

A Review of Students' Attitude Towards Studies in Co-Educational and Non-Co-Educational Schools

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ABSTRACT

The present review paper examines studies related to students' attitudes towards studies in co-educational and non-co-educational schools. The review highlights the influence of school environment, teaching methods, study habits, mental health, self-esteem, and parental support on students' academic attitudes and performance. Previous studies revealed that cooperative learning, positive teacher-student interaction, and supportive educational environments improve students' motivation and learning behaviour. Research findings also indicated that students from co-educational schools often demonstrate better study habits and social adjustment. The review identified a research gap in comparative studies conducted in Pune City and emphasized the need for further investigation.

Keywords: *Attitude Towards Studies, Co-Education, Study Habits, School Environment, Academic Performance.*

I. Introduction

Education plays a significant role in shaping the intellectual, emotional, social, and behavioural development of students. The attitude of students towards studies is considered one of the most important factors influencing academic achievement, motivation, discipline, and overall personality development. A positive attitude towards studies encourages learners to participate actively in academic activities, maintain regular study habits, and achieve higher educational goals. On the other hand, a negative attitude may reduce students' interest in learning and adversely affect their academic performance. In the present educational system, both co-educational and non-co-educational schools contribute significantly to students' development, but differences in school environment, peer interaction, discipline, teaching methods, and social exposure may influence students' attitudes towards studies in different ways.

According to Srivastva (2023), education is one of the most important instruments for national development, social progress, and equality of opportunity. The author emphasized that the educational environment plays a crucial role in improving students' overall growth and social awareness. Similarly, Singh (2021) highlighted that schools are not only centres of academic learning but also institutions responsible for promoting students' mental health, emotional stability, and personality development. The study further revealed that school climate and educational atmosphere significantly influence adolescent behaviour and attitudes.

Several researchers have examined the relationship between school environment and students' learning behaviour. González-Gutiérrez et al. (2024) found that primary-level students demonstrated more positive perceptions and motivation towards physical education than secondary-level students. The study also reported gender differences in satisfaction and attitudes, suggesting that educational setting and classroom interaction influence students' learning attitudes. Igwilo Sabina et al. (2024) observed that cooperative

and student-centred learning methods significantly improved students' attitudes and knowledge when compared to traditional teacher-centred approaches. The findings indicated that interactive learning environments positively affect students' academic attitudes and participation.

The type of school also plays a major role in shaping students' study habits and behaviour. Balamani and Bai (2022) reported significant differences in study habits among students based on gender, medium of instruction, and type of school. Their findings revealed that students studying in co-educational schools demonstrated better study habits than students from non-co-educational schools. Similarly, Sharma and Sharma (2020) emphasized that the psychosocial environment of schools contributes greatly to students' self-esteem and confidence, which indirectly influence academic attitude and learning behaviour.

In modern society, co-educational schools are often considered beneficial for promoting social interaction, communication skills, cooperation, and healthy competition among students. However, non-co-educational schools are also believed to provide a more disciplined and distraction-free environment for learning. Therefore, understanding whether students from co-educational and non-co-educational schools differ in their attitude towards studies becomes an important area of educational research.

The present study, titled "*A Comparative Study of The Attitude Towards Studies of Students from Co-Educational and Non-Co-Educational Schools of Pune City,*" aims to analyse and compare the attitudes of students studying in different school systems. Pune City, being an important educational hub of India, provides a suitable context for examining variations in students' academic attitudes. The findings of the study may help educators, parents, school administrators, and policymakers understand how school environment influences students' interest, motivation, and attitude towards studies, thereby contributing to the improvement of educational practices and student development.

