

Problems of Girl Students Studying in Co-Educational Secondary Schools

Dr. Lekhan Gogoi

Associate Professor, Department of Education, Moridhal College

Abstract:

Providing educational facilities to women has been one of the main educational thrusts even since the attainment of independence. Disparities, however, still exist in the relative utilization of available facilities by boys and girls at various stages of education. Co-education is a suitable option for improving the access and success of education for girls. The present investigation made an attempt to study the problems of girl students studying in co-educational secondary schools to achieve the objectives:- to ascertain the facilities provided to girls students in co-educational secondary schools; study the problems faced by girls students in co-educational secondary school, and to suggest viable measures for future improvement of facilities to girl student in co-educational secondary schools. The study concluded that girls faced some problems in co-educational secondary schools. Some problems of physical facilities, school activities and adjustment, and no problem in social and moral aspects have been found of the girls in co-educational secondary schools. Physical facilities should be enhanced in co-educational secondary schools of Dhemaji District of Assam. Separate common room for girls is required in co-educational secondary schools. Toilet of the girls should be well protected.

Keywords: Co-Education, Secondary School, Women Education, Problems of Girls Students

INTRODUCTION

Education is the chief instrument of bringing upward mobility and uplifting the status of women in the society. Policy makers have recognized that apart from the political structure, corrective legislation and economics transformation, the formal education system has to be made more democratic and change oriented. Focusing on the importance of women education, the first Prime Minister of Independent India Pndt. Jawaharlal Nehru pointed out that “The education of a boy is the education of one individual but the education of girl is the education of her complete family.” Dr. Radhakrishnan Commission (1948) says ‘an education of men cannot be possible without an education of women. If an opportunity is to be limited to educate men or women than this opportunity should be given to the women as by doing so the education may be extended to the next generation”. The Commission recommended that the facilities for women’s education should be provided to all the men’s colleges.

Providing educational facilities to women has been one of the main educational thrusts even since the attainment of independence. Article 15(3) of the Constitution reads, “Nothing in this article shall prevent the state from making any special provision for women.” Since then a nationwide obligation has been realized to give adequate attention to the education of girls at all stages and in all sectors. Girls education in the fifth five year plan. (1966-69) has been a large scale expansion of facilities for girls education in 1950-51. Disparities, however, still exist in the relative utilization of available facilities by boys and girls

at various stages of education. The problem of inadequate supply of women teachers, which is major reason for the low enrolment of girls, are still lagging behind to their counter-parts in terms of education. In this context, co-education is a suitable option for improving the access and success of education for girls.

NEED OF THE STUDY

Education has been perceived to be a significant instrument in improving the status of women and consequently there have been effort to improve the access of girls and women to education. From the economic and administrative viewpoint, co- education is the only solution for the needed development of girls' education in the country. Co-educational schools are based on the principle of equality of opportunity in which girls enjoy a full freedom to impart education along with their male counterparts. It ensures common educational facilities for boys and girls under the same umbrella.

However, the problems of women education has been examined by the National Committee on Women's Education (1957-59) and revealed that public opinion is generally not in favor of accepting co-education at the secondary stage. Separate schools for girls should therefore are especially encouraged. In smaller places where separate school are not financially feasible there should be a rule that school which admits girls should have some women members on itself .

A review of the earlier studies conducted on girls' education, its problems and prospects related to the educational facilities provided in different schools found that girls have not been provided with adequate facilities in co-educational secondary schools. Rai (1984) found that the major problems faced by girls in co-educational schools are activities, sex, marriage, finance, living conditions and development.

Petal (1984) found that there was a trend of general increase in enrolment of tribal girls at all levels of education. Regarding equality between tribal girls and their comparison group, a general pattern of increase was found in the co-efficient of equity for enrolment in all students.

Salam (1996) found that the responses of neo-literates indicate that vast majority of them have been able to achieve of social awareness. The total literacy campaign had lower impact in the case of rural artisans and campaign has made them aware of the appropriate channel of communication to express their needs.

Mohd, S.N. (2000) found that educational facilities for girls were inadequate to meet there needs. The overall percentage of enrolment of primary level was low as well as economic backwardness was more responsible for low enrolment.

Evans (2015) conducted a study on "Co-education and the erosion of gender stereotypes in the Zambia Copperbelt". The study found that co-education more conducive to gender equality

Singano et. al. (2024) conducted a study on "Factors affecting girls learning in co-educational secondary schools in Malawi: A Case Study of Zomba District". The study found that Coeducational secondary schools were characterised by a dearth of mentors and role models, poor sanitation facilities for female students, sexual harassment of female students by male teachers and their peers, a lack of positive relationships between teachers and students, gender-biased classroom activities, and an insensitive distribution of maintenance duties among genders.

