



Full Length Research Article

THE EFFECTS OF SINGLE-SEX AND CO-EDUCATIONAL SCHOOLING ON CHILDREN'S PERSONALITY IN HARYANA

***Pinki Rani, Dr. Dhanda, B. and Reetu Devi**

India

ARTICLE INFO

Article History:

Received 11th July, 2016
Received in revised form
14th August, 2016
Accepted 22nd September, 2016
Published online 31st October, 2016

Key Words:

Personality,
Single-sex school,
Co-educational school,
Adolescent.

ABSTRACT

Personality is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognitions, emotions, motivations, and behavioral science in various situations. The word "personality" originates from the Latin persona, which means mask. In the present study for comparing the personality traits of secondary school students of single-sex schools and co-educational schools a sample of 160 students was selected from different school of Hisar district. In the study personality was dependent variable and school type was independent variable. The Sixteen Personality Factor Questionnaire (16PF) by Raymond B. Cattell was used to assess the personality. Result found that 65 percent student of rural area studying in single-sex school have extrovert on their personality and remains 35 percent student have introvert in their personality aspect. 70 percent student of rural area studying in co-educational school have extrovert on their personality and remains 30 percent student have introvert in their personality aspect. 62.50 percent student of urban area studying in single-sex school have extrovert on their personality and remains 37.50 percent student have introvert in their personality aspect. 72.50 percent student of urban area studying in co-educational school have extrovert on their personality and remains 27.50 percent student have introvert in their personality aspect.

Copyright©2016, Pinki Rani et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

"Personality" is a dynamic and organized set of characteristics possessed by a person that uniquely influences their environment, cognitions, emotions, motivations, and behavioral science in various situations. The word "personality" originates from the Latin persona, which means mask. Personality also refers to the pattern of thoughts, feelings, social adjustments, and behaviours consistently exhibited over time that strongly influences one's expectations, self-perceptions, values, and attitudes. It also predicts human reactions to other people, problems, and stress. There is still no universal consensus on the definition of "personality" in psychology. The study of personality has a broad and varied history in psychology with an abundance of theoretical traditions. The major theories include dispositional (trait) perspective, psychodynamic, humanistic, biological, behaviourist, evolutionary and social learning perspective. However, many researchers and psychologists do not explicitly identify themselves with a certain perspective and instead take an eclectic approach.

***Corresponding author: Pinki Rani,**
India

Research in this area is empirically driven, such as dimensional models, based on multivariate statistics, such as factor analysis, or emphasizes theory development, such as that of the psychodynamic theory. There is also a substantial emphasis on the applied field of personality testing. Adolescent period of child's life is of great importance. Adolescence is one of the important periods of life. It is characterized by innumerable and unique problems. With the demands of globalization, the nature and number of challenges have become still more compared to the yesteryears. Family, which plays an important role in the personality development of adolescents, is undergoing structural, emotional and interactional transformations. Adolescence is a transitional stage of physical and mental human development that occurs between childhood and adulthood. This transition involves biological (i.e. Pubertal), social, and psychological changes, shown in their personality traits. Adolescent period is associated with notable changes in mood sometimes known as mood swings. Cognitive, emotional and attitudinal changes which are characteristic of adolescence, often take place during this period, and this can be a cause of conflict, stress and depression on one hand and positive personality development on the other. Because the adolescents are

experiencing various strong cognitive and physical changes, hence proper guidance at this crucial phase of life is all the more important for enhancing their positive self-concept, enriching their knowledge and skills in decision-making, conflict resolution and management of emotions. Researchers have proved that this is the most impressionable period of one's life and it is during this time the vital foundation is laid for optimum development of an individual personality.

The attitude which a child hold towards himself especially those dealing with self esteem and self worth play an important role in the development of his personality. It has been argued that the child's self confidence and his educational achievement in school are not independent phenomenon. These are affected by some of the factors like school and family environments as well as level of parent involvement. Self confidence is an essential factor for achievement. It acts as a foundation for the development of human beings. Success in any field largely depends on degree of self confidence of a person. People having high self confidence faces the difficulties firmly and perform their work in positive manner. School is one of the most important socialization agents in which student started developing understanding of self in relation to the outside world. School climate has long been recognized as having an important effect on student personality and achievement (Stronge and Jones, 2011). Schools are the major social environments in which students share beliefs, fears, values and norms and where in turn students' "cognitive and affective functioning is shaped by the characteristics of their schools and schooling" (Hofman and Guldemond, 2012).

