

**RESEARCH PAPER****Impact of Co-Education on Disciplined Behavior of Students: A Study****Paras Jain**

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Email: parasjainkatni@gmail.comReceived: 25th February 2017, Revised: 15th March 2017, Accepted: 26th March 2017**ABSTRACT**

Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits. Education methods include discussion, teaching, training, inculcation of discipline and morality. Education is a continuous and dynamic process. It emphasizes humanity, to make life progressive, cultural and civilized. Because of education, a man develops his thinking, reasoning, problem solving, creativity, intelligence, aptitude, positive sentiments, skills, god values and attitudes. Present study is focused on finding of impact of co education on student's discipline.

Key words: Co Education, Disciplined Behavior, Student

INTRODUCTION

Co education means education for boys and girls together. The practice has been different in different countries. Most primary schools have been co educational for a long time. It emphasizes reading, writing and arithmetic with some elementary knowledge of geography and history and activities together. A number of psychologists favors the mixing of boys and girls on education and psychological grounds. According to them co education helps to understand each other's point of view properly. It is essential for cultivation of harmonious and well balanced personality. Co education is helpful in the growth of normal and effective personality. Ordinarily, boys and girls show shyness when they talk to each other. The students of coeducation institutions overcome this shyness and attain an emotional balance. Co education is essential for social, intellectual, moral and economical development of students.

Discipline includes elimination of those actions, habits of conduct which will militate against the individuals, best adjustment and social acceptance. Discipline in education means obedience to command. Education and discipline both are inter related for the growth of self reliance, self direction. Discipline was believed to be better handled through developing of effective teaching. Research shows that disciplined students are more active than undisciplined students. Inexperienced teachers face class room behavior problems that become reason of indiscipline. A teacher can minimize disruptions and accelerate learning process by taking the locus of control back into the class room.

There are many factors which affect disciplined behavior of students. Home environment is important factor that influence student's behavior. Attitude of class mates, teacher, parents, environment of class, school affect student's attitude. The students being young have little patience. They get angry on trivial matters and have no patience. Effective, knowledgeable teachers in class room, well adjusted parents at home provide right direction and help them to be disciplined.

OBJECTIVES

1. To study impact of coeducation on disciplined behavior of boy and girl students
2. To study impact of coeducation on disciplined behavior of rural and urban students

HYPOTHESIS

There is no significant difference of impact of coeducation between disciplined behavior of boys and girls students.

There is no significant difference of impact of coeducation between disciplined behavior of rural and urban students.

METHODOLOGY

Descriptive survey method was applied for present study. 480 students of class 10 selected randomly, out of which 240 was students of coeducation and remaining 240 was single gender school students. In both category 120 was rural and 120 was urban and among rural students 60 was boys and 60 were girls, similarly for urban. To find discipline status a self prepared test paper was used. Collected data was converted into percentage and comparatively analyzed.

Table 1: Sample Design

Education System	Locality	Boys	Girls	Total
Co Education	Rural	60	60	120
	Urban	60	60	120
Single Gender	Rural	60	60	120
	Urban	60	60	120

Table 2: Comparison of Disciplined Behavior of Boys and Girls of Co Education System and Single Gender School

Education System	Gender	No. of students (%)		
		More Disciplined	Average Disciplined	Undisciplined
Co Education	Boys	29	34	37
	Girls	32	39	29
Single Gender	Boys	21	32	47
	Girls	46	37	17

Table 3: Comparison of Disciplined Behavior of Rural and Urban Students of Co Education System and Single Gender School

Education System	Locality	No. of Students (%)		
		More Disciplined	Average Disciplined	Undisciplined
Co Education	Rural	29	48	23
	Urban	27	44	29
Single Gender	Rural	26	42	32
	Urban	24	39	37

Chart 1: Comparison of Disciplined Behavior of Boys and Girls of Co Education System and Single Gender School

