

A Study of Values of Adolescent Girls studying in Segregated Schools and Co-Educational Schools

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Abstract

In the present study the investigator attempts to find out the value profiles of girls studying in segregated school and co-educational schools.. Sample consists of 400 adolescent girls. The data was collected using PVQ. The data was analysed using mean, S. D. and 't' test. The study revealed that the sample students have shown their least concern for social values.

Introduction

During recent years the growth of indiscipline, the lack of ideals, and the weakening of social and moral values in the younger generation have caused grave concern in many countries of the world including India. The erosion of human values today has become a strong phenomenon. There is a maddening pursuit to acquire wealth, power and status to the total exclusion of humanness in the society.

Need of the study :

School covers a significant part of child's formative life from nursery to college education. There is a difference in atmosphere of segregated school and co-educational school. It is believed that coeducation promotes academic motivation and disciplinary values. But it is also believed that co-education is

against our ancient culture and values. Some people believe that segregated school promotes our ancient culture and values. The main significance of the present study is to study the value profiles of adolescent girls studying in segregated and co-educational schools.

Operational Definition :

Value- Value is such a code of conduct or the incorporation of virtues, following which, the man develops his personality and springs up being powerful and trustworthy in the society.

Segregated schools: Schools where only boys or girls (students of one sex) are admitted are called segregated boys' or segregated girls' school.

Co-educational schools: Co-education means education of boys and girls together in the same institution on equal terms and opportunities with freedom for the social contact.

Objectives :

1. To study the value profiles of adolescent girls studying in co-educational and segregated school.
2. To compare the values among adolescent girls of co-educational schools and segregated schools.

Hypothesis :

1. There is no significant difference in values of adolescent girls studying in Government segregated schools and private segregated schools.
2. There is no significant difference in values of adolescent girls studying in Government co-educational schools and private co-educational schools.

Sample:

An overall sample of 400 adolescent

girls of class X was drawn taking 100 girls from Government co-educational schools and 100 from private co-educational schools, likewise 100 girls of class X from Government segregated schools and 100 girls from private segregated schools were selected.

Limitation :

The study was limited to adolescent girls of class X of Bhopal city.

Tool:

Personal value questionnaire (PVQ) of Dr. G. P. Sherry and R. P. Verma has been used to collect the data.

Statistical Technique :

The data was analysed using mean, S. D. and 't' test.

Analysis and interpretation:

Objective 1: To study the value profiles of adolescent girls studying in co-educational and segregated schools.

Table 1. Group of students mean and SD of Values Scores along with the Value ranks for two groups of adolescent girls

Value	Segregated School			Co-educational School		
	M	SD	RANK	M	SD	RANK
KA (\Religious value)	47.76	7.98	7	47.80	9.25	7
KHA (Social Value)	41.11	9.73	10	44.49	12.05	10
GA (Democratic Value)	43.11	8.70	9	45.08	8.42	9
GHA (Aesthetic)	51.79	8.84	4	50.88	9.50	4
CHA (Economic Value)	54.26	10.54	3	52.71	10.48	3
CHHA (Knowledge Value)	48.13	8.81	6	48.42	9.28	6
JA (Hedonistic Value)	58.49	9.29	2	58.73	9.20	1
JHA (Power Value)	58.97	9.71	1	57.63	9.35	2
TA (Family Prestigious Value)	50.11	8.8	5	48.6	8.97	5
THA (Health Value)	46.79	9.08	8	46.74	8.13	8

Table 2. Successive positions of each value in Two Groups of Adolescent Girls

Position of Value	1	2	3	4	5	6	7	8	9	10
Segregated	JHA	JA	CHA	GHA	TA	CHHA	KA	THA	GA	KHA
Co-educational	JA	JHA	CHA	GHA	TA	CHHA	KA	THA	GA	KHA

On a general observation of tables 1 and 2, it seems that adolescent girls studying in Segregated Schools and Co-educational Schools in the study have almost same value profile from table 2, it has been found that the value profile encompassed the highest preference for (THA) value in adolescent girls studying in Segregated Schools, along with their matched least preference for (KHA) values. On the other hand the adolescent girls of Co-

educational Schools ranked highest to JA values and lowest to KHA Values. Their least preference for social value indicates that they are least concerned with the general welfare of the community.