However, no study has been conducted in Assam in general and Dhemaji District in particular as regards to the problems faced by girl students in co-educational secondary schools. Thus, a need is felt to study the problems of girls studying in co-educational high schools in Dhemaji District of Assam.

STATEMENT OF THE PROBLEM

On the basis of the above context, the present study was formally stated as “*Problems of girl students studying in co-educational secondary schools*”.

OBJECTIVES OF THE STUDY

1. To ascertain the facilities provided to girls students in co-educational secondary schools.
2. To study the problems faced by girls students in co-educational secondary schools.
3. To suggest viable measures for future improvement of facilities to girl student in co-educational secondary schools.

DEFINITIONS OF KEY TERMS

Co-Education Secondary Schools:

Co-education may be defined as the education of boys and girls in the same class at the same school. From an extreme perspective, co-education involves teaching boys and girls the same course at the same time and location, by the same faculty, using the same materials, and under the same rules.

Co-education schools are mixed schools where boys and girls attend the same school. In this school, a common institutional programme is observed. It involves a full co-operation of boys and girls in sharing educational pursuits inside the classroom, in the play ground, in extra-curricular activities and even during leisure hours (Saini, 1976).

Secondary School:

Secondary Schools may be defined as those educational institutions that impart education for the students of class IX to XII. This is a significant stage of education ladder as it deals with the adolescents with full of potentialities and diversities. Co-educational secondary schools refer to those schools which impart education for both girls and boys studying in class IX and X the same course in the same class with the same programme of activities.

METHODS AND PROCEDURE

The Survey Method was adopted for collecting pertinent data for the purpose of the Study. Since the present study attempted to find out the problems of girls in co-educational school of Dhemaji District through the insight of the students and the teachers, so School Survey Method was found suitable for collecting the pertinent data in this study.

Population

In the present study, the population was defined as all the girl-students and teachers of co-educational secondary schools that come under the purview of Dhemaji District in Assam.

Sample

The sample of this study consisted of 105 girls and 85 teachers which were associated with 5 co-educational secondary schools of Dhemaji.

Tools

In order to collect the required data for the study, two different sets of questionnaires, viz. the Questionnaire of the Teachers and the Questionnaire of the Girls were developed and used in the present study.

Statistical Techniques

The statistical techniques used for analyzing data were frequency and percentage.

ANALYSIS AND INTERPRETATION OF DATA

For the purpose of analysis, the items of the questionnaires were sub-divided into few broad categories as mentioned viz. problems of physical facilities, problems of schools activities, psychological (adjustment) problems, social problems and moral problems. On the basis of these categories, the raw data obtained from girls and teachers have been analyzed and interpreted separately in terms of frequency and percentage. Again, the raw data have been generalized by using bar graph in terms of percentage.

Physical Facilities and Related Problems

The results of the opinion of girls regarding the problems in different areas of physical facilities (Table 1) have been found that 60% girls faced building problems and 40% did not face the same; only 52.38% responded of facing class room problems while as many as 47.62% of them did not face the same problem; most of the girls (74.29%) revealed that there was no separate common room in the school whereas 25.71% of them did not reveal the same; as many as 29.52% girl students responded that they faced sanitary and water supply problems, but majority of them 70.48% did not face the same; and most of the girl students (85.71%) girls revealed that there was no hostel in the school and only 14.29% of respondents revealed that there was hostel facilities in co-educational secondary schools.

Table 1: Girls’ Opinion on the Problems of Physical Facilities in Co-Educational Schools

| Problems in Physical Facilities | Yes | | No | |
|---------------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Building | 63 | 60 | 42 | 40 |
| (b) Classroom | 55 | 52.38 | 50 | 47.62 |
| (c) Common Room | 78 | 74.29 | 27 | 25.71 |
| (d) Sanitation and Water Supply | 31 | 29.52 | 74 | 70.48 |
| (e) Hostel | 15 | 14.29 | 90 | 85.71 |

N = 105

Similarly, teachers of the respective schools were also asked to respond about the problems of physical facilities faced by girl students in co-educational schools. The results analysed in Table 2 reveal that 16.47% of teachers revealed that girls have faced building problem and most of the respondents (83.53%) did not reveal the same problem; 20% respondents reported of having class-room problems and 80% did not report the same; 91.76% revealed that there was no separate common room for girls, whereas only 8.24% of them did not reveal the same; as many as 28.24% of them revealed having sanitary and water supply problem, while majority of hem 71.76% did not reveal the same; and almost all teachers (96.47%) responded that there was no hostel in co-educational secondary school.

