Appraising Emotional Problems in Co-education Setup- A Step towards Institutional Development

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Introduction

Co-education is the education of both genders in the same class in an institution. This has been given several interpretations, the most extreme of which is that girls and boys shell be thought the same things at the same time in the same place by the same faculty with the same methods and under the same regime (Encyclopedia Britannica, 1986, vol.5, p. 961). It was first introduce in Switzerland. Now it has become popular almost in the whole of Europe and the whole of America. The Eastern countries are also adopting this system gradually. There are much co educational institutions, particularly the universities in Pakistan. In our country, opinions sharply differ on the issue of co-education at universities. The supporters of co-education favor it mainly on two grounds, one economical and the other sociological. In the first place they favor that Pakistan is under developing country, it is not possible to arrange separate classes in universities. In the second place the social context beten the members are useful in many respects. The supports say that if boys and girls are educated together, they will develop in them a sort of mutual understanding which helps them in their future life.

Emotion, therefore, signifies a tendency towards action that arises from some inner need and is directed toward the outside world. As ordinary defined "an emotion is a complex phenomenon which implies a state of being motivated or aroused in one way or another, involving extensive visceral disturbances, including many feeling tones and resulting in some sort of an overt action (Dr. Abdur Rauf, 1975, p.76). In co-education set up students face many emotional problems like hesitation, anxiety, lake of self confidence, low self-esteem, aggression and shyness. Apart from these problems the students both boys and girls face many other problems in co-education system in Institute of Education and Research e.g naturally boys are more aggressive than girls. They have so many responsibilities to perform which make them tense and violent. Boys are stereotyped earlier and more harshly than girls. Boys are under pressure by their parents to support their families, that's why they are suppose to give full attention to their studies which make them hostile and aggressive, they become unfriendly to their fellows and their opposite gender. Many girls face many problems e.g Islam has made a woman the Queen of her house, for this reason the purpose of her education is to prepare them good household lady, but the atmosphere of the co-education distract them for their real purpose of study.

Women also face the problems from society, homes and their opposite gender. Some of the people don't favor the women to study in co-education, for this reason they don't sent their daughter for higher studies which make them the victim of complexity.

Statement of the Problem

The present study was designed to analyze the emotional problems of students (boys/girls) in co-education setup in Institute of Education and Research, University of the Punjab Lahore.

Objectives:

Following served as objectives of the study:

- To explore the emotional problems of both male and female students.
- To provide input to the institutions for addressing these problems.
- To explore out the facts related with co-educational problems.
- To give suggestions to overcome these problems and give recommendation to solve them.

Research Questions:

The research questions of this study were:

- How many students feel uncomfortable in co-education?
- What are the reasons behind their uncomfortability?
- How these problems can be handled?

Methodology

Research methodology contains an account of the procedures used in the study, including research design, population, sample, and development of instruments, validation of instrument and procedure of data collection and analysis of the study. The study was descriptive in nature. Descriptive data has collected through questionnaire. This study aimed to know about the general opinions of the students of Institute of Education and Research.

Research Design:

Since the present study aims to respond to the research questions of quantitative and qualitative in nature, data collection and analysis techniques from both methodologies re implemented, thus mixed-method approach was chosen as the methodology of this research. Mixed methods research may be defined as "the collection or analysis of both quantitative and qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the process of research" (Cresll, Plano Clark, Guttmann, & Hanson, 2003, p. 212). Statistical analysis is quantitative while the illustration of this data is qualitative Mixed-method approach enables the researchers to draw on all possibilities (Tashakkori & Teddlie, 1998) and provides a broader perspective to the study as the qualitative data helps describe aspects the quantitative data cannot address (Cresll, 2003). Using both forms of data allows researchers to simultaneously generalize results from a sample to a population and to gain a deeper understanding of the phenomenon of interest.

Population:

According to the Gay (1992) "The population is the group of interest to the researcher, the group she / he would like the result of the study to be generalizable". This study was concerned with taking feedback from the students of Institute of Education and Research PU Lahore. Total population of this study was 1094 students both male and female.

Sample:

The sample for this study was consisted of 75 boys and 75 girls selected randomly. These participants were request to complete the questionnaire which presented to them.