The school effectiveness approach highlights the equal treatment of boys and girls in the classrooms for effective learning and had observed differential behaviour (Pan and Goldstein, 2004). Whereas the sociological approach emphasized on the social production theory that considers schools as agents of socializing students to adopt gender roles as men and women in the society (Kershner and Bricheno, 2005). Hence, both the approaches, the school effectiveness approach focusing on differences in educational achievements among boys and girls in single- sex and coeducational schools and the sociological approach giving importance to the differences in educational practices within a school resulting gender differences in social and personal developments have led a discussion on the gender composition of a school and its impact on students' academic achievement and personal and social development. Education competence in the present world is interwoven with the progress of every society. The most significant agency of education is school, where an individual should learn not only academics but to adjust with the surrounding in specific and society at large. According to Chaplin (2005), educational or academic achievement is the specified level of attainment or proficiency in academic work as evaluated by the teachers, standardized or by a combination of both. Carter (2009), in the Dictionary of Education defined, achievement as knowledge acquired and skills developed in school subjects, generally indicated by marks obtained in tests. Achievement contributes strongly to one's own self- esteem. It is also important in gaining the esteem of others. School achievements are considered to be the most important in determining the career of a student. Academic achievement of a student is greatly influenced by several psychological and sociological correlates such as attitude, teacher effectiveness, adjusting ability, socio-economic status, home and school

environment. Personality is also a factor which influences the academic achievement of students. In psychological education and training, the study of the nature of personality and its psychological development is usually reviewed as a prerequisite to courses in abnormal psychology or clinical psychology.

Colman (2006), personality is the sum total of the behaviour and mental characteristics that are distinctive of an individual. Personality is also described as a categorized set of attributes that is found in a person that influences and defines the individual's cognition, motivations and behaviours. Larsen and Buss (2008) defined personality as "a set of psychological traits and mechanisms within an individual that are organized and relatively enduring and that influence his/her interactions with, and adaptations to, the environment. Funder (2004) defined that personality refers to an individual's characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms – hidden or not – behind those patterns. Mayer (2007) state that personality is the organized, developing system within the individual that represents the collective action of that individual's major psychological subsystems. Pervin et. al (2005) defined that personality refers to those characteristics of the person that account for consistent patterns of feelings, thinking, and behaving.

Objectives

- To study the personality of students studying in single-sex schools.
- To study the personality of students studying in co-educational schools.
- To study the area wise personality of students studying in single-sex schools and co-educational schools.

Reviews

Hannan *et al*, (2006) concludes that adverse effects of coeducational schools are more on girls' than boys. In the early school years, gender plays a very critical role, thus, the differences between boys and girls studying together or separately are expected. The results of the present study have clearly indicated differences between boys and girls in the two types of schools and also within the same type of school. The implication was more for girls than for boys. Chowdhury and Amin (2006) found that Personality and Academic Achievement Interestingly, personality characteristics seem to play a part in one's academic achievement as well. Conscientiousness, agreeableness, and the interaction of conscientiousness and agreeableness were reported to correlate significantly to students' performance in a course. Students who were highly conscientious and agreeable achieved better performance than those who scored low in conscientiousness and agreeableness subscales. In addition, they also found that personality traits such as neuroticism, conscientiousness, psychoticism, and extraversion correlated significantly with exam marks. Balier and Sanford (2009) noted that teachers were able to give more attention to teaching in the single- sex classes than maintaining discipline in the coeducational classes.

Thus, the empirical evidence suggests that in the single-sex schools, the teacher did not waste time in maintaining class environment; rather, the teacher is able to supervise various aspects of the teaching- learning process resulting in higher academic achievement and better personality development.

