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Experiences of female student in co-education: An exploratory study conducted in the University of Punjab, Quaid-e-Azam Campus, Lahore

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Abstract

Education is a fundamental human right and a prerequisite for the exercise of all other human rights. It promotes individual freedom and empowerment and brings about important benefits for development. State and also the representative institutions to make sure that quality education are available to all children throughout the country without any discrimination, socio-economic issues. Co-education refers to educating males and females in one setting. This research study reveals the Experiences of Female Students in Co Education and how they respond to these experiences. This study critically analyzed the socio-cultural and religious condition of Pakistani society in the context of co-education and how the female students experience these issues. The targeted population was the female students of University of the Punjab and a sample of 355 students is selected from the whole population of female students of the University.

Keywords: Co Education, Discrimination, Individual Freedom, Fundamental Right

INTRODUCTION

Education is a fundamental human right and a prerequisite for the exercise of all other human rights. It promotes individual freedom and empowerment and brings about important benefits for development. Nevertheless, millions of children and adults remain deprived of educational opportunities, many as a result of poverty, gender discrimination, social and cultural norms. Any person having access to good quality education without discrimination or exclusion. This is for governments to fulfill their obligations as legal and policy in relation to the provision of quality education for all and to implement and monitor effective education strategies.

The quality and duration of education is equally important. In many developing countries, less than 60 percent of primary school pupils who enroll in first grade reach the last grade of schooling. Children must not only enroll in school; they must complete it. And human rights values and principles must be the guiding force in the classroom.

So education is a major factor in the creation of the state as well. For that educational policies and curricula must be carefully developed and nationwide. There should be no difference in education between different provinces, between urban and rural areas and between rich and poor neighborhoods.

Education up to class 12 should also be a necessary State responsibility abreast of technical education and training institutions. State and also the representative institutions to make sure that quality education is available to all children throughout the country without any discrimination.

The Prophet Muhammad (SAW) encouraged all Muslims to acquire knowledge and share it. He said:

"Acquire knowledge, for he who acquires it in the way of Allah performs an act of piety; he whose speak of it, praises the Lord; he whose seeks it, adores Allah; he whose dispenses instruction in it, bestows alms; and he who imparts it to others, performs an act of devotion to Allah." (Bukhari, Muslim)

One of the main reasons for girls in secondary education is the persistent high level of poverty, especially in urban slums and rural areas. Most families are unable to cover the cost of their children's education and opportunity costs for sending children to school are high. Furthermore, socio-cultural norms based on patriarchy prevail, families tend to give priority to boys' education when faced with financial constraints.

It is clear when social change take place in a society it brings culture lag. The social problem came out of this culture lag. Keep all these facts in mind; we are to see the experiences of female student in co-education. Since on the experience there has been great controversy among different groups, religious, political, social problem. The study will envisage the experiences of female in coeducation.

OBJECTIVES

The specific objectives of the study include:

1. To know harassment problem of female students and the way they respond it.
2. To find out whether female students facing any emotional issues in co-education and the way cope these problems.
3. To find out socio-cultural and economic problem faced by females student in co-education.
4. To seek suggestions to make co-education experiences of female students more conducive.

LITERATURE REVIEW

If we look back only two centuries ago the history of women education is full of discrimination not only in education sector but also all sectors of life but full of struggle and movements for their rights. If we see at the history of developed countries like America, only two centuries ago the situation for women education was not good.

S.Alexander Rippa in his book "Education in a Free Society"(fifth edition-2006) asked

that the Discrimination against women in any public capacity was deeply rooted in American culture. Customs had long decreed their social role: a young lady only aspiration was marriage and a family of her own.

During the eighteen and early nineteenth centuries, this tradition was strongly reinforced by laws and policies which restricted women's social position in a man's society.

During colonial period; there was not any school or course for women; their role only restricted to their homes only. In 1787 in an essay by Jamin Rush expressed some thoughts upon female education and favored a more advanced training for women. Rush in his essay expressed that for the development of a society it is necessary to educate females as males and permit them to perform their role to develop the society.

However in New England at the end of the eighteenth century a few communities began to permit girls to attend the Latin grammar school in the early morning and late afternoon when the boys left the classrooms.

After that woman start struggle for their rights at the end of the eighteenth century. In vindication of the rights of women (1792), Mary Wollstonecraft (1759-1797) argued that women's nature was the same as men's-free, independent, and rational. Wollstonecraft believed that education would improve women's character and position and she argued specifically for Co-Education and system of schools at national level.