Objective 2: To compare the values among adolescent girls of coeducational and segregated schools.

Table 3. Comparison of adolescent girls of Government and private co-educational schools on values

		Govt. Co-Ed School N=100		Pvt. Co-Ed School N=100.					
S.No.	Values	M	SD	M	SD	SED	Df	CR	Significance
1	Religious	12.69	2.98	12.1	3.08	.59	198	1.37	P<0.05 *
2	Social	9.67	3.19	9.49	3.83	.18	198	.563	P<0.05 **
3	Democratic	11.64	3.16	10.47	3.10	1.17	198	2.63	p>0.05 *
4	Aesthetic	11.68	2.828	11.47	2.90	.21	198	.517	P<0.05 **
5	Economic	12.49	3.02	13.67	3.73	1.18	198	2.45	p>0.05 *
6	Knowledge	11.76	3.052	11.38	3.24	.38	198	11.70	p>0.05 *
7	Hedonistic	13.98	2.92	14.52	3.21	.54	198	1.24	P<0.05 **
8	Power	13.8	2.66	14.41	2.92	.61	198	1.54	P<0.05 **
9	Family Prestige	11.21	3.75	12.35	3.50	1.14	198	2.21	p>0.05 *
10	Health	10.66	2.39	9.87	2.79	.79	198	2.14	p>0.05 *

* Significant at 0.05 level

** Not significant at 0.05 level

Table 4. Comparison of girls of private segregated and private coeducational schools on values

		Private Segregated N=100		Pvt. Co-ed School N=100.					
S.No.	Values	M	SD	M	SD	S _{ED}	Df	CR	Significance
1	Religious	11.2	2.87	12.1	3.08	.420	198	2.138	p>0.05 *
2	Social	8.12	2.8	9.49	3.83	.474	198	2.88	p>0.05 *
3	Democratic	8.94	2.71	10.47	3.10	.412	198	3.70	p>0.05 *
4	Aesthetic	12	2.48	11.47	2.90	.382	198	1.386	P<0.05 **
5	Economic	14.4	3.56	13.67	3.73	.515	198	1.41	p<0.05 **
6	Knowledge	10.9	3.03	11.38	3.24	.444	198	1.08	p<0.05 **
7	Hedonistic	15.3	2.73	14.52	3.21	.421	198	1.8	p<0.05 **
8	Power	15.2	3.21	14.41	2.92	.433	198	1.82	p<0.05 **
9	Family Prestige	13.2	3.42	12.35	3.50	.491	198	1.72	p<0.05 **
10	Health	10.6	2.84	9.87	2.79	.398	198	1.83	P<0.05 **

* Significant at 0.05 level

** Not significant at 0.05 level

Findings:

1. The sample students have shown their least concern for social values.
2. The sample students had least preference to the health values as last but one (*i.e.* 9th rank).
3. There is significant difference in democratic, economic, knowledge, family prestige and health values between girls of government coeducational and private coeducational schools.
4. There is significant difference in religious, social, democratic, economic, knowledge, hedonistic, power and family prestige values

between girls of Government segregated and private segregated schools.

Conclusion

The sample students have shown their least concern for social values. It is neither expected nor a desirable finding. It is, therefore, for the teachers and guidance workers to find out the causes of least preference for social values among the adolescent girls of segregated and co-educational schools. They should also suggest the remedies for developing social values among the adolescent girls of segregated and co-educational schools. In the present

study, it was found that the adolescent girls of both segregated and co-educational schools had least preference to the health values as last but one (*i.e.* 9th rank). This indicates that the sample students are not conscious of their health practices. It is neither an expected nor a desirable finding. A further probe in to the matter is, therefore, called for to investigate as to why the adolescent girls have least preference for health values. In economic, hedonistic, power and family prestige value adolescent girls of private segregated schools had scored higher than the girls of Government segregated schools. On the other hand the adolescent girls of Government segregated school had more religious, social, democratic and knowledge

values. It is essential on the part of the teacher to take note of it and factors responsible for it should be identified and suitable measures should be taken upon the situation.

References

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