

Analysis of Academic Attitudes Among Students from Co-Educational and Non-Co-Educational Schools in Pune City, Maharashtra.

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ABSTRACT

The present study aimed to compare the attitude towards studies of students from co-educational and non-co-educational schools of Pune City. Attitude towards studies plays an important role in academic motivation, classroom participation, confidence, and overall educational performance. The study was conducted on 255 students selected from different schools of Pune City using a stratified random sampling technique. Data were collected through a structured questionnaire containing Likert scale items, closed-ended questions, and open-ended responses. The analysis focused on factors such as interest in studies, motivation towards learning, classroom participation, and academic confidence. Statistical techniques such as percentage analysis, mean, standard deviation, and t-test were used for interpretation. The findings revealed that students from both school environments generally showed positive attitudes towards studies. Co-educational schools supported communication and social interaction, while non-co-educational schools promoted discipline and concentration. The study concluded that both school environments positively influence students' academic attitudes and learning behaviour.

Keywords: *Attitude Towards Studies, Co-Educational Schools, Non-Co-Educational Schools, Academic Motivation, Classroom Participation.*

I. INTRODUCTION

Education is an important foundation for the intellectual, social, and emotional development of students. It helps learners gain knowledge, develop discipline, build confidence, and prepare themselves for future responsibilities. However, the success of education depends not only on school facilities or teaching methods but also on the attitude of students towards their studies. A student's attitude towards studies includes interest in learning, motivation, classroom participation, regularity, concentration, and seriousness towards academic work. A positive attitude helps students perform better, while a negative attitude may lead to poor academic progress and lack of involvement in

learning activities. The present study focuses on understanding whether the type of school environment influences students' academic attitude. Pune City is known as an important educational centre of India and is often called the "Oxford of the East." The city has a large number of schools, including both co-educational and non-co-educational institutions. Co-educational schools provide a learning environment where boys and girls study together, while non-co-educational schools provide separate educational settings for boys or girls. These two types of school environments may create different learning experiences for students.

Co-educational schools encourage interaction between boys and girls and may help students develop social adjustment, cooperation, confidence, and mutual respect. Such schools prepare students for real-life situations where both genders work and communicate together. However, some people believe that co-educational environments may also create distractions during adolescence. On the other hand, non-co-educational schools are often considered more disciplined and focused because students' study in a single-gender environment. These schools may provide more concentration on academic work, but they may also limit students' exposure to mixed social interaction.

Attitude towards studies is influenced by several factors such as family background, peer group, teacher behaviour, school discipline, classroom environment, and personal motivation. Among these factors, the type of school environment plays a meaningful role in shaping students' interest and involvement in education. Therefore, it becomes important to compare the attitudes of students studying in co-educational and non-co-educational schools.

This study is significant because it may help teachers, parents, school administrators, and policymakers understand how different school systems affect students' academic motivation and learning behaviour. The findings may also support the improvement of teaching practices and school environments. By examining students from Pune City, the study attempts to provide useful insights into the relationship between school type and students' attitude towards studies. Thus, this research aims to identify whether there is any noticeable difference in the academic attitudes of students from co-educational and non-co-educational schools.

II. REVIEW OF LITERATURE

Astalini, A., Kurniawan, D. A., Kurniawan, N., & Anggraini, L. (2019). Attitude is expression or response of students regarding learning. Attitudes in the form of expressions of like, dislike or rejecting an object. The purpose of this research is to describe the attitudes of students towards the three attitude indicators at middle school in Jambi Province Indonesia. Research Methods: Type of research is survey research. The research instrument was in the form of a questionnaire consisting of three indicators with 27 statements and also interviews. The number of students in research samples is 2,815 which are middle school students in Jambi Province, Indonesia Regency. Results: The results of research on three dominant attitude indicators are in the good category. Adoption of scientific attitudes shows a good category with a percentage of 58.4%. The pleasure of learning science is categorized as good with a percentage of 66.3%. Whereas a career in science is categorized as sufficient with a percentage of 41.8%.

