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Impact of Co-Education on Students Academic performance at University Level in Southern Punjab

Shabiha Anjum, PhD Scholar, Bahauddin Zakariya University, Multan

(Shabiha.anjum.sa@gmail.com)

Sobia Tasneem, PhD Scholar, The Women University, Multan

(Sobiatasneem480@gmail.com)

Ayesha Nazeer, PhD Scholar, Bahauddin Zakariya University, Multan

(Ayeshanazeer241@gmail.com)

Maryam Saleem, M.phil Scholar, NCBA&E, Multan

(aksamaryem@gmail.com)

ABSTRACT

The main purpose of this study was to analyze the impact of co education on academic performance of the students at university level. Furthermore, it was significant to identify the most collective problems faced by the students during the coeducation system on students academic performance at university level. The present study was delimited to two public universities (BZU and University of Education) in Multan city. Target population of the study was considered hundred (100) male (59) and female (41) students of these two universities. The students were selected as a sample by using simple random sampling technique with the help of table of random numbers. A self developed Questionnaire was used as research tool which was based upon five points (05) Likert-type scale to collect quantitative data. After data collection, data was coded to analyze by using SPSS software. The results of the present study presented that there is severe need to improve our educational system about co education and provide the awareness to parents about coeducation system at university level specially for girls. Policy makers and Stake holders also need to reconsider the basic structure of coeducation institutes for all genders so that they ensure their better academic performance at university level.

INTRODUCTION

Education is the medium through which the various aspects of the personality of an individual are shaped. It is a means for social and national development in all spheres of life. It is a vehicle of nation-building through which individuals share cultural values and norms and pass them on to the next generation. Education is indispensable both for men and women. It is a great agent of change which shapes the personality of both male and female members of society. A child's overall development and socialization are conditioned upon the type of education available to him or her. Various social, emotional, and psychological experiences affect deeply the personality of a child throughout life.

Co-education is a system of education in which girls and boys sit in the same classroom under the same conditions and enjoy the same school facilities. The concept of coeducation is a recent development. In ancient times there was a concept of sex segregation as is prevailing in many primitive societies in the east and the west in the present day (Lee, V.E,& Marks, H.M. 1990). With the advent of the 19th century, the system of modern schooling gave rise to the concept of gender cohesion, and thus for the first time co-education schools were established in Switzerland, Great Britain, Germany, and Russia.

However, schooling is one of the crucial periods in the life of a child where the child finds opportunities for social growth and development (Claudia, et.al., 2011). Educational institutions are the places where children find an opportunity to interact with different other people such as teachers, peers, friends, and, even other opposite sex. Thus, the personality of the child is continuously shaped and reshaped by these forces of society. This interaction defines the future course of life of the child. Institution exercises a deeper influence on the choices of an individual.

Co-education plays an important role in the social development of both males and females in the society. By studying in the same institution together, males and female acquire social maturity through interaction and sharing of personal experiences at an early age than in a separate institution. This trend is slowly decreasing in developing countries, especially in Pakistan where women constitute more than half of the population (Mathieu, A.2006). Due to the

lack of schools for girls and general discrimination against women, Pakistan lies the lowest rank in positions of female literacy rate in the region. In typical societies in some northern areas of Pakistan, boys are given preference over girls in all spheres of life. Girls are kept reserved from boys and separate 10 schools are considered suitable for them due to cultural, social and religious reasons. Hence, parents discouraged girls' children from going to boy schools and vice-versa. This situation has contributed to the lowest participation of women in national development. Boys are trained for various professions in life and better adjustment in the society, whereas girls are motivated to be restricted to the four walls of home, and response of children.

In Pakistan, there is hardly a little research to identify differences between the students' achievement in single sex (separate) and coeducational institutes. And most importantly, due to improper research work and limited dissemination, the work if done is not easily accessible. The empirical evidence available is mostly from the western countries having different socio-cultural environments and needs. Therefore, the present study was a milestone in this direction, providing basic information and concrete way for further research in this area.

Statement of the Problem

This study is about impact of coeducation on student's academic performance at university level

Objectives of the Study

The following were the main objectives of this research study.

- 1) To determine the impact of coeducation at academic performance of male and female student's.
- 2) To establish students' and teachers' attitude on impact of coeducation on students' academic performance.
- 3) To suggest solutions to overcome the problem of co-education in Pakistan

Research Questions:

On the basis of the objectives of the study following research questions were framed.

1. What is the impact of co-education in universities of Pakistan?
2. How student's academic performance affected at the university level?
3. How the co-education in Pakistan at the university level will be improved?

