

**ASSESSING THE IMPORTANCE OF EDUCATION TO ONLY ONE GENDER IN
ADDITION TO EDUCATION INCLUDING BOTH GENDERS**

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Abstract

The researchers want to learn more about how educators feel about co-ed classrooms. A total of 240 educators from four elementary schools and four secondary schools in central Adana towns participated in the descriptive screening-based research. In order to assemble the data, we employed a scale called the Views on Co-Education Scale (VCS). Throughout the analysis, both descriptive statistics and nonparametric tests (including the Mann-Whitney U and the Kruskal-Wallis H) were used. The data suggest that the vast majority of educators are in favor of co-education and are opposed to single-sex classes. The least amount of support for co-education was seen among different types of religious teachers. Several parents have expressed concern about the availability of both single-gender and mixed-gender educational options for their children. Some schools wait until pupils have finished Kindergarten before beginning lessons on single sexuality, while other schools do not admit heterosexual students at all. These kinds of restrictions do not apply to institutions that are open to both sexes. Throughout the classroom, there is a mix of young men and women in each of the several groups. Since it concerns their child's future, it shouldn't come as a surprise that parents are having trouble deciding which option is superior. It would seem that there are two factions, and each of them is supporting its viewpoint with reasons. On this particular topic, scientists, educators, parents, and students all have a variety of viewpoints. Many investigations have been carried out, with some finding evidence for the SS (Single Sex) hypothesis, while others have found support for the CE hypothesis (Co-Ed).

Keywords— Marketing, Efficiency, Marketing margins, post-harvest losses, Risk

I. INTRODUCTION

Co-ed schools have only become popular after World War II and 1970. (Eurydice, 2010). Co-education was mandated in Chinese schools to provide an excellent education for everybody. Until the Imperial Edict of Reorganization on November 3, 1839, Turkish women could only attend Siyan Schools (Primary Schools). High-ranking CEO daughters got tutors, although they largely learned household skills. Secular and religious themes were taught. In 1869, boys and girls aged 6–10 and 7–11 were forced to attend primary school. This strategy was supposed to provide gender-separate education to communities worldwide. Before these schools were established, girls may attend school with boys provided they were in separate classes or tables. In 1859, Girls' Junior High schools started Ottoman women's secondary education. These organizations employed mostly women. Until the lack of female instructors improved, experienced men educators of all ages were invited to fill these posts. (Forges & Leeder, 2019) In 1870, Darülmüallimat, a school for female teachers, was formed in Rustiness due to demand. By 1910, 458 boys-only and 80 girls-only high schools existed. The first Ottoman girls' high school, the Sultana, was founded in 1880. Despite the rise of women-only vocational institutions, girls' education remained segregated. (Petrik, 2021)

II. OBJECTIVE

The research aimed to fulfill the following objectives:

- To study the Single-Sex School Vs Co-Ed School - The Better One?
- What are the benefits of single-gender schools?

- The Benefits of Co-Ed Schools

III. METHODOLOGY

The goal of this research was to conduct a meta-analysis in order to quantitatively synthesize the findings from previous studies that have compared single-sex (SS) and coeducational (CE) educational settings with regard to a wide range of student outcomes, including but not limited to: school engagement, gender stereotyping, self-concept, interpersonal relations, aggression, victimization, and body image. Studies in math, science and language arts, including critical thinking were examined to determine the impact of SS and CE instruction on student accomplishment and attitudes. To address this issue in our meta-analysis, we classified each trial as either "controlled" or "uncontrolled" (lower quality, no controls for selection effects, no random assignment). This allowed us to compare the two types of studies side by side. Moderator studies were conducted to look into whether or not factors including age, the location of single-sex instruction, and socioeconomic status consistently altered the effects of such instruction (SES). Researchers in the United States looked at race and ethnicity as moderators to see whether the claims that children from ethnic minority groups benefit the most from single-sex schooling are genuine. All of the studies' codes for the SS program's presumptions may be found here. Other notions, such as fundamental biological distinctions and the inherent superiority of women, were also taken for granted.