Table 2: Teachers’ Opinion on the problems faced by girls in Co-educational Secondary School with regard to the physical facilities

| Problems in Physical Facilities | Yes | | No | |
|---------------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Building | 14 | 16.47 | 71 | 83.53 |
| (b) Classroom | 17 | 20.00 | 68 | 80.00 |
| (c) Common Room | 78 | 91.76 | 07 | 8.24 |

| | | | | |
|---------------------------------|----|-------|----|-------|
| (d) Sanitation and Water Supply | 24 | 28.24 | 61 | 71.76 |
| (e) Hostel | 82 | 96.47 | 03 | 3.53 |

N = 85

School Activities and Related Problems

As regards to the participation in different school activities and the related problems, results in Table 3 reveal that only 14.29% girls were the member in the student union and most of them (85.74%) were not; 29.52% of them took part in different school activities and most of them (70.48%) did not take part in such activities; a good number of girls (74.29%) participated in games and sports but every fourth of them (25.71%) did not participated in the same; about half of them (52.38%) participated in competitions and 47.62% did not participate in the same; and majority of the girls students (60%) of co-education secondary schools did work experience while as many as 40% of them did not reveal the same.

Table 3: Girls Opinion on Participation of the Schools’ Activities in the Co-Educational secondary Schools in the Areas of Curricular and Co-Curricular Activities

| Participation in curricular and co-curricular activities | Yes | | No | |
|--|-----|-------|----|-------|
| | f | % | f | % |
| (a) Member of Students’ Union | 15 | 14.29 | 90 | 85.74 |
| (b) School activities | 31 | 29.52 | 74 | 70.48 |
| (c) Games and sports | 78 | 74.29 | 27 | 25.71 |
| (d) Participation in different competitions | 55 | 52.38 | 50 | 47.62 |
| (e) Work experience | 63 | 60.00 | 42 | 40.00 |

N = 105

Teachers opinion of secondary schools under investigation towards the problems faced by girls in schools activities, the results in Table 4 reveal that almost all (96.47%) teachers responded that there was no girls member in the ‘Student Union’ while only 3.53% of them did not respond the same; a good number of teachers (28.24%) opined that girls took part with boys in different school activities, while majority of them (71.76%) did not think so; most of the teachers (91.76%) revealed that games and sports facilities for girls was adequate while only 8.23% of them revealed the same inadequate; only 20% teachers responded that girls participate in different competitions, while most of the respondents (80%) revealed that girls did not participate in competitions; and only 16.47% teachers revealed that girls participated in doing work experience, while 83.53% revealed that they did not reveal the same.

Table 4: Teachers opinion on the problems faced by girls in Co-educational Secondary School in curricular and co-curricular activities

| Participation in curricular and co-curricular activities | Yes | | No | |
|--|-----|-------|----|-------|
| | f | % | f | % |
| (a) Member of Students’ Union | 82 | 96.47 | 3 | 3.53 |
| (b) School activities | 24 | 28.24 | 61 | 71.76 |
| (c) Adequate games and sports facilities | 78 | 91.76 | 7 | 8.23 |
| (d) Participation in different competitions | 17 | 20.0 | 68 | 80.0 |

| | | | | |
|---------------------|----|-------|----|-------|
| (e) Work experience | 14 | 16.47 | 71 | 83.53 |
|---------------------|----|-------|----|-------|

N=85

Psychological (Adjustment) Problems

The results analysed in Table 5 reveal the girls opinion regarding psychological (adjustment) problem in co-education high schools. A good number of girl students (44.76%) opined that they could easily mix-up with boys, while majority of them (55.24%) could not adjust with their male counterparts; majority of them (53.33%) could freely talk to the male teachers, whereas as many as 46.67% of them could not be free with the male teachers; majority of the girls (74.29%) first approached to female teachers for their problems, but 25.71% did not approach first to the female teachers for any problem; and as whole, majority of the girl students (61.95%) could adjust with the total environment of the co-education high schools, whereas as many as 39.05% of them could not adjust in the campus of co-educational high schools.

