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## Study of Adjustment among Adolescent Girls Studying in Co-Educational and Non Co-Educational Schools

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**Abstract** - The present study was conducted, to learn about the significance of mean difference among the adolescent girls studying in co- educational and non co-educational schools. The sample comprised of 200 adolescent girls studying in various co-educational and non co-educational schools of district Ludhiana. The tool used for the present investigation was Adjustment inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh (1984). Significant differences were found between the Adjustment of adolescent girls studying in co-educational and non co-educational schools for all the dimensions of adjustment i.e emotional, social and educational respectively. The study indicated the better adjustment of the adolescent girls studying in co-educational schools in totality.

**Key words**- Adjustment, adolescence, co-educational, non co-educational.

### I. Introduction

Adjustment is a psychological factor, which has been related to human personality. The process of adjustment starts right from the birth of child and continuous till the death. The concept of adjustment is as old as human race on earth. Adjustment is generally the relationship that any organism establishes with the environment.

The term adjustment refers to the degree or the capacity by which an individual tries to cope up with his tensions, needs, conflicts, frustration and simultaneously is able to bring coordination between the demands imposed upon him by the outer world. Adjustment is a process which influences the desire of the individual in such a way that the tensions, frustration and conflicts with the world and within the individual are brought down to a minimum.

(Saljo & Windhamn, 1990; Lazarus, 1993; Corsini, 1999; Rendon, 1995; Mellroy, Bunting & Adams, 2000) defined adjustment as a psychological process through which people manage and cope with the demands and challenges of everyday life.

Research on adjustment has typically emphasized four broad categories of adjustment i.e. Home adjustment, Social adjustment, emotional adjustment and health or physical adjustment. Home adjustment relates to harmonious relationship with the family members, whereas social adjustments is the extent to which students are involved in social activities and groups in the school and the existence of interpersonal relationship. Emotional adjustment has been conceptually defined as students psychological and physical wellbeing i.e. low level of depression and manageable level of stress and home sickness.

Each type of adjustment has its own impact on the life of an individual. Lack of adjustment in any form affects the balanced personality development of an individual. In the recent years, there has been a growing concern about the understanding of those social, psychological, cultural and other environmental, factors that influence the personality of an individual as it is largely an outgrowth of type of environment in which an individual lives and the most important amongst them is the educational environment (type of school) especially at the adolescent stage.

(Feather, 1974; Schneider & Coutts, 1982; Schneider, Coutts & Starr, 1988; Stable, 1990), (Dale, 1969, 1971, 1974) found that boys and girls were more satisfied with co-education, seeing it as a more natural environment and feeling this helped in their relationship with the opposite sex. Similarly Hanua and Shortall (1991) found that male and female ex-students of co-educational school in Ireland were more positive about the personal and social development aspects of their schooling. Kumar (2008) studied the adjustment of adolescents in relation to school environment and found out that there exists no significant difference between adolescent boys and girls. Booth, Cardona-sosa and Nolen (2013) in an experiment undertaken at Essex University, a co-educational university in the UK, found that girls randomly assigned to all female classes in their first year were 7% more likely to pass their introductory economic course than girls in co-ed classes. They also scored 8% higher on their final grade and 10% higher in their required second-year courses, despite only attending single-sex classes in their first year.

## **II. Objectives**

- To study the level of adjustment among adolescent girls studying in co-educational and non co-educational schools.
- To find out the difference between the adjustment level among adolescent girls studying in co-educational and non co-educational schools.

## **III. Hypotheses**

- There will be no significant difference between the adjustment of adolescent girls studying in co-educational and non co-educational schools.
- There will be no significant difference between the Emotional Adjustment of adolescent girls studying in co-educational and non co-educational schools.

- There will be no significant difference between the social Adjustment of adolescent girls studying in co-educational and non co-educational schools.
- There will be no significant difference between the educational adjustment of adolescent girls studying in co-educational and non co-educational schools.

#### IV. Method

The aim of present study was to find out adjustment of adolescent girls studying in co-educational and non-co-educational schools. To meet this objective descriptive survey method of educational research was used.

#### V. Sample

The sample of the present study consisted of 200 girl students (100 studying in co-educational and 100 studying in non co-educational schools) from different schools of Ludhiana district of Punjab.

#### VI. Tool used

Adjustment inventory for school students (AISS) by A.K.P. Sinha and R.P. Singh (1984).

#### VII. Results and Implications

To investigate the significance of difference between the means, if any, of adjustment of adolescents on the basis of type of school (Co-educational and Non Co-educational) t-test was employed.