Literature Review:

Students in coeducation felt that they would perform better in single sex than in co education in higher educational area where there are more distractions from the opposite sex and girls are more distracted than boys (Mburu 2013). Girls and boys felt that they were not performing the better way because of distractions that existed in coeducation learning place and therefore if given an opportunity to be in single-sex classrooms, they would perform much better than they were performing in co education classrooms.

In the same way, Malik and Mirza (2014), in their research compared the academic achievements of single-sex and coeducational primary school students in Pakistan's Sindh region. Eight coeducational and eight single schools were randomly chosen from pool of 128 schools in randomly selected districts, and sample size constituted 4448 students pursuing 5th standard. For the comparative analyses the board (government) IJSSES exam results were used. The findings concluded that students from single-sex schools significantly outperformed students of coeducational schools. And moreover, girl students of single-sex schools had higher score compared to boys; hence, in coeducational school boys performed better than girls. Authors draw on socio-economic fabric of Pakistan and how single-sex schooling is important from various angle. In concluding remarks, authors emphasize policy suggestion of more single-sex schools being established by government highlighting both academic and social advantage of this schooling type. It is also recommended for Women and Gender Studies centre to document and make catalogue of research works in single-sex schooling. As part of future research suggestions, authors put ideas as adding various demographic variable beside gender and schooling type in similar researches, and this current study addresses this perspective. Authors also suggest comparing from different subjects.

Similarly, this research studies making comparison of separate and coeducational schools started since the beginning of the twentieth century (Lee and Bryk, 1986; Lee and Marks, 1990). The most contentious debates were on the impact of separate sex and coeducational schooling on the academic achievement of students. It includes overall achievement scores as well as achievement scores by subjects such as mathematics, science, languages, social studies etc. A variety of academic achievement tests are used in different countries and at different levels of education. The overall achievement test scores are obtained by the complete mastery over defined skills or content areas (mathematics, languages, science) in a given time period (Murphy and Ivinson, 2000).

It was observed that there is variation in boys and girls learning styles, self-esteem, confidence, and academic performance, which may affect them differently. Self-esteem is the area that has focused on girls and boys in different ways in which it affects their academic performance and their overall well-being and success in life. This paper attempted to investigate these issues, how self-esteem, confidence and achievement are affected educationally and emotionally indifferent educational settings., single-gender or co-education. These days, due to some budget restraints, most institutions and universities are investigating how to bring down their expenditures and provide quality education to the students. To provide better academic setup and tackle thinking and nature of urban and rural people, some districts established single-gender schooling. In the same districts, co-educational schools were established, but single-gender classes were arranged to tackle students' performance issues in that setup. The observed student performance was the same as in single-gender schools (Ogden, 2011). So, eradicating single-sex schools can help save building funding, skilled growing factors, transport resources and staff members for separate schools. Students of single-gender and co-education school have to compete efficiently in global world.

Research Methodology:

Research Design:

This study was Descriptive in nature. Under this study the quantitative method was used for data collection. Questionnaire was developed for quantitative data with five point rating scale.

Population and Sampling:

The population of the study was included two public universities of Southern Punjab. The accessible population was consisted Bahauddin Zakariya University and University of Education in Multan city.

The study sample was consisted of one hundred (100) students which was taken from different departments of two public universities of Multan city. Out of hundred students, there were fifty nine (59) male students and forty one (41) female students of different departments were taken as sample of study using simple random sampling technique by using the table of random numbers.

Tool and Data Collection:

The survey method was used to collect data. For this purpose, a questionnaire was developed which based on five- point Likert type scale for collection of relevant data from university students.

Data Analysis:

The collected data were tabulated and coded for analysis by using SPSS. The collected data was analyzed by the statistical methods of frequency, percentage, mean score.

Validity and reliability of the instrument:

To have the content validity of the instrument, it was sent to the group of experts. The items suggested to be eliminated were removed from the instruments. Changings were made in the items as per directed by the experts where the items suggested to be changed in questionnaire. Cronbach's α is mostly used to judge the reliability of the instrument having more than 2 response options. The norm of acceptance for Cronbach's α is 0.7 and higher (Heale & Twycross, 2015).

Result:

Table No 1: Statement and Mean-Wise Analysis of Students

The following table shows statement wise response of male and female student with respect to their frequencies, percentages and mean score.