Table 5: Girls Opinion on the Psychological (Adjustment) Problems in the Co-Educational High School

| Psychological (Adjustment) Problems | Yes | | No | |
|-------------------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Adjustment with boys Students | 47 | 44.76 | 58 | 55.24 |
| (b) Freely talk to male teachers | 56 | 53.33 | 49 | 46.67 |
| (c) Approach to female teachers | 78 | 74.29 | 27 | 25.71 |
| (d) Total adjustment in the campus | 64 | 60.95 | 41 | 39.05 |

N = 105

Teachers’ opinion towards the psychological (adjustment) problems faced by girls in co-educational High Schools was also collected for the study. The results in Table 6 show that most of the teachers (83.53%) opined that girls could adjust with the boys, while only 16.47% of them did not opine the same; majority of the respondents (75.29%) opined that girls could freely discuss their academic works with male teachers, while 24.71% of them did not opine the same; majority of teachers (58.82%) revealed that girl students first approached to female teachers for any of their problem, while as many as 41.18% teachers did not reveal the same; and as a whole, most of the teachers opined that (87.06%) girl students could adjust with the total environment of the school, only 12.94% of the did not opined the same.

Table 6: Teachers Opinion on Psychological (adjustment) Problems faced by Girls in Co-educational High School

| Psychological (Adjustment) Problems | Yes | | No | |
|-------------------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Adjustment with boys students | 71 | 83.53 | 14 | 16.47 |
| (b) Freely talk to male teachers | 64 | 75.29 | 21 | 24.71 |
| (c) Approach to female teachers | 50 | 58.82 | 35 | 41.18 |
| (d) Total adjustment in the campus | 74 | 87.06 | 11 | 12.94 |

N = 85

Social Problems

The girl students under investigation were also asked about the probable social problems that they might face in their lives because of studying in co-educational schools. The results in Table 7 show that majority girls (55.24%) were of the opinion that they might not face problems in marriage, while a good number of them (44.76%) did not think so; as many as 40% girls revealed that their parents might have prejudice for their education in co-educational schools, but majority of them (60%) did not reveal the same; and similarly, majority of girl students (60.95%) opined that they were neglected by the neighbours because of prejudice of the society, whereas as many as 39.05% of them opined that being the student of co-educational High School they were not neglected by their neighbours.

Table 7: Opinion of Girls about Social Problems

| Social Problems | Yes | | No | |
|--------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Problems in marriage | 47 | 44.76 | 58 | 55.24 |
| (b) Prejudice of parents | 42 | 40.00 | 63 | 60.00 |
| (c) Prejudice of society | 64 | 60.95 | 41 | 39.05 |

N = 105

Teachers under the sample were also asked to reveal their opinion on social problems that the girl students studying in co-educational high schools may face in the society. The responses analysed in Table 8 show that only 16.7% were of the opinion that that girls studying in co-educational high schools might face problems in marriage, prejudice of parents and neglected by the society; while most of them (83.53%) opined that they might not face any social problems mentioned above because of studying at co-educational high schools.

Table 8: Teachers Opinion about Social Problems Faced by Girls Studying in Co-Educational High Schools

| Social Problems | Yes | | No | |
|--------------------------|-----|-------|----|-------|
| | f | % | f | % |
| (a) Problems in marriage | 14 | 16.47 | 71 | 83.53 |
| (b) Prejudice of parents | 14 | 16.47 | 71 | 83.53 |
| (c) Prejudice of society | 14 | 16.47 | 71 | 83.53 |

N = 85

Moral Problems

The study investigated the opinion of girls studying in co-educational high schools about moral problems. The results in Table 9 reveal that most of the girls (71.43%) faced ideological problem because of dearth of ideal female teachers, while 28.57% did not face such problem; majority of them (52.38%) took part in students’ agitation being insisted by boys, while 47.62% did not opine the same; and 23.81% girls revealed the total moral deterioration, while most of them (76.19%) revealed that morality of girls never deteriorated in co-educational High School.

Table 9: Girls Opinion about Moral Problems in Co-Educational High Schools

| Moral Problems | Yes | | No | |
|---|-----|-------|----|-------|
| | f | % | f | % |
| (a) Lack of Ideal Female Teachers | 75 | 71.43 | 30 | 28.57 |
| (b) Boys insist for students' agitation | 55 | 52.38 | 50 | 47.62 |
| (c) Total moral deterioration | 25 | 23.81 | 80 | 76.19 |

N = 105

The present investigation also studied the opinion of the teachers on moral problems of girls studying in co-educational high schools. The results in Table 10 indicate that almost all the teachers 96.6%, 92.94% and 87.06% opined that girls did not face any ideological problem because of dearth of ideal female teachers; boys did not insist girls for participating in students' agitation in co-educational high schools; and total moral deterioration did not occur in case of girls studying in co-educational high schools, respectively.