Development of Instrument:

A questionnaire was developed after reviewing the related literature like articles books and thesis.

This questionnaire consists of questions related to the emotional problems of students (girls/ boys) in co-education set up in Institute of Education and Research PU Lahore. The questionnaires consist of 25 questions. In this way, make the columns of strongly agree, agree, neutral, disagree and strongly disagree. Likert scale was used in this questionnaire.

Likert scale

1. Strongly Agree,   5
2. Agree,   4
3. Neutral,   3
4. Disagree,   2
5. Strongly Disagree,   1

Procedure of Data Collection and Analysis

After preparation questionnaire researcher collected the data from students of Institute of Education and Research PU Lahore. The responses of the items was recorded, then the percentage of the each response was calculated and give in the form of tables and each table were interpreted. Data was analyzed through SPSS.

Frequencies

Table 1: Co-education setup builds students self confidence

Statements	Frequency	Percent
Strongly Disagree	7	4.7
Disagree	8	5.3
Neutral	5	3.3
Agree	54	36.0
Strongly Agree	76	50.7
Total	150	100.0

The above table indicates that 7% of the students are strongly disagree with this statement,8% re disagree,5% did not show any response, and 54% students re agree with it, whereas 76% students are strongly agree that Co-education setup builds students confidence. Hence 86% students shod their agreement with this opinion which reflects favors for building self confidence in co-education.

Table 2: Co-education setup creates an atmosphere of healthy competition in classroom

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	12	8.0
Neutral	19	12.7
Agree	58	38.7
Strongly Agree	51	34.0
Total	150	100.0

The above table indicates that 6.7% of the students are strongly disagree with this statement,8% re disagree,12.7% did not show any response, and 38.7% students re agree that Co-education setup creates an atmosphere of healthy competition in classroom, whereas 34% students are strongly agree with it. The conclusion shod that 72.7% of students re in favoring with this opinion that co-education setup is healthy for the students.

Table 3: In Co-education setup students (boys/girls) can understand each other in a better way

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	18	12.0
Neutral	32	21.3
Agree	48	32.0
Strongly Agree	42	28.0
Total	150	100.0

The above table indicates that 6.7% of the students are strongly disagree with this statement,12% re disagree, 21.3% did not show any response, and 32% students re agree that In Co-education setup students (boys/girls) can understand each other in a better way, whereas 76% students are strongly agree with it. The conclusion shod that 60% of the students could understand each other in co-education set up.

Table 4: Co-education is very helpful in order to meet students' practical needs

Statements	Frequency	Percent
Strongly Disagree	8	5.3
Disagree	17	11.3
Neutral	37	24.7
Agree	52	34.7
Strongly Agree	36	24.0
Total	150	100.0

The above table indicates that 5.3% of the students are strongly disagree with this statement,11.3% re disagree,24.7% did not show any response, and 34.7% students re agree that Co-education set up is very helpful in order to meet students' practical needs, whereas 24% students are strongly agree with that statement. The conclusion shod that 58% of the students re agreed that co-education set up is practically helpful for the students.

Table 5: I feel comfortable in working with my class fellows

Statements	Frequency	Percent
Strongly Disagree	7	4.7
Disagree	8	5.3
Neutral	24	16.0
Agree	76	50.7
Strongly Agree	35	23.3
Total	150	100.0

The above table indicates that 4.7% of the students re strongly disagree with this statement,5.3% re disagree,16% did not show any response, and 50.7% students re agree that I feel comfortable in working with my class fellows, whereas 23.3% students re strongly agree with that statement. The conclusion shod that 73% of the students felt comfortable with their classmates.

Table 6: I have no issue in working with my opposite gender in out of the class

Statements	Frequency	Percent
Strongly Disagree	10	6.7
Disagree	26	17.3
Neutral	23	15.3
Agree	61	40.7
Strongly Agree	30	20.0
Total	150	100.0

The above table indicates that 6.7% of the students are strongly disagree with this statement,17.3% are disagree,15.3% do not show any response, and 40.7% students are agree that I have no issue in working with my opposite gender in out of the class , whereas 20% students are strongly agree with that statement. The conclusion shod that 60.7% of the students had no issue in working with each other.