"Single-sex environments allow teachers to adjust their curriculum and teaching style to the particular behavioural patterns of males or females." Streitmatter (2009) found that girls enjoyed more in all girls' classes and felt more comfortable at being challenged and were more willing to answer questions in front of the class. In the coed environment, girls and boys feel more social and environmental pressures in the presence of each other, particularly, in the socio-cultural context of Pakistan, girls feel more uncomfortable and show reserved behaviour if boys are around. Another possible reason of boys and girls feeling more shy and nervous in the coeducational environment could be that at the end of the primary school is the period from where early adolescent age starts and girls particularly become more conscious about themselves and also about the surroundings. In a male-dominated society like Pakistan, it is generally expected from males and females to remain segregated in the gatherings, and mingling of boys and girls is not encouraged.

Adhiambo (2011) investigated the levels of school adjustment and its relationship with academic achievement. Gender differences in school adjustment were also examined. A cross-sectional research design was employed. The sample consisted of 450 secondary school students and the results showed no significant differences between girls and boys in school adjustment and significant differences between high achievers and low achievers in dedication, absorption, engagement and school adjustment. Mahmood Shah (2012) investigated the impact of socio-economic status of family on the academic achievements of students on two important aspects. Firstly, it studied the relationship between socio-economic status of the family and academic achievements of their family members. Secondly, it investigated the impact of socio-economic status on the academic achievements of children. For this study, eight colleges and two higher secondary schools were selected from Derai Ismail Khan District. A sample of 20 students was selected from each college and school. The findings showed positive and strong correlation between SES and academic achievements of the children. Mihil Teodor (2012), investigating the influence of socioeconomic status on school performance, it is concluded that socio-economic status has a significant impact on school performance and it is seen as a good indicator of school performance. The sample comprised a group of 100 young students aged between 18 and 24 years old being in their fourth year of high school.

The tools used were Socio-economic Status Questionnaire (Burt verde and Mihil, 2011) to measure the socio-economic status. In order to measure academic performance, the Average grades of the students were taken. After the results were analyzed, it was seen that school performance is, indeed, influenced by the hours spent learning, free time, the presence of siblings in the family and the family home place, (in the rural or urban area), all of which are metrics for socio-economic status. Spielhofer *et al.*, (2012) revealed that better academic achievement and overall more positive traits for boys and girls in the single-sex schools as compared to the boys and girls in the coeducational schools. Warrington *et al.*, (2013) highlighted that when girls and boys work together, boys are likely to be more upsetting and control the classroom setting.

Ganaian *et al.* (2013) conducted a study with a sample of 80 students at the higher secondary level in Baramulla District. The findings of the study revealed that the male and female

adolescents differ significantly on mental health. However the two groups showed no difference in academic achievement. Further the two groups showed difference on various dimensions of the Mental Health Battery including Emotional Stability (ES), Overall Adjustment (OA), Security Insecurity (SI) and General Intelligence. The main difference favoured the male adolescents in case of these dimensions. However, the two groups showed no difference in Autonomy (AY) and Self-concept dimension (SC). Based on the findings of the study recommendations were made to provide guidance and counseling facilities in the higher secondary schools of Baramulla District. Poor school adjustment leads to low academic achievement, behavioural problems, discordant educational aspirations and even school dropout. Jones and Dindia (2014) conduct meta-analysis of eleven studies regarding classroom interaction and found that teachers had negative behaviours like scolding, criticism more often towards boys than girls. Derry and Philips (2014) also found that in separate girls' classes, students have more opportunities for learning and having interactions with teachers. Martino *et al.* (2014) observed that teachers in the coeducational classrooms mostly are busy in controlling class disciplines.

MATERIALS AND METHODS

In the present study for comparing the personality traits of secondary school students of single-sex schools and co-educational schools a sample of 160 students was selected from different school of Hisar district. After selection of the school the investigator went to different schools. With the co-operation of heads and teachers of the schools, she administered the personality test on the students of class 10th. In the present study personality was dependent variables. School type was independent variable. The Sixteen Personality Factor Questionnaire (16PF) by Raymond B. Cattell was used to assess the personality.