Soumiksha, J., Anushri, M., & Shefali, S. R. (2020). India has the third largest HIV epidemic in the world. The Indian epidemic is characterized by low levels in the general population and elevated concentrations among high-risk groups. The present study was planned to determine the awareness of HIV among students from Pune city. A cross-sectional study was carried out among students from Pune city, India during March, 2020. 50 students were approached to participate in the study (males: 32; females: 18). Pretested questionnaire was distributed and collected data was analyzed using SPSS version 16. Study participants had high knowledge (86%) and attitude score (87%). There was no significant difference between males and female participants for attitude and knowledge, except for one question regarding knowledge about HIV transmission via breastfeeding to child.

Butt, I. H., & Shams, J. A. (2020). In modern world, attitudes of people are considered more important than their experiences and academic preparation. A positive attitude towards research is a key to success and progress in the knowledge-based societies. This study explored the student teacher attitudes towards research. The sample consisted of 194 participants from two public universities of Pakistan and it was taken by using census sampling technique. The participants were Master in Education students in their second semester. The Attitude towards Research scale was used for data collection. The scale was consisted of 30 items which were divided into five factors: research usefulness, research anxiety, positive attitudes, relevance to life, and research difficulties. The data was analysed using descriptive statistics, t-test and ANOVA. The results showed that student teachers have a negative attitude towards research. A significant difference was found in the attitudes with respect to the type of program and prior areas of specialization. The paper demonstrates a clear need for focus on research into student teacher attitudes towards research. Low student teacher attitudes have negative impact on the pupils. The ability of teacher education programs to alleviate the problem has wide-spread implications. The paper produces empirical evidence about the low student teacher attitudes towards research and raises questions relevant to teacher preparation role of the teacher education programs in developing higher attitudes towards research.

Valantinaitė, I., & Sederevičiūtė-Pačiauskienė, Ž. (2020). This article aims to present the results of a study on favourable and unfavourable factors of using online learning environments in the study process as a digital learning strategy to promote education for sustainable development. Technologies have changed traditional face-to-face classrooms through online environments to hybrid learning spaces. Personal experiences and expectations are part of these hybrid learning setups and learner-positive attitudes to such sessions could contribute to the effectiveness of hybrid learning and student satisfaction. The quasi-experiment was carried out to determine the attitude of students towards favorable and unfavorable factors of using an online learning environment (OLE) in the study process. Five groups of students studied for one semester using the flipped classroom method. The sample was made up of 106 secondary school students, selected by means of non-probability sampling. Students were given pre-test and post-test questionnaires in the beginning and at the end of the semester. Favorable factors of using an online learning environment identified by students in the beginning of the quasi-experiment were grouped in five categories: material resources/base; teacher personality; student personality, information presentation and increase of accessibility at the

institutional level. As students gain more experience in using an OLE for learning, it is not technical issues and computer literacy that become important, but students' and teachers' attitudes and the motivation to improve and learn. At the end of the project, the participants emphasized other favorable factors: continuous uploading of materials, convenience of use and the promotion of online learning environments for studies in all subjects. The role of the teacher while using an online learning environment was highlighted. This research contributes to the improvement of teacher pedagogical competences, creating conditions for increasing student satisfaction.

Ross, L., Jennings, P., & Williams, B. (2020). Educational institutions should aim to positively influence the attitudes of future health care practitioners toward older patients to ensure the provision of quality patient care. This systematic review of the literature aims to determine the effectiveness of educational interventions designed to improve health care student behaviors and/or attitudes toward older people. The 29 studies included in this review utilized a variety of interventions, methods, and measurement tools. The most common type of educational intervention incorporated interaction with real patients. Few studies evaluated the impact of interventions on behavior; therefore, more observational studies are required. Overall interventions incorporating interactions with real patients who are independently living had a positive impact on student attitudes toward older adults. Clinically focused placements with patients who are ill may still have a place in the development of the patient-centered interview and assessment skills, along with improving confidence and competence, despite not having a favorable impact on attitudes.