Perhaps the most significant manifestation of the changing social conditions of **twentieth century** life was a new image of the American women. Her position in society was no longer being constrained by a pattern of more developed on the premise that a women's place was solely in the home.

If we look at the history of female education in Pakistan, it is also filled with deprivation and struggle. For the development of a country or community education plays a vital role especially female education plays a very significant role in the development of a nation. It is very important for the economic development of a country. But unfortunately in Pakistan its status and standard particularly is at the lowest ebb. Thousands of girls otherwise intelligent and capable enough to get education, but are deprived of because of multifarious socio- cultural and economic reasons and gender prejudices as said by Saleh Parveen in his paper Female education and national development (3BulletinofeducationandresearchJune2008,vol.30,No. 1,pp.33-41)

According to Federal Bureau of Statistics: From 1857 to 1947, till the creation of Pakistan Female education developed very slowly. At the time of creation of Pakistan the report of Federal Bureau of Statistics shows that there were only 82 female secondary schools (18%) with 800 female teachers (11%) and 8000 girls enrolment.

In 1959 the president Ayub Khan made a commission on education which reviewed and revised whole national education system of Pakistan including women education and made valuable suggestions.

According to the report of commission there can be no doubt that women of Pakistan are striving to play their part in rising status of themselves, their families and the nation. To realize this potential women need education just as Pakistan needs educated women and it is the purpose and nature of this education that concerns us here. (Chapter No. 6 National Commission on Education, 1959)

After that the progress in female education in Pakistan is very slow. The research studies revealed that 95% of the world illiterates reside in developing countries out of which 70% were females. The majority of women who cannot read and write live in Asia which clearly depicts poor literacy rate of the regional countries. According to UNESCO report (2012), Pakistan is among the countries those have poor literacy rate in the world while International Human indicators places Pakistan at 130th place out of 141 countries said by Ejaz Ashraf, Muhammad Younis and Hafiz Khurram in A review of rural women education in Pakistan (Sci.int.lahore,27(1),555-559,2015)

The biggest barrier to a girl's education in Pakistan throughout the history is lack of access to schools especially in rural areas. Cultural limitations prevent parents sending their daughters to mixed gender schools. (Girl Children behind the Veil (r4e.org)

From the first day of the creation of Pakistan women has started struggle for their rights and especially for education. This struggle started with the creation of APWA (All Pakistan Women's Association) and Fatima Jinnah played a vital role to aware females about the importance of education. He visited many madrassas and asked girls to get school education. (Women Emancipation of Pakistan Department of South Asia, PU)

The females of Pakistan are little bit succeed due to their struggle and now the situation is

Better than 67 years ago but much work is required to be done. "Educating girls possibly yields higher rates of return than any other investment available in the developing countries." Family wages increase 10 to 20 percent for each year of schooling a girl receives! A more educated mother has fewer and better educated children! The Social Action Program (SAP) manifesto, Pakistan government.(R4e.org report Tuesday, 27, 2007)

DEFINITIONS:

Education:

"The cultural process, the way in which every new born infant becomes a full member of any specific human society" (**Margate Mead as quoted by Nasreen Gul 1962**)

Co-education:

"That girls and boys shall be taught the same thing, at the same time, in the same place, by the same faculty, with the same methods and under the same regime. (**UNESCO; Women and education, Paris; 1953, p.169.**)

METHODOLOGY

Research Design:

Keeping in view the dearth of research and literature on the topic, and therefore, the exploratory nature of the study, researchers used "Quantitative" methods of a large scale, by using a questionnaire.

Universe:

A) Geographical Universe:

The geographical universe of study was University of the Punjab Quaid e Azam Campus,Lahore.

B) Human Universe:

Female students in the different of age's groups were taken as human Universe.

Sample:

In our research the boundaries of the population were 355 respondents. We apply stratified random sampling by dividing the total sample in to departments and select samples out of divided groups. Here stratus is different departments. The purpose is to get perception of different students in different departments. Another reason is that, departmental behavior varies accordingly. For instance; in department of Media and Journalism or Management and commerce where females are considered to have a more liberal approach. Another department

would be Islamic center, Law College and others to get data on more restricted cases of harassments.

Sampling Technique:

Apart stratified Random sampling, I would do snow ball sampling technique because reference would enhance the people who are or would be relevant to my research.

Tool of Data Collections:

While keeping in view the objectives of the study and the nature of the study (experiences of female in co-education), questionnaire schedule was selected as the tool for data collection.