II. Background Study and Reviews

González-Gutiérrez et al. (2024) had conducted a study to understand the perceptions of Primary Education (PrE) and Secondary Education (SE) students in Cantabria regarding physical education (PE) and their PE teachers. The study had adopted a descriptive, comparative relational analytical cross-sectional design. A total of 1164 students, including 387 from PrE and 777 from SE, had participated in the research by responding to an ad hoc questionnaire that assessed satisfaction with PE classes and teachers. The findings had revealed that PrE students were more satisfied than SE students with various aspects of PE, such as enjoyment, motivation, usefulness, and class preference. Boys had demonstrated more positive responses than girls across all PE-related items. Significant differences had also been observed in students' perceptions of teachers, particularly in communication, encouragement, care, and gender equality. The study had concluded that male and primary-stage students possessed more favorable attitudes towards PE, supporting the achievement of SDG 4.

Igwilo Sabina et al. (2024) conducted a study on the effects of students'-centred learning methods, particularly cooperative learning, on the sexual health knowledge and attitudes of adolescents in secondary schools in Anambra State. The researchers observed that inadequate sexual health knowledge among adolescents might have resulted from the continued use of teacher-centred instructional methods such as lectures, discussions, Socratic questioning, and demonstrations. The study had aimed to compare the sexual health knowledge and attitudes of students exposed to cooperative learning with those of a control group. A quasi-experimental research design was adopted, involving 140 Senior Secondary School II students selected from four secondary schools through simple random sampling. Data were collected using the Sexual Health Knowledge Test (SHKT) and Sexual Health Attitudes Questionnaire (SHAQ), while analysis was carried out using mean, standard deviation, and ANCOVA. The findings

revealed that cooperative learning significantly improved adolescents' sexual health knowledge and attitudes compared to the control group.

Srivastva (2023) had examined the role of education in national development and emphasized that the progress of a nation depended largely on the quality of its educational advancement. The study had highlighted that although India possessed vast human capital, its poor quality hindered the effective utilization of population resources. It had been observed that educational development contributed significantly to improvements in health, environmental awareness, and social security. The author had reported that since independence, the Indian education system had expanded rapidly in terms of enrolment, institutions, and growth rate, leading to a transition from an elitist system to a more egalitarian one. However, inequalities among disadvantaged and minority groups had continued to persist. The paper had stressed the constitutional objective of equality of opportunities and noted that provisions such as scholarships, freeships, and reservations had been introduced to improve access for underprivileged communities. The study had particularly highlighted the growth of primary education in Uttar Pradesh.

Anthonia and OKOLI (2023) investigated the effect of Science Writing Heuristics (SWH) on students' acquisition of science process skills in Biology. The study had been guided by four research questions and five hypotheses and had adopted a quasi-experimental pretest-posttest non-equivalent control group design. The population comprised 1,946 Senior Secondary School Two (SS2) Biology students in Oshimilli North Local Government Area of Delta State, while a sample of 201 students had been selected for the study. Data had been collected using the Science Process Skills Acquisition Test (SPSAT), which had been validated by experts in Science Education and Educational Foundations, as well as an experienced Biology teacher. The reliability coefficient of the instrument had been established at 0.83 using the Kuder-Richardson Formula 20. The findings had revealed that students taught through the SWH approach performed significantly better in observing, experimenting, inferring, classifying, and communicating skills than those taught through conventional methods. However, no significant interaction effect of gender and teaching method had been observed.

Balamani and Bai (2022) had conducted a study to examine whether gender, medium of instruction, and type of school significantly influenced the study habits of high school students. The study had been carried out among 400 high school students selected from Vijayanagaram Districts of Andhra Pradesh. For data collection, the Study Habits Questionnaire developed and standardized by Nagaraju (2006) had been administered to the selected sample. The collected data had been analyzed using statistical techniques such as mean, standard deviation, and the *t*-test. The findings had revealed significant differences between boys and girls with regard to study habits. It had been observed that girls possessed better study habits in comparison to boys. The study had further indicated that students studying in co-educational institutions demonstrated better study habits than those studying in non-co-educational institutions. Additionally, English medium students had shown better study habits when compared to Telugu medium students.