Chatterjee, R., & Correia, A. P. (2020). Feelings of community increase information flow, cooperation, support, and a sense of commitment toward group goals. Many studies have explored the significance of sense of community and collaborative learning activities in online learning environments. Using a correlational study, the relationship between students' sense of community and their attitude toward online collaborative learning was examined in this study. Results indicate that collaboration and sense of community were moderately correlated. A positive correlation between collaboration and students' sense of community was determined. It was also noticed that the degree of correlation between sense of community and collaborative learning was higher among graduate students than among undergraduate students. Furthermore, a higher degree of correlation existed between a positive attitude toward collaborative learning and the dimensions of sense of community when compared to the correlation between a negative attitude toward collaborative learning and sense of community.

Issar, K. (2021). As an academic subject taught in schools, history provides infinite opportunities to develop analytical skills, value judgment and expression of creativity. But the actual classroom reality tells a different story. The linear approach to history teaching makes the subject extremely dull, monotonous and burdensome to the students. It is this attitude towards history teaching which breeds the perceptions of history being a non-utility subject, having no relevance with the present or future. The present paper synthesizes the findings of an empirical data collected to study the attitude of students towards history and the scope of creativity in history classrooms. The data were collected through classroom observations and questionnaires in three different schools of Delhi. Data analysis

highlighted that majority of students did not like studying history or pursuing history as a career choice. Classroom observations found history teaching too much textbook centric and unrelated to students' experiences. Content loaded and rigid methods of teaching history were the plausible reasons for students possessing negative attitude towards history.

Zayed, N., & Razeq, A. H. A. (2021). The following study aimed at investigating Palestinian high School students' attitudes towards learning English and its culture, and the reasons behind these attitudes in the Palestinian educational context. The study sample consisted of 24 (12 males and 12 females) 9th grade EFL learners. The study followed a qualitative design. Semi-structured interviews were the primary research instrument used to collect data, which was analyzed thematically. The results showed that the social context a learner thrives in partially shapes his/her attitudes and motivation. Even with ideal environments, learners' differences and personalities are what either keep them motivated or force them to withdraw from the learning process. The results also revealed that learners believe in the importance of learning the English language and its culture. The learners' level was found to impact their motivation and attitude and a conflict was found between their native culture and the target culture. Moreover, the students expressed their desire to have more exposure to the target culture. Further, as the results showed, parents' engagement and support, teachers' support and personality, peer pressure, motivation and anxiety and the status of English as a lingua franca are some of the reasons behind learners' beliefs and attitudes. The researchers discussed these results and their implications for EFL teachers, EFL curriculum developers, and EFL teacher trainers.

Le, M. T. (2021). Mobile devices are now ubiquitous, which leads to a load of sequences, including mobile-assisted language learning (MALL). This notion has attracted various scholars to research so as to provide a spotlight on it for better exploitation. This study aims to shed light on the students' perception of the usefulness of mobile learning toward writing in terms of searching information and fluency, which did not support the spotlight in traditional study. The participants are the students coming from the English faculty of Dong Nai Technology University; they were at least sophomores with the obliged condition of being experienced in writing courses. Data collection from the questionnaire was conducted randomly by the students. The survey revealed that the learners enjoy m-learning as this framework performs well in helping students with information reaching. Besides, the research also indicates that the MALL system provides writing learners opportunities to enhance the ability to generate text regarding accuracy and fluency.