Data processing/Editing:

As our respondents were hard to find/access again and some were scattered' at this stage data editing was carried out. On completion of data collection, responses to open ended questions were categorized and coded.

Ethical Issues:

Some respondents get annoyed with our questions and don't like to give their time to us, because they supposed to spend time with their friends, in that time period.

RESULTSAND DISCUSSIONS

TableNo:01

Program wise distribution of the respondent

	Frequency	Percentage
BS	81	22.81%
Master	256	72.11%
M.Phil.	15	04.22
Ph.D.	03	0.84
Total	355	99.98

The above table shows the distribution of the respondents as per their programs/ level of studies. Majority (72.11%) of respondents were doing Master.22.81% weredoingB.S.4.22% weredoing M.Phil. And 0.84% was Ph.D. scholars.

Table No: 02

Age wise distribution of the respondent

	Frequency	Percentage
20– 24 years	347	97.74
25-29 years	08	2.25

Total 355

This table shows the age wise distribution of the respondents. Most (97.74%) of the respondents were around (20 to 24) years of age and 2.25 were around (25 to 29) years old.

Table no: 03

Attitude towards working in mixed gender groups

	Frequency	Percentage
Hesitation	54	15.21%
Comfortable	129	36.33%
It's just a matter of routine	170	47.88%
Other	2	0.56%
Total	355	99.98%

The above table indicates that 15.21% of the student's feels hesitation, however, 36.33% students declared that they feel comfortable working in the mixed gender groups in co-education, whereas 47.88% students said that it's just a matter of routine. 0.56% gave other responses.

Table No: 04

Distribution of the respondents as per their views regarding class sitting arrangement matters

	Frequency	Percentage
Yes	235	66.19%
No	120	33.80%
Total	355	99.99%

This table shows the distribution of the respondents as per their views regarding class sitting arrangement matter to them or not. Two-third (66.19%) of respondents declared that the class sitting arrangement matter in co-education, whereas one-third (33.80%) said its does not matter.

Table No: 05

Respondent's distribution as per their views regarding Teachers-students relationship

	Frequency	Percentage
Male teacher favor female students	142	40%
Male teacher favor male students	31	8.73%
Female teacher favor male students	49	13.80%
Female teacher favor female students	38	10.70%

students		
Equally treat	43	12.11%
No response	52	14.64%
Total	355	99.98%

This table shows the distribution of the respondents as per views regarding teachers and students relationship. Majority (40%) of respondents declared that male teacher favor female students. 8.73% respondents said that male teacher favor male students. 13.80% respondents were of the view that female teacher favor male students whereas 10.70% respondents said female teacher favor female students, 12.11% responded that they equally treat both and remaining gave no response 14.64%.

Table No: 06

Distribution of the respondents as per their views regarding the impact on individuals brought about by co-education

	Frequency	Percentage
Changed gender roles	97	27.32%
Improved status of women in society	183	51.54%
Confirm male domination	54	15.21%
No response	21	5.91%
Total	355	99.98%

The above table shows the distribution of the respondents as per their views regarding the impact on individuals brought about by co-education. A simple majority (51.54%) of respondents were of the view that co-education helps improve the status of women in society. According to (27.32%) It impacts gender roles, however, (12.21%) declared that it perpetuate male domination. And (5.91%) gave no responses.

Table No: 07

Overall Impact of co-education

	Frequency	Percentage
Positive	273	76.90%
Negative	56	15.77%
No response	26	7.32%
Total	355	99.99%

The above table shows the distribution of respondents as per overall impact of co-education as being positive or negative. Majority (76.90%) of respondent declared that it positive. But, 15.77% view edit as negative and 7.32 given or response.

Table No: 08

Distribution of respondents as per their perception of harassment

	Frequency	Percentage
Unethical	59	16.61%
A crime	132	37.18%
Social evil	155	43.66%
Other	09	2.53%
Total	355	99.98%

The above table shows the distribution of respondents as per their perception of harassment 16.61% respondents said it is unethical .37.18 % of respondents perceived it as a crime, and for 43.66% it is a social evil. 2.53% gave no responses.

Table No: 09

Distribution of respondents as per their information regarding existence of female harassment on campus

	Frequency	Percentage
Yes	175	49.29%
No	180	50.70%
Total	355	99.99

This table shows the distribution of respondents as per their information regarding on campus female harassment. It was clearly divided response as almost exactly half the respondents (49.29%) declared that it happens and the other half (50.70%) said “NO”.