Table 10: Teacher's Opinion about Moral Problems Faced by Girls in Co-Educational High Schools

| Moral Problems | Yes | | No | |
|---|-----|------|----|-------|
| | f | % | f | % |
| (a) Lack of Ideal Female Teachers | 3 | 3.4 | 82 | 94.47 |
| (b) Boys insist for students' agitation | 6 | 6.7 | 79 | 92.94 |
| (c) Total moral deterioration | 11 | 13.4 | 74 | 87.06 |

N = 85

FINDINGS OF THE STUDY

The findings of the present study derived from the analysis of data were as follows:

1. Majority of girls i.e. 60% and 52.3% revealed that they faced building problem and classroom problems, respectively in co-educational secondary schools.
2. Most of the girls (74.24%) and the teachers (91.67%) revealed that girls faced common room problem in co-educational secondary schools.
3. Majority of girls (70.48%) and teachers (71.76%) found no problem of sanitary and water supply, but sanitary and water supply was not in some schools and was common for both boys and girls in some other schools which caused problem to girls in co-educational secondary schools.
4. Most of the girl students (85.71%) and teacher (96.47%) revealed that there was no hostel facility in their co-educational schools.
5. Most of the girls (85.74%) were not the member in the student union in the co educational secondary schools. Similarly, almost all (96.47%) teachers responded that there was no girls' member in the 'Student Union.'
6. Most of the girl students (70.48%) and teachers (71.76%) of co-educational secondary schools revealed that girls did not take part equally with the boys in different school activities.
7. A good number of girls (74.29%) participated in games and sports, while every fourth of them (25.71%) did not participated in the same. Most of the teachers (91.76%) revealed that games and sports facilities for girls were adequate in their schools.

8. About half of the girls (52.38%) participated in different school competitions and 47.62% did not participate in the same. Most of the teachers (80%) also revealed that girls did not participate in school competitions.
9. Majority of the girls students (60%) of co-education secondary schools did work experience while as many as 40% of them did not reveal the same. Most of the teachers (83.53%) also revealed that girls did not participate in doing work experience in co-educational secondary schools.
10. Majority of girl students (55.24%) and most of the teachers (83.53%) opined that girls could not adjust with their male counterparts in co-educational secondary schools.
11. Majority of girl students (53.33%) could freely talk to the male teachers. Similarly majority of the teachers (75.29%) also responded that girls could freely discuss their academic works with male teachers. However, good number girls (46.67%) were not free with the male teachers in academic discussions.
12. Majority of the girls (74.29%) and teachers (58.82%) revealed that girl students first approached to female teachers for their problems.
13. Majority of the girl students (61.95%) could adjust with the total environment of the co-education secondary schools, whereas as many as 39.05% of them could not adjust in the schools. Most of the teachers (87.06%) also opined that girl students could adjust with the total environment of the school.
14. Majority of the girl students (55.24%) and most of the teachers (83.53%) were of the opinion that girls studying in co-educational secondary schools might not face problems in marriage, while a good number of girl students (44.76%) did not think so.
15. Majority of the girl students (60%) and most of the teachers (83.53%) opined that parents have no prejudice to transfer their daughters from co-educational secondary schools to segregated girls schools. However, as many as 40% girls revealed that their parents might have prejudice for their education in co-educational schools.
16. Majority of girl students (60.95%) opined that they were neglected by the neighbours because of prejudice of the society over girls studying in co-educational secondary schools. Most of the teachers (83.53%) also revealed that the society has no any prejudice and negative attitude towards the girls of co-educational secondary schools.
17. Most of the girls (71.43%) faced ideological problem because of dearth of ideal female teachers in co-educational secondary schools. But, almost all the teachers (96.6%) revealed that girls did not face such ideological problems in co-educational secondary schools.
18. Majority of the girl students (52.38%) reported that they took part in students' agitation being insisted by boys, while 47.62% did not opine the same. Almost all the teachers (92.94%) opined that girls did not participate in students' agitation in co-educational high schools.
19. Most of the girls (76.19%) and teachers (87.06%) admitted no moral deterioration of girls because of studying in co-educational secondary schools.