IV. SINGLE-SEX SCHOOL VS CO-ED SCHOOL - THE BETTER ONE?

One of the most important factors in a person's socialization is their experience in school. While there is a perception that students in single-gender schools do better academically, this is just one aspect of a person's life. Also, you cannot shield your kid from the other sex for their whole lives. The process of learning continues throughout a person's life, and a significant portion of this learning takes place via contact with different sexes. In addition, offering a wider variety of extracurricular activities makes it possible for teachers, parents, and students to actively participate in collaborative projects throughout the school year. They make it possible for males and females to naturally interact with one another socially. Because of the inevitable mingling that takes place at events of this kind, it is inevitable that boys and girls will eventually form organic connections with one another. In addition, there are instructors present at these events, so the children are under close supervision at all times. (Forges & Leeder, 2019)

Over the course of many decades and generations, a significant amount of work and energy has been invested in improving gender equality. With the beginning of the fight for women's suffrage and continuing all the way up to the present day, many of the societal and legal obstacles that stood in the way of women's equality with men have been eliminated. With regard to the implementation of this procedure, a lot of progress has been accomplished. Coeducation programs, which are founded on the admirable principle of equality, are examples of this equality in practice. One can say that single-sex school is the antithesis of equitable treatment. (2020)

Both single-gender schools and schools that welcome students of both sexes have their proponents and opponents. It is difficult to understand how parents may choose which option is the most advantageous for their children. The reality is, however, that the expectations of society and the family are ultimately what have the most impact on the development of a kid. This is true even if the child attends a school for just one gender or one that is co-ed. It is inferred that gender is a significant problem in education, but this is not the case. Instead, what is vital is effective schooling, which seeks not only to achieve high academic standards but also to develop the entire potential of each person in a setting that is not partial. (McCall, 2019) standard examinations of mathematical and scientific competence, relative to students in other countries. There have been demands for reforms to the public school system because of this dismal performance. Separate educational facilities for males and females are an option. Based on follow-up investigations of data from the Office of Civil

Rights 2010 data collection, the Feminist Majority Foundation (2011) concluded that thousands of public schools in the United States operated single-sex academic classes during the 2009-2010 school year. Attempts to synthesize studies on the effects of single-sex schooling have yielded conflicting or inconclusive findings, perhaps because none of the articles applied the rigorous technique of meta-analysis to synthesize the data. (2020)

The publications were groundbreaking, but since 2006, when federal funding was established for single-sex programming in U.S. public schools, a great deal more research has emerged. Researchers in this meta-analysis set out to find out whether or not there was a difference between single-sex and coeducational schools in terms of a wide range of student outcomes, including academic performance in math and science and other subjects, as well as students' levels of motivation, interest, and attitude towards learning. Spending millions of dollars daily on a school system that separates pupils based on their gender is a waste of resources. Researchers, educators, and politicians must determine whether students learn better in single-sex or coeducational institutions.