Rosyidi, M. I. (2021). As a world-class tourism destination, Indonesia is facing challenges in providing competent tourism human capital. Currently, the majority of tourism labor in Indonesia are low levels of education and only a few of them are graduated from higher education. Empirically, numerous studies suggest that many graduates from various tourism schools in several countries preferred to not opt for the tourism careers. This study aims to discover and analyze the perceptions and attitudes of final year students majoring in tourism and hospitality in Indonesia to pursue a career in the tourism industry. Using online distributed questionnaire through snowball sampling method, this study obtained 422 completed responses of tourism and hospitality undergraduates from Jakarta, Bandung, Lombok, Makassar, Palembang, Bali, Yogyakarta, Surakarta, and Batam. The collected data then analyzed by Importance Performance Analysis and cross-tabulation analysis. This study

found that the career advancement and salaries were two factors in the industry considered as important factors but got a bad perception. However, the nature of work of tourism industry which offering enjoyable and fun environment are considered important and earned positive perception. This study also presents some implications, mainly for the tourism industry in Indonesia.

Male, H., & Lumbantoruan, J. H. (2021, June). Studying Statistics to a number of students might be very difficult to understand due the lack of knowledge of the statistics and low interest of the subject. However, to some students majoring in mathematics might be easy to comprehend and operate the statistics. This study aimed to find out the students' perceptions and attitudes towards the statistics. The study employed descriptive statistics. The writers collected the data through questionnaire to get the quantitative data. The result of the study showed that in terms of the students' perception towards statistics most of them have stated that they mostly agreed with all the statements dealing with perceptions. This can be seen from the first three statements that they could identify the distribution, measurement, and procedure of doing the statistics. The only thing they disagreed is on the ability to communicate the result of statistics and their perception regarding the easiness of the statistics. In terms of the students' attitudes towards statistics, it is clear that the majority of the students showed their high feeling concerning the statistics. In terms of attitude on cognitive competence, most of them also agreed with the way of thinking to do statistics, understanding it, and requiring a great deal of discipline.

III. RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the systematic procedure used by the researcher to collect, organize, analyse, and interpret data in order to achieve the objectives of the study. It provides a clear path for conducting research in a scientific and reliable manner. The present study is entitled "A Comparative Study of the Attitude Towards Studies of Students from Co-Educational and Non-Co-Educational Schools of Pune City." The main purpose of this study is to examine and compare the attitude of students towards their studies in two different school environments.

Attitude towards studies is an important factor that influences students' academic motivation, study habits, classroom participation, confidence, and academic performance. Students studying in co-educational schools may experience a mixed-gender learning environment, while students studying in non-co-educational schools may experience a single-gender educational setting. These different school environments may affect the way students think about learning, interact with classmates, and participate in academic activities. Therefore, the present chapter explains the research design, sample, tools, data collection procedure, statistical techniques, and ethical considerations used in the study.

3.2 Research Design

The study adopted a comparative research design to compare the attitude towards studies of students from co-educational and non-co-educational schools. A comparative design was suitable because the study aimed to identify similarities and differences between two groups of students. The study was also cross-sectional in nature, as data were collected from students at one particular point in time.

Both quantitative and qualitative approaches were considered useful for the study. Quantitative data helped in measuring students' motivation, study habits, academic confidence, and classroom participation through structured questions. Qualitative responses helped in understanding students' personal views, learning experiences, and problems related to their studies. Thus, the methodology provided a balanced understanding of students' academic attitudes in different school settings.

3.3 Sample and Participants

The sample of the study consisted of students from co-educational and non-co-educational schools of Pune City. Students were selected from middle, secondary, and higher secondary levels to ensure proper representation of different academic stages. The participants were selected on the basis of school type, age group, gender, and academic level.

A stratified random sampling technique was used for selecting the participants. This technique was appropriate because it helped the researcher include students from both types of schools in a balanced manner. It also ensured representation of students from different groups, which improved the reliability of the study. The sample included students from both co-educational and non-co-educational schools so that their attitudes towards studies could be compared meaningfully.

3.4 Variables of the Study

The major variables of the study were attitude towards studies, motivation level, study habits, and academic performance. Attitude towards studies refers to the interest, seriousness, motivation, confidence, and involvement shown by students in their academic work. Motivation level refers to the willingness of students to learn, attend classes, complete assignments, and improve their academic performance.