Adubale (2022) investigated parenting styles as predictors of in-school adolescent students' involvement in delinquent behaviour in Edo State. The study had adopted a survey research design using a descriptive method. A total of 246 students had participated in the research. Data for the study had been collected using the Parenting Styles and Peer Pressure Questionnaire (PSPPQ). The psychometric properties of the instrument had been properly established through content validation conducted by three experts in Educational Evaluation and Counselling Psychology. Reliability had been determined using Cronbach Alpha statistics, and coefficient values of 0.66, 0.68, and 0.63 had been obtained for parenting styles, peer pressure, and delinquency scales respectively. The collected data had been analysed using descriptive statistics and linear regression techniques. The findings had revealed that parenting styles, particularly

permissive parenting, and peer pressure significantly predicted adolescents' involvement in delinquent behaviour. The study had also identified sex differences in delinquent behaviour among adolescents. Recommendations had emphasized parental monitoring and counselling workshops on antisocial behaviour.

Singh (2021) had emphasized that although learning could occur at any stage of life, adolescence had remained one of the most significant periods for acquiring knowledge and developing personality. The author had stated that schools had played a vital role not only in imparting education but also in promoting the mental well-being of adolescents through a balanced interaction between the inner and outer environment. The study had examined variations in the mental health of adolescent boys and girls studying in minority and public schools. Findings had revealed that adolescents from public schools had demonstrated better mental health across most dimensions except IQ. Gender-based differences had also been observed, particularly in emotional stability, where public school boys and minority school girls had shown comparatively higher scores. The results had highlighted the importance of school climate in shaping adolescent mental health. The study had been conducted on 400 adolescents using a mental health battery aligned with the objectives of the research.

Sharma and Sharma (2020), reported that the biopsychosocial environment within schools had played a significant role in the development of students, particularly in shaping self-esteem among adolescent girls. The authors had described self-esteem as a multidimensional and context-dependent learned behavioural pattern that reflected individuals' evaluations of their past experiences and behaviours, while also influencing present and future actions. A descriptive research design had been adopted to assess the level of self-esteem among adolescent girls studying in co-educational schools. The study had included 140 adolescent girls who were selected through stratified random sampling techniques. Data had been collected using the standardized Rosenberg Self-Esteem Scale. The findings had indicated that only 0.7% of the respondents possessed low self-esteem, whereas 81.4% demonstrated average self-esteem and 17.9% showed high self-esteem. The study had further revealed significant associations between self-esteem and variables such as age, academic standard, and family type, while no significant association had been observed with family income or school type.

(2018) had explored the reasons behind the weak performance of English language students at Shaqra University, Hurimlaa Campus, in Saudi Arabia. The study had been motivated by the continuous decline in students' academic records in English courses. To investigate the issue, the researcher had developed a questionnaire consisting of twenty questions covering educational, cultural, social, and attitudinal factors. The analytical method had been adopted to interpret the collected data and identify the major causes of students' difficulties in learning English. The findings had revealed that nearly half of the participants experienced problems in reading comprehension and sentence construction. Furthermore, about 70% of the respondents had acknowledged the importance of English for communication and understanding. The study had concluded that the weaknesses were mainly associated with educational factors such as schools, university systems, instructors, and course modules. However, the researcher had suggested that further studies were still required to examine similar issues in other educational institutions.

Khidirova (2018) had outlined the significance of the tourism market and its theoretical foundations in enhancing the socio-economic potential of regions. The study had viewed tourism as one of the rapidly developing sectors of the economy that contributed to a better lifestyle and a favourable social environment. It had been emphasized that the hospitality sector could become a major future destination for national economic growth, particularly through the development of regional tourism. The author had observed that the region possessed abundant natural resources, creating strong opportunities for the

expansion of the tourism industry. The study had further highlighted that one of the primary objectives of tourism development was to increase foreign exchange earnings through tourist services and currency circulation. It had also been noted that the quality and diversity of services provided by hotels, tourist centres, and holiday homes determined the level of tourism market development. Moreover, the use of information technology for ticket booking, hotel reservations, and travel services had been considered essential for tourism advancement.