	Statement	Strongly agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	Standard Deviation
1	Co-education effects the academic performance at university level	26	45	11	13	5	3.7	1.8
2	Girls feel anxious in co-education	14	35	20	22	9	3.2	1.6
3	Parents don't allow girls for education at university level	19	52	6	14	9	3.5	1.8
4	Girls and boys hesitate to sit in groups	9	52	14	19	8	3.3	1.7
5	Girls and boys feel shyness in speaking in front of all the students in classroom	11	30	28	18	12	3.1	1.5
6	Confidence is boost up by co-education	21	30	12	21	16	3.2	1.6
7	Academic performance is enhanced in co-education	5	18	23	30	24	2.5	1.3
8	Co-education provides understanding to know the ideas, beliefs and culture of another	12	35	23	16	14	3.2	1.6
9	Co-education cause competition among students	20	38	18	14	10	3.4	1.7
10	Co-education university produces accomplished person	18	27	21	19	15	3.1	1.6
11	There is a harassment in co-education institutes	11	21	27	21	20	2.8	1.4
12	Male is dominant in co-education institutes	11	28	27	23	11	2.9	1.4

13	Academic performance at university level is affected by co-education	6	24	31	30	9	2.8	1.5
14	Co-education doesn't maintain the discipline in the classroom.	13	31	16	29	11	3.1	1.5
15	Co-education promote education of girls and boys in positive way.	12	37	16	23	12	3.1	1.6
16	Co-education is best for academic achievement	10	24	36	15	15	2.9	1.4
17	At university level results of students effect due to coeducation.	8	28	22	23	19	2.8	1.4
18	Society give negative view about co-education.	5	35	25	25	10	3	1.5
19	Co-education rise positive impact in society	12	31	18	27	11	3.0	1.5
20	Our society is not in favour of co-education.	14	34	16	26	10	3.1	1.5
21	Co-education helps to become successful in future	14	27	25	20	14	3.0	1.5
22	Co-education creates issues and problems for parents and society	16	33	21	20	5	3.2	1.6
23	Co-education produces gender concept in students	22	26	21	17	14	3.2	1.6
24	Co-education increase the interest of education for both boys and girls.	11	27	8	36	18	2.6	1.3

Table No 1 shows that mean score of almost all the statements are (greater than 3.00) which shows the higher level of agreement of all the respondents with all the statements.

Discussion

The purpose of the present study was to observe the impact of co-education on students academic achievement at university level. This research was descriptive by nature. In this research quantitative method was used for data collection. Survey was conducted from 2 different universities in Multan City (Bahauddin Zakariya University and University of

Education). Majority of the students were strongly agreeing that co-education affect the academic performance of male and female students, Girls feel anxious, Parents does not allow girls to get education at university level. Girls and boys hesitate to sit in groups and feel shyness in speaking in front of all the students. Furthermore it is found that co-education can promote the confidence, academic performance, helps to overcome the fear of opposite gender, healthy competition between girls and boys and produce a accomplish person who will easily adjust in the society in future.

Conclusion:

This study determines the impact of coeducation on students' academic Performance at university level. The findings of the study show that coeducation effect students' academic performance as compared to single-sex institutions. Students in Single-sex institutions seem to perform better academically. Furthermore, most of the students and teachers prefer single-sex learning environment instead of co-education and the reasons for the dislike of coeducation is that, high level of indiscipline, boys' offensive behavior towards girls, encouragement of boy-girl relationships that interfere with their learning, the shyness of girls to participate freely within classroom activities as well as teachers' behavior with boys and girls that is more in favor of girls. But most of the students in the favors of coeducation like that increase mutual understanding, boost up confidence level, controlled environment, behavioral shift, healthy competition and friendship, no space for discrimination, helps to overcome the fear of opposite gender.

Recommendations:

Although there are different similarities between the results but according to this study the following recommendations are made:

- The universities should be conducted value oriented seminars and work shops
- Department wise competition should be conducted on different cultural topics
- Teachers should also convey value oriented thoughts in the class room (in the end or start of the lecture).

Remittances Review

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- Students should focus on their study and prepared them for future issues
- Students should improve their academic performance at university level
- Students both boys and girls focus on their learning activities and should be make it impressive.
- Students must have engaged their time with value oriented activities.
- We give full attention on co-education and make it impressive and also improve academic performance. Give awareness about co-education to the people with positive impact. Provide safe environment to the students especially female students. recommendations are made;
- The ministry of education and policy maker should establish more single-sex educational institutions, convert underperforming coeducation institutes into single-sex institutes in order to improve on students' academic performance.
- University administrators and teachers in coeducation system should improve on the students' discipline level to create conducive learning environment and improve on both girls' and boys' academic performance.
- Teachers and students should be talked to either through the guidance and counseling departments or motivational talks in order to foster positive attitude towards coeducation.
- Teachers within coeducation classrooms should ensure that girls are motivated to actively participate in learning. They should discourage the dominance and offensive behavior of boys towards girls.

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