
</tr>
<tr>
<td>7</td>
<td>Educational</td>
<td>9.95</td>
<td>3.24 ±0.18</td>
<td>6.74</td>
</tr>
</tbody>
</table>

Table 1: Mean, S.D. and T values of personality and adjustment of all Coeducational and Unieducational college going girls

![Figure 1: Personality and Adjustment of all Coeducational and Unieducational college going girls](image1.png)
The results of our study consistent with the results of a study by Kaur (2016), they found that a significant difference exists between the level of adjustment among the girls studying in Coeducational and non-coeducational schools. Coeducational girls were better adjusted in all the three dimensions of adjustment i.e. emotional, social and educational respectively. Similarly, Hannan and Shortall (1991) found that male and female ex-students of Coeducational schools in Ireland were more positive about the personal and social development aspects of their schooling. Spielhofer et al. (2004) found the similar result in England, average academic achievement levels for males do not differ significantly between single-sex and coeducational settings, but there are some performance gains for lower-achieving boys in single-sex schools.

Findings and Conclusion

The findings of this research concluded that the educational environment effect personality and adjustment of female students studying in deferent educational system of Uttarakhand. Unieducational academic environment is not encouraging enough to promote an integrated and holistic personality in female students and high Scores indicate unsatisfactory adjustment in five areas of adjustment i.e. home, health, social, emotional and educational in Unieducational education system. From the data interpretation and analysis it is clear that coeducational academic system shows the most extraversion personality and low Scores of adjustment indicate satisfactory adjustment in five areas of adjustment in Co-educational academic environment.

References