Table No: 10

Distribution of the respondents as per their views regarding possibility of responding to on campus harassment cases

	Frequency	Percentage
Yes	221	62.25
No	134	37.74
Total	355	99.99

This table shows the distribution of respondents as per their views regarding possibility of reacting to harassment cases. Two-third (62.25%) of respondents said “YES” it is possible to react to harassment that one faces in university, however one-third (37.74%) said “NO”.

TableNo: 11

Distribution of the respondent's as per their personal experience of harassment

	Frequency	Percentage
Yes	79	22.25%
No	276	77.74%
Total	355	99.99%

This table shows the distribution of the respondents as per their personal experience of harassment. Three quarters (77.74%) of respondents declared that they have never experienced harassment on campus, however, one-fourth (22.25%) admitted that they have been harassed in the university.

Table no 12

Departmental complaint of harassment cases

	Frequency	Percentage
Yes	54	15.21%
No	301	84.78%
Total	355	99.99%

Continuing from table 15, while one-fourth of all study respondents shared that they have faced harassment on campus, only 15.21% filed a complaint to the department about the harassment they faced in the university.

Table No: 12.1

Departmental responses to the harassment complaint

	Frequency	Percentage
Ignored	20	37.03%
Satisfactory/problem addressed	15	27.77%
Delay tactics	07	12.96%
Asked to remain silent	10	18.51%
No response	02	03.70%
Total	54	99.97%

In continuation from tables 15, 16 this table shows the distribution of respondents as per responses of their department when they filed a harassment complaint. Majority (37.03%) of respondents revealed that their complaint was ignored. However, 27.77% declared that their problem was addressed satisfactorily. According to 12.96% the department used delay tactics, whereas.18.51% respondents were asked to remain silent and 3.70% gave no responses.

Table No: 13

Awareness of law/policy regarding harassment cases

	Frequency	Percentage
Yes	138	38.87%
No	217	61.12%
Total	355	99.99%

Awareness of law\policy regarding harassment cases varies. Statistics revealed that 38.87% students were aware of existence of any anti-harassment law whereas 61.99% respondents were not aware of any law regarding harassment.

Table No: 14

Types of problem female faced in co-education due to non-availability of female common room

	Frequency	Percentage
Eating problem due to veil	36	33.64%
Can't sit relax in privacy	43	40.18%
No response	28	26.16%
Total	107	99.98%

Types of problem female students faced because of lack of common room facility vary 33.64% female students cannot sit properly and eat of their veil, and 0.18% cannot relax in privacy 26.16% gave no responses.

Table no:15

Toilet facilities for females in the university

	Frequency	Percentage
Yes	330	92.95%
No	25	7.04%
Total	355	99.99%

Research revealed that 92.95% of respondents shared that there are separate toilet facilities for female students in the university, however 7.04% declared that there is no toilet facilities for female students in the university.

TableNo:16

Types of social problem

	Frequency	Percentage
Don't feel comfortable	4	16%
Use other department wash Room	5	20%
Use staff wash room	7	28%
No response	9	36%
Total	25	100%

Continuing from table 21, among those who did not have a female toilet facility in their Department, 28% use staff washroom. 20% students use other department's washroom. Whereas 16% don't feel comfortable. 26% did not show any response.

Table No: 17

Cafeteria facilities for females in the university

	Frequency	Percentage
Yes	167	47.04%
No	188	52.95%
Total	355	99.99%

47.04% of students shared that there is a separate female canteen facility for female students in the university and 52.95% say there is no such facility

Table No: 17.1

Trouble due to lack of Cafeteria facilities for females in the university

	Frequency	Percentage
Bring lunch from other cafeteria	39	20.74%
Time management	65	34.57%
Eating problem due to veil	66	35.1%
No response	18	9.57%
Total	188	99.92%

Female students face various troubles due to lack of female cafeteria facility. Almost one-third of all respondents (35.1) shared eating problem due in the veil, 34.57 selected time management because for refreshment, they have to go to other places away from their department, 20.74% selected bring lunch from other cafeteria and 9.57% gave no response.