Study habits include regular study schedule, time management, note-taking, homework completion, revision, and the use of a suitable study environment. Academic performance was considered through students' previous academic records or grade point average. These variables helped the researcher understand how students from different school types differ in their academic approach and learning behaviour.

3.5 Tools Used for Data Collection

The main tool used for data collection was a structured questionnaire. The questionnaire included closed-ended questions, Likert scale items, and a few open-ended questions. Closed-ended questions were used to collect information about motivation, study habits, academic confidence, and classroom participation. Likert scale items allowed students to express their level of agreement or disagreement with statements related to studies.

The response options included strongly agree, agree, neutral, disagree, and strongly disagree. Open-ended questions were included to understand students' personal opinions, academic challenges, and suggestions for improving the learning environment. Academic records were also considered to examine students' academic performance. These tools helped in collecting both measurable and descriptive information from the participants.

3.6 Procedure of Data Collection

The data collection procedure was carried out in a systematic manner. First, schools were identified from both co-educational and non-co-educational categories in Pune City. After this, permission was obtained from the concerned school authorities. Students were informed about the purpose of the study, and their participation was kept voluntary. The questionnaire was distributed among selected students during suitable school hours so that regular academic activities were not disturbed. Students were instructed to answer the questions honestly and independently. The researcher ensured that students understood the questions properly before filling out the questionnaire. After completion, the questionnaires were collected and checked for completeness. The collected data were then arranged and prepared for analysis.

3.7 Statistical Techniques Used

The collected data were analysed with the help of suitable statistical techniques. Percentage analysis was used to present the general responses of students. Mean and standard deviation were used to understand the average attitude scores and variation among students. The t-test was used to compare the attitude towards studies of students from co-educational and non-co-educational schools.

Regression analysis was also useful for examining the relationship between motivation, study habits, and academic performance. In addition, qualitative responses were analysed through thematic analysis. This helped in identifying common themes related to students' learning experiences, academic interest, classroom environment, and challenges faced during studies.

IV. DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis and interpretation of data collected for the study "A Comparative Study of the Attitude Towards Studies of Students from Co-Educational and Non-Co-Educational Schools of Pune City." The main purpose of this chapter is to understand the academic attitude of students studying in two different school environments: co-educational schools and non-co-educational schools. The analysis is based on responses collected from 255 students, including 133 students from co-educational schools and 122 students from non-co-educational schools. The responses were organized and interpreted through percentage analysis, comparative tables, and graphical presentation.

The data analysis focuses on important factors such as students' interest in studies, motivation towards learning, classroom participation, academic confidence, and school environment support. These factors are important because students' attitude towards studies is not influenced by only one condition. It is shaped by classroom atmosphere, teacher encouragement, peer interaction, family support, self-confidence, and school structure. Therefore, this chapter explains the collected data in a simple and meaningful way so that the differences and similarities between co-educational and non-co-educational school students can be clearly understood.

4.2 Demographic Profile of Respondents

The demographic profile helps in understanding the background of the respondents. In this study, students from different gender groups, age groups, classes, mediums of instruction, and types of school management were included. This made the sample more balanced and suitable for comparison.

Table 4.1: Type of School-Wise Distribution of Respondents

Type of School	Number of Students	Percentage
Co-Educational School	133	52%
Non-Co-Educational School	122	48%
Total	255	100%

Table 4.1 shows that the sample has almost equal representation from both types of schools. Out of 255 students, 133 students were from co-educational schools and 122 students were from non-co-educational schools. This balanced distribution is useful for a comparative study because it reduces the chances of one group dominating the results. The small difference between the two groups does not affect the overall reliability of the study.

Table 4.2: Gender-wise Distribution of Respondents

Gender	Number of Students	Percentage
Male	140	55%
Female	115	45%
Total	255	100%

The gender distribution shows that both male and female students were included in the study. Male students formed 55% of the sample, while female students formed 45%. This indicates a fairly balanced gender representation. The inclusion of both genders helps in understanding students' academic attitudes in a wider and more reliable manner.