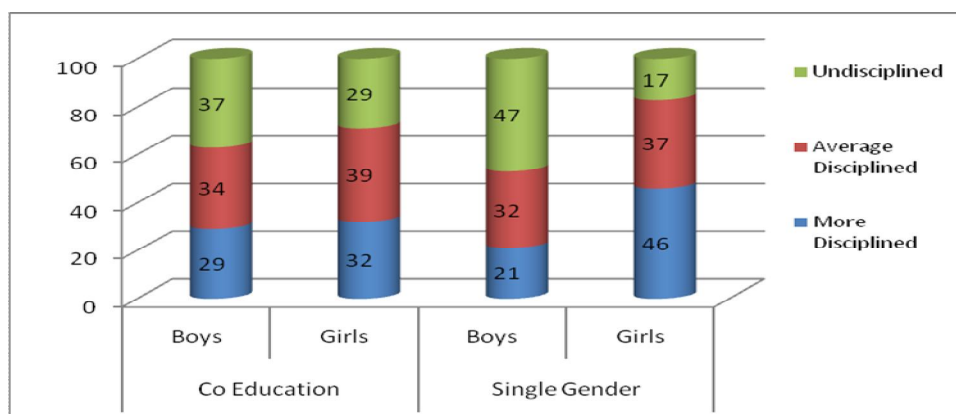
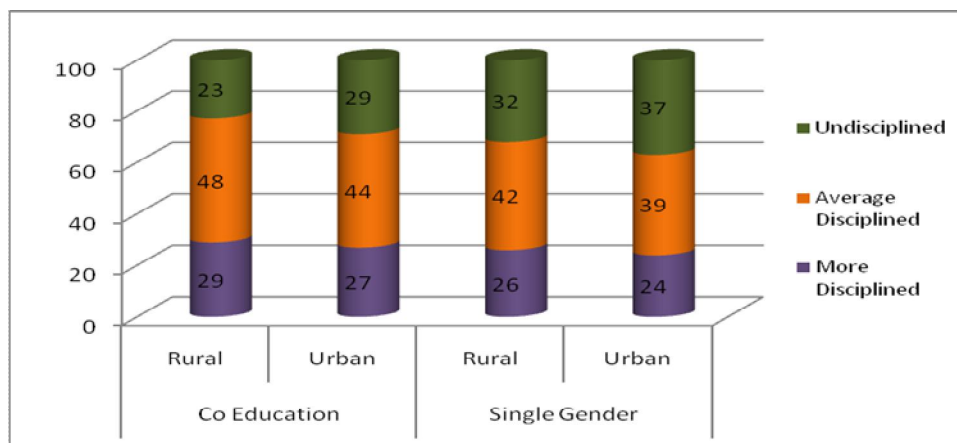


Chart 2: Comparison of Disciplined Behavior of Rural and Urban Students of Co Education System and Single Gender School



Gender wise comparison shows that in co education system, 32% girls show high discipline while 39% average discipline and 29% are undisciplined. In single gender school, disciplined student strength is high. 46% girl's exhibit more disciplined behavior, 37% shows average discipline and 17% are undisciplined. Thus no. of disciplined girl's students is greater than boys. Hence hypothesis, there is no significant difference of impact of coeducation between disciplined behavior of boys and girls students is rejected.

Locality wise data shows that co education schools have more disciplined students. Among rural coeducation students, 29% are more disciplined, 48% are average disciplined and 23% are undisciplined. On the other hand in rural single gender education system 26% are more disciplined, 42% are average disciplined and 32% are undisciplined. Among urban students, co education students are more disciplined rather than single gender students similarly among rural students, coeducation students are more disciplined. Comparison of rural and urban students indicates that rural students are more disciplined. Hypothesis, there is no significant difference of impact of coeducation between disciplined behavior of rural and urban students is rejected.

CONCLUSION

There is positive impact of co education on student's discipline. No. of girls of single gender school is greater in disciplined category. Disciplined rural student's no. is higher than urban students. Co education system and student discipline are related to each other. In some extent co education system is helpful to make discipline. No. of disciplined boys in single gender school is less.

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