Table No: 18

Respondent's distribution as per any emotional involvement with a member of the opposite sex in co-education

	Frequency	Percentage
Yes	81	22.81%
No	274	77.18%
Total	355	99.99%

Above table's shows that nearly one-fourth (22.82%) female students have an emotional involvement with fellow male students, however good three quarters (77.18%) declared that they did not have any such involvement

Table No: 18.1

Impact of the emotional involvement

	Frequency	Percentage
Feel secure in his company	28	29.16%
Enjoy life with this person	17	17.70%
Feeling guilty	18	18.75%
Make others jealous	10	10.41%
Worried about future of this involvement	13	13.54%
No responses	10	10.41%
Total	96	99.97%

Impact on respondents of their emotional involvement with male students varies. Interview data revealed that 29.16% felt secure in the male company, 17.70% enjoy life with their male partner, however, 18.75% feel guilty having such relationship, 10.41% thought that such relationship makes others jealous, 13.54% feel worried of the future of their involvement and 10.97% gave no responses.

Table No: 19

Distribution of respondents as per their involvement in co-curricular activities

	Frequency	Percentage
Yes	201	56.61%
No	154	43.38%
Total	355	99.99%

56.61% female students shared that they get involved in co-curricular activities in co-education system and the other 43.38% were not.

Table No: 20

Level of family support in co-education

	Frequency	Percentage
Yes	280	78.87%
No	75	21.12%
Total	355	99.99%

Large majority of the respondents declared that their family is supportive of them in co-education (78.87%), however, according to 21.12% it was not.

Table No: 21

Reason for family member's reservations

	Frequency	Percentage
Because of security matters	18	24%
They don't feel comfortable for us in the company of male students	25	33.33%
Timing issue(late night tours)	27	36%
No response	5	6.66%
Total	75	99.99%

The above table indicates that 36% of the students' said that they face timing issue, which makes their family apprehensive. 33.33% students said that their families don't feel comfortable for them in the company of male student .24% said that their family is concerned about security matters. Whereas 6.66% students gave no response.

Table No 22

Social response, relatives' and neighbors' comments about co-education

	Frequency	Percentage
Yes	83	23.38%
No	272	76.61%
Total	355	99.99%

In terms of social responses on co-education system, the interview data reveal that 76.61% female students did not receive any response and the other 23.38% have received some comments from relatives and neighbors.

Table No: 22.1

Negative comments faced from neighbors and relatives

	Frequency	Percentage
They don't consider a sit good thing	6	7.22%
They feel that it's not our tradition	18	21.68%
They always say that I am so much changed after joining the university	23	27.71%
Co-education environment is not good form oral character of females	7	8.43%
No response	29	34.93%
Total	83	99.97%

The above table indicates that 27.71% respondents received the comment from neighbors and relatives that she is so much changed after joining the university. 21.68% students said that their friends and relatives feel that it's not our tradition to study in co-education. 8.43% students said that their relatives and friends believe that Co-education environment is not good for moral character of females. 7.22% said that their social circle don't consider co-education a good thing. 34.93% did not share any comments or reaction that their relatives and neighbors show towards them.

Table No: 23

Distribution of the respondents as per the impact co-education brought on their relationships.

	Frequency	Percentage
Yes	79	22.25%
No	276	77.74%
	355	99.99%

Research revealed that 22.25% of respondents confirmed that co-education has impacted their relationships; however, 77.74% did not see any impact.

Table No: 23.1

The way studying in co-education affected your family relation

	Frequency	Percentage
Less time to spend with family	19	24.05%
They don't like male Relationship	12	15.18%
Male don't care female	14	17.72%
No response	34	43.03%
Total	79	99.98%

The above table indicates that 24.05% students said that they have less time to spend family. 17.72% of the student's said Male don't care female. 15.18% students said that they don't like male relationship. 43.03% did not show any response.

Table no: 24

Family norms and values in contra addiction with coeducation

	Frequency	Percentage
About dressing	13	31.70%
They consider as a bad thing	5	12.19%
To keep up with conservative relations	7	17.07%

They think it is not in line with our culture	5	12.19%
No response	11	26.82%
Total	41	99.97%

The above table indicates that 31.70% of the students' declared that their family is concerned about their dressing while attending co-education 17.07% students were of the view that their co-education is difficult for their family in terms of keeping up with conservative relatives. 12.19% students said that their family consider co-education as a bad thing. 12.19% said that their family think it is not in line with our culture. 26.82% did not show any response.

Table No: 25

Level of family member's notice in co-education about their daughter

	Frequency	Percentage
Always	154	43.38%
Often	108	30.42%
Rare	55	15.49%
Never	38	10.70%
Total	355	99.99%

Family member's involvement level in what differ. According to research 43.8% of member involvement level is always, 30.42% often, 15.49% rarely and 10.70% never show involvement to notice their daughter.