**Table No. 1 Showing Significance of Difference between Mean Scores for**

**Adjustment of Adolescent Girls Studying In Co-Educational and Non Co-Educational Schools (N=200)**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1.	Co-educational	100	18.01	5.806	.581	5.22**
2.	Non Co-educational	100	22.34	5.91	.592	

**\*\* Significant at 0.01 level**

**Table No. 1** revealed that the mean scores of adjustment of adolescent girls studying in co-educational and non co-educational schools are as 18.01 and 22.34 respectively and their standard deviation are 5.806 and 5.91 respectively. The t-ratio is 5.22 with df=198 which is more as compared to table value and significant at 0.01 level of significance. This revealed that significant difference exists between mean scores of adjustment of adolescent girls studying in co-educational and non co-educational schools. Therefore the hypothesis 1 stating that ‘There

will be no significant difference in adjustment of adolescent girls studying in Co-Educational and Non-Coeducational schools' stands rejected.

**Table No. 2 Showing Significance of Difference Between Mean Scores of Emotional**

**Adjustment of Adolescent Girls Studying In Co-Educational and Non Co-Educational schools (N=200)**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1.	Co-educational	100	6.84	2.714	.271	3.259**
2.	Non Co-educational	100	8.07	2.622	.262	

**\*\* Significant at 0.01 level**

**Table No. 2** revealed that the mean scores of emotional adjustment of adolescent girls studying in co-educational and non co-educational schools are as 6.84 and 8.07 respectively and their standard deviation as 2.714 and 2.622 respectively. The t-ratio is 3.259 with df =198 which is more as compared to table value and significant at 0.01 level of significance. This revealed that significant difference exists between mean scores of emotional adjustment of adolescent girls studying in Co-educational and non co-educational schools. Therefore the hypothesis **1(a)** stating that 'There will be no significant difference in emotional adjustment of adolescent girls studying in Co-Educational and Non-Coeducational schools' stands rejected.

**Table No. 3 Showing Significance of Difference Between Mean Scores of Social Adjustment of Adolescent Girls Studying In Co-Educational and Non Co-Educational Schools (N=200)**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1.	Co-educational	100	5.57	2.001	.200	5.190**
2.	Non Co-educational	100	7.33	2.738	.274	

**\*\* Significant at 0.01 level**

**Table No. 3** revealed that the mean scores of emotional adjustment of adolescent girls studying in co-educational and non co-educational schools are as 5.57 and 7.33 respectively and their standard deviation as 2.001 and 2.738 respectively. The t-ratio is 5.190 with df =198 which is more as compared to table value and significant at 0.01 level of significance. This revealed that significant difference exists between mean scores of emotional adjustment of adolescent girls studying in Co-educational and non co-educational schools. Therefore the hypothesis **1(b)** stating that 'There will be no significant difference in emotional adjustment of adolescent girls studying in Co-Educational and Non-Coeducational schools' stands rejected.

**Table No. 4 Showing Significance of Difference Between Mean Scores of Educational Adjustment of Adolescent Girls Studying In Co-Educational and Non Co-Educational Schools (N=200)**

S.No.	Group	N	M	S.D	SE <sub>M</sub>	t-value
1.	Co-educational	100	5.60	2.954	.295	3.385**

2.	Non Co-educational	100	6.94	2.635	.264	
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**\*\* significant at 0.01 level**

**Table No. 4** revealed that the mean scores of emotional adjustment of adolescent girls studying in Co-educational and non co-educational schools are as 5.60 and 6.94 respectively and their standard deviation as 2.954 and 2.635 respectively. The t-ratio is 3.385 with df =198 which is more as compared to table value and significant at 0.01 level of significance. This revealed that significant difference exists between mean scores of emotional adjustment of adolescent girls studying in Co-educational and non co-educational schools. Therefore the hypothesis **1(c)** stating that ‘There will be no significant difference in educational adjustment of adolescent girls studying in Co-Educational and Non-Coeducational schools’ stands rejected

### VIII. Conclusions

The present investigation has clearly indicated that significant differences exists between the level of adjustment among adolescent girls studying in co-educational and non co-educational schools. Coeducational girls were better adjusted in all the three dimensions of adjustment i.e emotional, social and educational respectively.

### Educational Implications

The study clearly indicates that there is significant difference between the girls studying in co-educational and non co-educational schools in their overall adjustment. In fact girls belonging to co-educational schools are ahead in their adjustment level. So through this study a valuable advice can be given to those parents, who are reluctant to send their girls in co-educational schools. The findings of this study will also help educationist to provide more conducive environment to girls, both in non co-educational and co-educational schools. Results of the present study also reveals the fact that adolescent girls studying in co-educational schools are better adjusted in emotional, social and educational areas of adjustment than the adolescent girls studying in non co-educational schools. Thus it highlights the issue of lack of adjustment for adolescent girls studying in non co-educational schools, which is serious issue and must be given due consideration by all those people involved in the pursuits of education.

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