The bellow table indicates that 4% of the students are strongly disagree with this statement,11.3% re disagree,23.3% did not show any response, and 31.3% students re agree that Personally, I feel co-education setup has its own weaknesses itself, whereas 30% students are strongly agree with that statement. The conclusion shod that 61.3% of the students favor that co-education set up has some weaknesses.

Table 7: Personally, I feel co-education setup has its own weaknesses itself

Statements	Frequency	Percent
Strongly Disagree	6	4.0
Disagree	17	11.3
Neutral	35	23.3
Agree	47	31.3
Strongly Agree	45	30.0
Total	150	100.0

Findings

After analysis of the data the following findings are drawn:

1. Most of the students re agreed that co-education set up is helpful in developing students' self confidence.
2. Majority of the students favored that co-education set up is healthy for the students.
3. Students' majority could understand each other in co-education set up.
4. A large number of students are strongly agreed that co-education set up is helpful for them to fulfill their requirements.
5. Most of the students felt comfortable with their classmates.
6. Students' majority had no issue in working with each other.
7. Majority of the students agreed that co-education set up has some ask points in itself.
8. Most of the students re disagreed with that they came in Institute of Education and Research department by force.
9. Students' majority did not feel anxiety in co education set up.
10. Majority of the students felt hesitation in their presentation.
11. A large number of the students felt comfortable in asking questions.
12. Students' majority felt uncomfortable in Institute of Education and Research.
13. Most of the students re agreeing that they are uncomfortable in expressing their views.
14. A large number of the students are in favor that girls focus more in their studies.
15. Most of the students re agreed that in Institute of Education and Research the boys have less opportunity to show their skills.
16. Students' majority couldn't explain their points briefly.
17. Majority of the students thought that co education set up didn't follow the Islamic values.
18. Most of the students thought that they can perform better in separate classes.
19. Students' majority re in favor that most of the students indulged in unhealthy activities in Institute of Education and Research.
20. A large number of the students re of the view that the students' behavior is improper in Institute of Education and Research.
21. Most of the students re of the view that teachers' role is very important in management of co education set up.
22. Most of the students are satisfied with teacher's cooperation.
23. Majority of the students re like-minded that atmosphere of Institute of Education and Research is healthy and satisfied.
24. A large number of students are in favor that the worth of co-education setup can't be denied.
25. Most of the students are satisfied in studying in co education set up in Institute of Education and Research.

Conclusion:

Following conclusions are drawn on the basis of findings.

1. Co education set up plays a vital role to develop the students' self confidence. Co education set up provides a platform for both boys and girls which help them to develop their self-assurance.
2. Co education set up is very important for the students to meet their practical needs. It also helps them to solve many problems related to their education and practical life.
3. In co education set up the girls   focus more on their studies as compare to boys. Girls are more spirited and competitive in their studies.

4.   The students think that they can perform better in separate classes because the girls feel more comfortable with their own femininity as ll as boys also.
5.   Teachers play a vital role in running co education set up. Teachers provide collaborative environment for students which help them to maintain healthy atmosphere in the classroom.
6.   Most of the students came in the Institute of Education and Research by their own choice.
7.   The atmosphere of Institute of Education and Research is healthy and satisfied, because all faculty members are very accommodative and cooperative; they tried their best to provide healthy atmosphere for students and to help them in all matters.
8.   In spite of all points, the worth of co-education setup can't be denied because it has some healthy benefits for the students.
9.   Most of the students' are in favor with co education set up, because they have more opportunities to develop their skills in this environment.

Recommendations:

On the basis of these findings the following recommendations are made to eliminate the problems of co education set up.

1.   The teachers may help the students to minimize students' anxiety by making them feel confident and comfortable; don't ask such questions which make them uncomfortable.
2.   The teachers may have good observation so that they can identify students' particular problems and try to help them in solving these problems.
3.   The teachers may encourage students to participate in class discussion.
4.   The department may provide equal opportunities to both boys and girls by organizing various programs and activities.
5.   The Government may provide more resources and relaxations to the universities which fulfill the university's requirements and in turn the university faculty provides better facilities to students.
6.   The students, who indulge in unhealthy activities, must be counseled by counselors.
     Enable the students to take part in healthy activities by introducing different programs and extra-curricular activities.

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