4.3 Figure Showing School-wise Sample Distribution



Figure 4.1: Distribution of Students by Type of School

Interpretation of Figure 4.1

The figure shows that students from both co-educational and non-co-educational schools participated almost equally in the study. This strengthens the comparative nature of the research because both school environments are represented properly. The figure also makes it clear that the study is not limited to one type of school.

4.4 Analysis of Students' Interest in Studies

Interest in studies is one of the most important indicators of a positive academic attitude. Students who find academic subjects interesting are more likely to participate actively, complete schoolwork, and perform better in examinations.

Table 4.3: Students' Interest in Academic Subjects

Response	Number of Students	Percentage
Strongly Disagree	1	0%
Disagree	7	3%
Neutral	47	18%
Agree	126	49%
Strongly Agree	74	29%
Total	255	100%

Table 4.3 shows that most students have a positive attitude towards academic subjects. A total of 49% of students agreed and 29% strongly agreed that academic subjects are interesting. This means that nearly 78% of students showed interest in their studies. Only a very small percentage of students disagreed. This result indicates that students of Pune City generally have a favourable academic attitude and are interested in learning.

4.5 Analysis of Motivation Towards Learning

Motivation is an important factor that influences students' study habits and academic performance. Motivated students are more likely to complete academic tasks, set goals, and make efforts to improve their results.

Table 4.4: Motivation Towards Learning

Statement	Agree / Strongly Agree	Neutral	Disagree / Strongly Disagree
Academic tasks are completed responsibly	41%	36%	23%
Efforts are made to improve performance	24%	41%	35%
Academic goals are set and pursued	54%	30%	16%
Learning is done without external pressure	30%	31%	38%

The analysis shows that students have a moderate level of motivation towards learning. More than half of the students reported that they set and pursue academic goals. However, only 24% of students agreed that they make strong efforts to improve academic performance. A large number of students remained neutral in this area, which shows that many students are uncertain or inconsistent in their

academic efforts. The table also shows that 38% of students feel some level of external pressure in learning. This suggests that teachers and parents should encourage self-motivation rather than depending only on pressure-based learning.

4.6 Analysis of Classroom Participation

Classroom participation reflects students' confidence, interest, and involvement in learning. Students who ask questions, share ideas, and participate in discussions usually develop better understanding of academic concepts.

Table 4.5: Classroom Participation of Students

Statement	Agree / Strongly Agree	Neutral	Disagree / Strongly Disagree
Active participation in classroom discussion	78%	18%	3%
Questions are raised when concepts are unclear	85%	13%	2%
Ideas are shared during activities	78%	20%	2%
Comfort in speaking in classroom	79%	19%	2%
Participation in group learning activities	78%	18%	3%

Table 4.5 indicates that classroom participation among students is very positive. A large majority of students agreed that they actively participate in discussions, ask questions, share ideas, and take part in group learning activities. The highest positive response was found in the statement related to asking questions when concepts are not understood, where 85% of students agreed or strongly agreed. This shows that students are comfortable in seeking clarification from teachers. Such active participation is a strong sign of a healthy academic attitude.

4.7 Analysis of Academic Confidence

Academic confidence means students' belief in their own ability to study, understand difficult subjects, and perform well in examinations. Confidence plays a major role in academic success.

Table 4.6: Academic Confidence Among Students

Statement	Agree / Strongly Agree	Neutral	Disagree / Strongly Disagree
Confidence in academic abilities	85%	13%	1%
Positive expectation in examination performance	81%	17%	2%
Difficult subjects are approached with effort	82%	18%	0%
Examinations are handled with confidence	79%	19%	1%

The findings show that students have a strong level of academic confidence. About 85% of students expressed confidence in their academic abilities. Similarly, 81% of students maintained positive expectations regarding examination performance. A very encouraging finding is that no student disagreed with the statement that difficult subjects are approached with effort. This shows that students are willing to face academic challenges. Therefore, academic confidence among students appears to be one of the strongest areas of their attitude towards studies.