Table No: 26

Female students 'suggestion about co-education

	Frequency	Percentage
Be safe and secure in co-education	20	5.63%
Be brave and confidence	83	23.38%
They should focus their study	26	7.32%
Be in limit	54	15.21%
No response	172	48.45%
Total	355	99.99%

5.63% respondents gave suggestion to other female students to be safe and secure in co-education, 23.38% gave suggestion to be brave and confident, and 7.32 recommended that female students should focus their studies alone, 15.21 gave suggestion to stay in limits and 48.45% gave no response.

CONCLUSION:

The aim of this research is to explore the experiences of female students in co-education. In order to learn about: harassment problems of female students and the way they respond to it;

whether female students facing any emotional issues in co-education and the way they cope with these problems; any socio-cultural problems faced by female students in co-education; the role of family in females' getting co-education; and to seek suggestion to make co-education experiences of female students more conducive

We have administered a questionnaire schedule; the target population was female students of the University of the Punjab and 355 respondents completed the questionnaire. Based on the study findings, following conclusions have been drawn.

It is concluded that the physical environment of the university is female-friendly. There are facilities for female students like separate common rooms and separate toilets in most departments. Although majority of the female students take it as a routine matter to sit with the male students in the class rooms and work together, however, there were suggestions that there should be separate portions for male and female students in the class room.

The study also concludes that the male teachers give respect to the female students and there is no gender discrimination in teacher-student relationship as behavior of both male and female teachers is the same towards students of both sexes.

It is concluded from the present study that co-education provides a positive opportunity to female students to express their abilities and skills. The female students become more confident and communicate better. They socialize with males in co-education. It also provides opportunity to both male and female students to understand each other, it helps understand the women's role in the society better, and lessen gender discrimination.

It is also concluded that there are not many sensitive issues faced by female students studying in co-education, however, this study regretfully concludes that female students face harassment problems on campus and are not aware of any clear policy in the university to control such kind of problems. These students understand harassment mostly as a social evil; some considered it a crime though. Mostly, the students do not complain about it in the department because they are either afraid of the society, i.e., gossip and make fun by class fellows. Some of the students complain, unfortunately, that they do not receive any positive response on filing a complaint. Majority of those who faced harassment also revealed that they mostly do not share harassment incidents with their families for the fear that their family will stop them from going to the university or would misunderstand them. On the contrary, there were some students who shared harassment issue with their families who motivated them and suggested them to be brave.

From this study, it is concluded that most of the female students' family norms and values are supportive to co-education system. However, a smaller ratio (25.07%) did indicate that their family values do not support co-education and their families were finding it hard to face conservative relatives who objected to females receiving co-education. While a good number of the female students have female friends only, a similar ratio have both male and female friends. However, not all of them could invite their male friends at home due to social values around gender segregation

In terms of emotional involvements/affairs most of the female students think that these involvements are common in co-education system but the study reveals that mostly female students were not involved emotionally with opposite sex. However, some have some involvement and they feel secure in the company of their male partners.

It is also concluded from the present study that a good majority of the female students do not receive any negative comments from their social circle about their studying in co-education system and their social environment is supportive to enroll in co-education system.

Recommendations:

The following recommendations are made on the basis of the conclusion soft he study:

1. Co-education is highly recommended for males and females at the university level because it is very beneficial to learn gender roles and recognize status of women in society. It gives males and females both adjustment and accepting capabilities in a wider societal perspective.
2. Findings reveal that students are not aware of any legislation and policy which prevent harassment cases. Therefore, it is suggested as a first step, students should be made aware about that policy by displaying it at prominent places in the university. It is also recommended to make a separate committee for student's related harassment which takes action against such cases on priority bases. The university administration should take strict and swift action against offender if such a case is reported.
3. Findings also reveal that most of the students harassed at bus points and canteens. So, the University Administration should fix separate areas for boys and girls at bus points and canteens and if possible separate bases should be arranged for female students.
4. Parents and teaching-faculty should raise the confidence level of female students to be bold in dealing with harassment. Furthermore, the university administration, as rule and apart, should assure the parents and family of the female students that their daughters are safe in co-education environment.
5. Study participants' suggestion for separate sitting arrangement in classroom, and female students' reluctance in taking part in co-curricular activities indicate that gender segregation is still a norm, the university administration needs to send a clear message through policy and practice that male and female students are equal, and should use even positive role in such areas.

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