RESULT AND DISCUSSION

Table shows that 65 percent student of rural area studying in single-sex school have extrovert on their personality and remains 35 percent student have introvert in their personality aspect.

Assessment of personality of student studying in single-sex school of rural area

Personality	Frequency	Frequency percentage
Introvert	14	35.00
Extrovert	26	65.00
Total	40	100.00

Assessment of personality of student studying in co-educational school of rural area

Personality	Frequency	Frequency percentage
Introvert	12	30.00
Extrovert	28	70.00
Total	40	100.00

Table shows that 70 percent student of rural area studying in co-educational school have extrovert on their personality and remains 30 percent student have introvert in their personality aspect.

Assessment of personality of student studying in single-sex school of urban area

Personality	Frequency	Frequency percentage
Introvert	15	37.50
Extrovert	25	62.50
Total	40	100.00

Table shows that 62.50 percent student of urban area studying in single-sex school have extrovert on their personality and remains 37.50 percent student have introvert in their personality aspect.

Assessment of personality of student studying in co-educational school of urban area

Personality	Frequency	Frequency percentage
Introvert	11	27.50
Extrovert	29	72.50
Total	40	100.00

Table shows that 72.50 percent student of urban area studying in co-educational school have extrovert on their personality and remains 27.50 percent student have introvert in their personality aspect.

REFERENCES

- Adhiambo, W.M., Odwar, A.J. and Mildred, A.A. 2011. The Relationship among School Adjustment, Gender and Academic Achievement amongst Secondary School Students in Kisumu District Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 26, pp. 493-497
- Balier, H. and Sanford, K. 2009. Single-sex classrooms: A plan for transformation of policy and practice. Paper presented at the Annual Meeting of the *American Educational Research Association*, Montreal, Canada.
- Caplice, K. 2005. The case for public single-sex education. *Harvard Journal of Law and Public Policy*. 18(1), 227-291.
- Chowdhury, M.S, Amin, M.N. 2006. Personality and students academic achievement: Interactive effects of conscientiousness and agreeableness on students performance in principles of economics. *Social Behaviour and Personality*. 34 (4), 381-388
- Derry, J. A. and Phillips, D. A. 2014. Comparisons of selected student and teacher variables in all-girls and coeducational physical education environments. *Physical Educator*, 61 (1), 23-34.
- Furhhan, Adrian, Monsen, Jermy, 2009. "Personality Traits and intelligence predict academic school Grades". <http://www/erric.ed.gov/ERICwebportal/custom/portrecorrdetailminitsp.html>
- Ganai, M.Y. and Mir, M.A. 2013. A Comparative Study of Adjustment and Academic Achievement of College Students. *Journal of Educational Research and Essays*, 11, pp. 5- 8
- Hannan, D.F., Smyth, E., McCullagh, J., O' Leary, R. and McMahon, D. 2006. Coeducation and gender equality: Exam Performance, stress, and personal development. Dublin: Oak Tree Press.
- Jones, S. and Dindia, K. 2014. A meta-analytic perspective on sex equity in the classroom. *Review of Education Research*, 74 (4), 443-471.
- Martino, W., Mills. and Lingard, B. 2014. Interrogating single-sex classes as a strategy for addressing boys' educational and social needs. *Oxford Review of Education*, 8, 213-236.
- Shah, M., Atta, A., Qureshi. M.I. and Shah, H. 2012. Impact of Socio-economic Status of Family on the Academic Achievements of Students. *Journal of Research*, 281, Gomal University.
- Spielhofer, T., O'Donnell, L., Bruton, T., Schagen, S. and Schagen, I. 2012. The Impact of School Size and Single-Sex Education on Performance. LGA Research Report 33. Slough: National Foundation for Educational Research.
- Streitmatter, J. 2009. Single-sex classes: Female physics students state their case. *School Science and Mathematics*, 98 (7), 369-375.
- Surekha. 2008. Relationship between Students Adjustment and Academic Achievement. *Edutracks*, 77, pp. 26-31.
- Warrington, M. and Younger, M. 2013. We decided to give it a twirl: Single-sex teaching in English comprehensive schools. *Gender and Education*, 15, 339-350.