Sexual Schooling Preferences

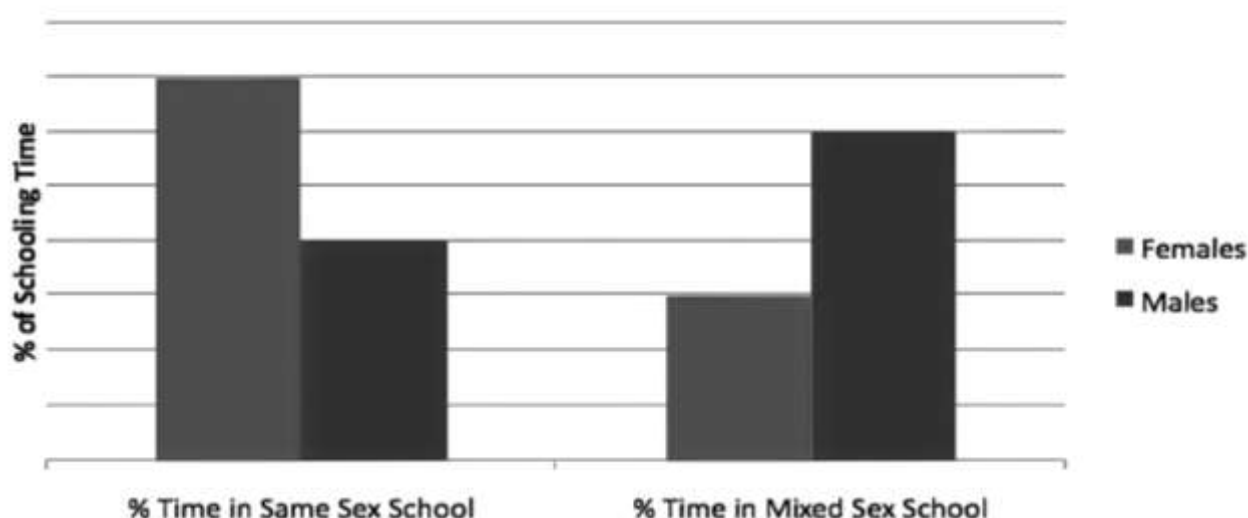


FIGURE 1. SEXUAL SCHOOLING PREFERENCE

V. WHAT ARE THE BENEFITS OF SINGLE-GENDER SCHOOLS & CO-ED SCHOOLS

➤ What are the benefits of single-gender schools?

- ◆ Proponents of single-sex education argue that their paradigm opens up opportunities that are unavailable in traditional mixed-gender settings. Some teaching strategies that have failed in a coed context may fare better in an all-girls or all-boys classroom. The vast improvement shown in test grade brokers is evidence of this.
- ◆ Scholars that advocate for SS have also remarked on the method's subjective efficacy. Their findings suggest that although boys have improved their performance in certain areas, especially English and other foreign languages, females have increased their efficacy in mathematics and the sciences.
- ◆ Male students who did not take part in sports felt unsafe in all-male classes. Since they weren't being picked on or treated harshly by other boys, and because they weren't afraid of the atmosphere at 'All-Boys' schools, these guys were able to relax and enjoy themselves. In a 2017 study (Sarika Khandelwal & Dr. Jyoti Gaur),
- ◆ There, guys are less likely to compete with one another and more likely to work together since there are no women there. Men are more concerned with what women think of them and are more comfortable being themselves. Poetry readings and symphonic performances are not looked down upon in the same way that marching bands are.
- ◆ Another perk of all-girls or all-boys schools is that girls are more likely to major in traditionally male-dominated fields like physics and advanced mathematics. This occurs because their choice

of subject drew little to no backlash from male listeners. Both gender stereotypes were challenged and women's self-assurance was boosted as a result.

- ♦ Boys and girls in single-sex schools were more likely to be well-behaved, find learning more pleasant, and find the subject matter more relevant since there were fewer distractions.
- ♦ Many studies show that both girls and boys benefit intellectually from attending schools where they are the only students of their gender. There is an idea that girls reach adulthood earlier than boys do, and that it might be difficult for teachers to accommodate the wide gap in maturation between boys and girls between the ages of 12 and 16.
- ♦ Students in schools that only teach one gender tend to be far more engaged in class. Much like the girls, the boys were able to tune out distractions and focus on their homework. as reported (Novotney, 2011).
- ♦ SS also does quite well in the area of discipline. According to one study, implementing single-sex classrooms had a dramatic effect right away. As compared to the daily average of roughly 30 referrals, the daily average of only two is a significant improvement. Overnight, the environment began to change.
- ♦ One last thing to think about is absenteeism. It dropped from 2% to 7% in the case of single-gender schools before the switch.
- ♦ Compared to their counterparts at coed high schools, pupils who attended all-girls or all-boys academies excelled not just academically but also in terms of their aspirations, self-perception, and outlook on schoolwork. Girls who attended schools for just one gender also had more liberal views on the potential and limitations of women.
- ♦ The percentage of students who went on to graduate or professional school after graduating from a single-sex school was much higher than that of students from coed institutions.
- ♦ If and when women can overcome their fear and start taking risks, they will be more competitive in sex situations involving just themselves. They participate in traditionally male-dominated activities like field hockey and soccer without any qualms about being stereotyped as tomboys.
- ♦ Adolescent pregnancy is a major problem in many countries where Co-Ed schools are prevalent. Girls their age are not emotionally or psychologically ready for these developments. It burdens kids with extra work that isn't necessary and takes their focus off of school. (Leung)
- ♦ Another disadvantage of mixed-gender schools is the increased risk of sexually transmitted diseases and romantic relationships. Such inconsistencies are discouraging to attempts at higher education.

➤ ***The Benefits of Co-Ed Schools***

- ♦ CE proponents, in contrast to SS advocates, show that men benefit from female teachers. They are carried out to impress the ladies and create a precedent.
- ♦ Isolating one sex from the other has a negative effect on education since it focuses only on formal schooling, which is just one part of life.
- ♦ Social skills flourish in a mixed-gender classroom. Since it's a reflection of our culture, this occurs. