

Co-education harassing the students of high-level classes: A study conducted in U.A.F and G.C. University, Faisalabad

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Abstract

The present study was conducted to assess harassments to the students associated with Co-education to high-level students. University of Agriculture and G. C. University, Faisalabad selected as Universe for the study. A sample of 200 students with equal gender proportion selected randomly from these universities. The data were analyzed and interpreted for drawing conclusions. The study findings show that majority of the students feel comfortable in co-education, while their social interaction is limited. Anyhow, female students will prefer to study in single education system, if it could have been offered.

Key Words: Co-education, Social Interaction, Competition, Harassment, Faisalabad

Introduction

Co-education builds confidence in an individual and makes him/her a more complete person to live in a real world. In other words, studying in the same-sex education system makes a person lack in self-confidence (Ahmad, 1999). On the other hand, few people around us will be criticizing the co-education by many logics and precedents (Bajwa, 1994). In co-education environments students have more opportunity and temptations to go astray. They cannot maintain the right etiquette of intermingling as prescribed by the Islamic Shari'ah, at all times during study hours (Sammina, 1995).

The educationists and sociologists in the west are beginning to recognize the harm done by secular co-education to psychological and talent development of females, as well as to their general personality, it is ironic that some westernized managers of our educational policies are keen to develop a permissive co-educational atmosphere in institutes of higher education (Chalaud, 1970). Co-education coming even from an educationally and socially backward state the Bihar is that co-educational institutions provide better teaching standards and show better performance of students. An opinion poll among officials, from Directors of Public Institution to field staff working in rural areas, elicited a strong support for co-education at

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the primary and middle levels (Naik, (1975).

The objectives of the present study are:

To find out the difficulties and problems being faced by the students of both genders in co-education

To examine the feasibility of co-education systems for country like Pakistan.

Material and Methods

The universe for the study was University of Agriculture, Faisalabad and G. C. University, Faisalabad Pakistan. The 200 samples of (100 from each university) were selected randomly from master level student (50 male and 50 females from each university). The method of data collection used was "Questionnaire", in which questions asked with the purpose to meet desired objectives. Various parameters like type of institute, span of study in co-education, satisfaction level, survival issues, insights and views of students, participations, competition, aftermaths, etc, were selected. The data was analyzed statistically analyzed to make certain inferences.

Results and Discussion

Result of the present study revealed that 50.0 % of the respondents belonged to each University.

To each University it revealed that 47.0 % of the respondents were studying in co-education less than 1-2 years. While 26.5 % were studying between 3-4 years and 14.5 % were studying from 5-6 years whereas 12.0 % were studying from 7 years or more years. Chalaud's (1970) concluded that advancement of a society is significantly correlate with the degree of co-education prevailing in a society.

It was found that a huge majority (82 %) of the respondents were satisfied being a student of co-education. 17.5 % of the respondents were not satisfied. While 0.5 % showed no response. Present finding coincides with Francies' (1970) in which it was pleaded that in less developed nations co-education is a source of modeling the behaviors and developing positive attitude towards learning. It was observed that 44.5 % of the respondents felt confidence among themselves and 25.0 % of the respondents were well disciplined and 18.5 % of the respondents were well mannered. While 12.0 % of the respondents did not feel any change. The result confirmed Khan's (1997) report that the students who come in co-education are pre-weaponed with

confidence from their parents' encouragement.

Study showed that 7.5 % of the respondents stated that they would face difficulties to survive in co-education system. The 92.5 % of the respondents did not face any difficulty to survive in coeducation system. Bajwa, (1994) enriched the research by commenting that in co-education the Pakistani values and norms are proved supportive and protective to female students. 29.0 % of the respondents believed that it is difficult for girls in coeducation system to take part in social and extra curricular activities and 50.5 % of the respondents had been limited role to take part in social and extra curricular activities. While 20.5 % of the respondents were not agree to this statement and viewed that in co-education system it is difficult for girls to take part in social and extra curricular activities.

Study indicated that 48.5 % of the respondents answered that co-education put boys and girls in competition with each other in their studies to a great extent, and 38.0 % of the respondents viewed to some extent while 13.5 % of the respondents were not agreed with this statement and viewed that coeducation has not any concern with competition of boys and girls. The results of present study has strong relationship with Hussain *et al.*, (2005), he concluded that co-education having a major blessing in terms of creation of healthy competition between both the genders. Ahmad (1999) also stated that the real competition could be found in co-education. The data also showed that 13.5 % of the respondents agreed with the statement that co-education system is a cause of vulgarity and 53.5 % of the respondents agreed to some extent. While 33.0 % of the respondents told that co-education system is not a cause of vulgarity. Ismail (1995) also reported that some psychological disorders are observed in the co-education system. 44.0 % of the respondents told that co-education is a source of good character building and 41.5 % of the respondents agreed to some extent. While 14.5% of the respondents stated that co-education system did not help in character building.

Conclusion

From the study it was concluded that in Pakistan there is not any sensitive issue concerned with co-education. Mostly students don't take it like harassment rather they consider it as a tool to accelerate the confidence building process. Certain formal and informal trainings by both institutes and parents respectively are direly needed. Government should arrange workshops and seminars for the parents of the students about the benefits of co-education.

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