OBSERVATION AND DISCUSSION

From the findings of the study it may be observed that opinions of girl students and teachers found different in case of problems in the areas of physical facilities. Majority of girls i.e. 60% and 52.3% revealed that they faced building problem and classroom problems, respectively in their schools, whereas only 16.47% and 20% teachers reported the building problem and classroom problems,

respectively. Thus, lack of benches and desks facilities might cause class-room problem in co-educational secondary schools. Similarly, most of the girls (74.24%) and the teachers (91.67%) revealed that there was no separate common room for girls, and hence, they might face common room problem in co-educational secondary schools. Only 29.8 percentage of girls and 28.3 percentage of teachers have revealed that girls faced sanitary and water supply problem. Majority of girls (70.4%) and the teachers (71.76%) revealed no problem of sanitary and water supply, but it was evidenced that sanitary and water supply was not in some schools and was common for both boys and girls in some schools which cause problems to girls in co-educational secondary schools. Majority of teachers (96.47%) and girl students (85.71%) revealed that no hostel facility was available in the schools. The reason for unintention of girls to stay at hostel might be because of closeness of their homes and schools for which the problem of hostel accommodation became less potent.

As regards to the participation of girls in different school activities, it may be observed that girls and boys equally participated in some of the school activities, and some other cases girls seemed to be lagging behind to their male counterparts. Most of the girls (85.74%) and almost all teachers (96.47%) reported that there was no girls' member in the 'Student Union in the co educational secondary schools. Majority of the girl students (70.48%) and teachers (71.76%) revealed that girls did not participate equally with boys in different school activities. The shyness of girl students or discouraging comments by boys may be the reasons for less participation of girls in different school activities. However, this is very encouraging to note that girls participated equally with their boy counterparts in games and sports, different school competitions as well as in doing work experience. Those who did not participate in these areas might be the lacking of interest and motivation among the girl students of co-educational secondary schools.

The findings of the study revealed that girls studying co-educational secondary schools might have adjustment problems with male counterparts. This is revealed by majority of girl students (55.24%) and most of the teachers (83.53%) of co-educational secondary schools. Of course, majority of the girl students (53.33%) could freely talk to their male teachers in academic discussions which has been supported by the opinions of most of the teachers (75.29%) under investigation. However, as many as 46.67% girls were not free with the male teachers in academic discussions. It may be assumed that they could not adjust with the male teachers because of their shyness or fear of being emotional black-mailed by the male teachers in co-educational secondary schools. Moreover, majority of the girls (74.29%) and teachers (58.82%) revealed that girl students first approached to female teachers for their problems. It may be assumed that girls have better adjustment with female teachers than male teachers. It is encouraging to observe that majority of the girl students (61.95%) could adjust with the total environment of the co-education secondary schools, most of the teachers (87.06%) also revealed the same. But, as many as 39.05% of them could not adjust with the total environment of the schools.

It is also observed that girls students might have faced some social problems because of prejudice over pursuing education in co-educational institutions. Majority of girl students (60.95%) opined that they were neglected by the neighbours because of prejudice of the society over girls studying in co-educational secondary schools. But, most of the teachers (83.53%) also revealed that the society has no any prejudice and negative attitude towards the girls of co-educational secondary schools. It is to be noted that parents have positive attitudes towards providing girls education in co-educational institutions.

It is significant to observe that most of the girls (71.43%) reported that they faced ideological problem because of dearth of ideal female teachers in co-educational secondary schools which was denied by the almost all the teachers (96.6%) of co-educational secondary schools. As a whole, most of the girls (76.19%) and teachers (87.06%) admitted no moral deterioration of girls because of studying in co-educational secondary schools.

CONCLUSION

From the above discussions, it may be inferred that girls faced some problems in co-educational secondary schools. Some problems of physical facilities, school activities and adjustment, and no problem in social and moral aspects have been faced by girls in co-educational secondary schools. From the findings of the study, one can safely accept the general allegation that co-educational secondary schools are not suited for girls. So, in order to eradicate the problems existing in co-educational secondary schools, some measures are required to be taken for which the following suggestions may be forwarded.

SUGGESTIONS FOR FUTURE IMPROVEMENT

1. Proper physical facilities should be provided to the co-educational secondary schools.
2. Building of the co-educational high schools should be adequate for both boys and girls.
3. Number of benches and desks should be enhanced in co-educational secondary schools.
4. A separate common room for girls is required in co-educational secondary schools.
5. Toilet of the girls should be well protected.
6. Hostel facilities should be extended to the needy girls.
7. Sufficient facilities of work experience should be extended to girls in co-educational secondary schools.
8. Boys should accept the girls friendly and co-operatively.
9. Proper guidance should be provided to the girls of co-educational secondary school.

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