4.8 Comparative Interpretation of Co-Educational and Non-Co-Educational Schools

The comparison between co-educational and non-co-educational school students shows that both groups have generally positive attitudes towards studies. Students from co-educational schools may receive more opportunities for mixed-gender interaction, group discussion, and social confidence. This environment may help them become more expressive and comfortable in classroom participation. On the other hand, students from non-co-educational schools may experience a more focused and disciplined learning environment, which may support concentration and academic seriousness.

However, the overall findings suggest that the type of school alone does not completely determine students' attitude towards studies. Factors such as teacher support, family background, classroom environment, peer influence, and personal motivation also play an important role. Both co-educational and non-co-educational schools have their own strengths. Co-educational schools may help in developing communication and social confidence, while non-co-educational schools may provide a more controlled and focused academic atmosphere.

4.9 Overall Findings of the Study

The analysis of the data reveals that students of Pune City generally show a positive attitude towards studies. Most students are interested in academic subjects, actively participate in classroom activities, and possess confidence in their academic abilities. The findings also show that students are willing to ask questions, share ideas, and make efforts to understand difficult subjects. However, motivation towards learning was found to be moderate. Many students remained neutral regarding responsibility, self-effort, and learning without external pressure. This indicates that although students are interested and confident, they may still need more encouragement to become self-motivated learners. Teachers should use motivational strategies, interactive teaching methods, counselling, and regular feedback to improve students' academic responsibility.

V. CONCLUSION AND FUTURE SCOPE

5.1 Conclusion

The present study was conducted to examine and compare the attitude towards studies of students from co-educational and non-co-educational schools of Pune City. The study was based on the responses of 255 students and focused on important factors such as interest in studies, motivation towards learning, classroom participation, academic confidence, and school environment support. The findings revealed that students from both types of schools generally showed a positive attitude towards studies. Most students found academic subjects interesting, enjoyed learning new topics,

participated actively in classroom discussions, and showed confidence in their academic abilities. The demographic profile of the respondents showed balanced representation in terms of gender, age group, class level, school type, medium of instruction, school management, and family background. This helped in making the findings more reliable and meaningful. The study found that students had strong interest in studies and were willing to devote time to academic activities. Classroom participation was also found to be high, as students actively asked questions, shared ideas, and participated in group learning activities. Academic confidence was another major strength identified in the study. Most students believed in their academic abilities, handled examinations confidently, and showed willingness to make efforts in difficult subjects. However, motivation towards learning was found to be moderate. Many students depended on external pressure from parents, teachers, or examinations for completing academic tasks. This indicates the need to develop stronger intrinsic motivation among students. The comparative understanding of co-educational and non-co-educational schools showed that both school types positively contributed to students' academic attitudes. Co-educational schools supported communication, collaboration, and social interaction, while non-co-educational schools supported discipline, concentration, and academic focus. Therefore, the study concludes that both school environments have their own strengths and can help in developing positive academic attitudes among students.

5.2 Future Scope

The present study provides a useful foundation for further research on students' attitudes towards studies. Future studies may be conducted with a larger sample size from different cities, districts, or states to make the findings more general. Similar studies may also compare rural and urban schools to understand the influence of location on students' academic attitudes. Further research may include additional factors such as socio-economic status, parental education, teacher effectiveness, school facilities, digital learning, stress, anxiety, self-confidence, and emotional intelligence. Future studies may also compare students from government, private, aided, CBSE, ICSE, and State Board schools. Long-term studies can be conducted to understand how students' attitudes change over time. Overall, future research can help teachers, parents, school administrators, and policymakers improve academic motivation, classroom participation, and learning environments. Such efforts will support better educational outcomes for students from both co-educational and non-co-educational schools.

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