III. Findings from Literature Reviews

S. No.	Author(s) & Year	Title/Topic of Study	Sample & Methodology	Major Findings
1	González-Gutiérrez et al. (2024)	Students' perceptions towards Physical Education and teachers	Descriptive comparative cross-sectional study; 1164 students from Primary and Secondary Education	Primary students showed more positive attitudes towards PE than secondary students. Boys demonstrated higher satisfaction and motivation levels. Teacher communication and encouragement significantly influenced attitudes.
2	Igwilo Sabina et al. (2024)	Effect of cooperative learning on adolescents' sexual health knowledge and attitudes	Quasi-experimental design; 140 secondary school students	Cooperative learning significantly improved students' knowledge and attitudes compared to traditional teaching methods. Student-centred learning positively influenced attitudes.
3	Srivastva (2023)	Role of education in national development	Descriptive educational analysis	Education contributed to social equality, awareness, and development. Educational opportunities influenced students' growth and academic participation.
4	Anthonia and OKOLI (2023)	Effect of Science Writing Heuristics (SWH) on science process skills	Quasi-experimental pretest-posttest design; 201 Biology students	Students taught through SWH performed better in observation, experimentation, classification, and communication skills than those taught through conventional methods.
5	Balamani and Bai (2022)	Study habits among high school students	Survey study; 400 high school students from Andhra Pradesh	Girls possessed better study habits than boys. Students from co-educational schools demonstrated better study habits than students from non-co-educational schools.
6	Adubale (2022)	Parenting styles and adolescent delinquent behaviour	Descriptive survey; 246 students	Parenting styles and peer pressure significantly influenced adolescent behaviour. Gender differences in behaviour were also observed.

7	Singh (2021)	Mental health of adolescents in minority and public schools	Comparative study; 400 adolescents	Public school students demonstrated better mental health than minority school students. School environment significantly affected emotional stability and student behaviour.
8	Sharma and Sharma (2020)	Self-esteem among adolescent girls in co-educational schools	Descriptive research; 140 adolescent girls	Majority of students possessed average to high self-esteem. Age, academic standard, and family type significantly influenced self-esteem.
9	Anonymous Researcher (2018)	Weak performance of English language students at Shaqra University	Questionnaire method; university students	Students faced difficulties in reading comprehension and sentence construction. Educational and institutional factors were major causes of weak academic performance.
10	Khidirova (2018)	Tourism market and socio-economic development	Theoretical and descriptive study	Tourism development depended on service quality, infrastructure, and information technology. Educational and social awareness were important for development.

IV. Conclusion

The reviewed studies clearly indicate that students' attitudes towards studies are influenced by several educational, psychological, social, and environmental factors. Researchers such as González-Gutiérrez et al. (2024), Igwilo Sabina et al. (2024), and Anthonia and OKOLI (2023) highlighted that supportive learning environments, student-centred teaching methods, and positive teacher-student interactions significantly improve students' motivation, participation, and academic attitudes. Similarly, Balamani and Bai (2022) found that students studying in co-educational schools demonstrated better study habits than students from non-co-educational schools, indicating the influence of school type on academic behaviour. The reviewed literature also emphasized the importance of school climate, self-esteem, mental health, parenting style, and peer interaction in shaping students' educational attitudes. Studies conducted by Singh (2021) and Sharma and Sharma (2020) revealed that psychological well-being, emotional stability, and supportive school environments contribute positively to students' learning attitudes and academic adjustment. Moreover, educational inequalities, teaching methods, and institutional support were identified as important determinants of students' academic performance and interest in studies. However, despite the availability of several studies on study habits, self-esteem, mental health, and academic achievement, limited research has specifically focused on comparing the attitude towards studies of students from co-educational and non-co-educational schools in Pune City. Therefore, the present study attempts to fill this research gap by comparatively analysing the attitudes of students studying in different school systems. The findings of the study may provide useful insights for teachers, parents, school administrators, and policymakers to improve educational practices and create a positive academic environment that enhances students' interest and attitude towards studies.

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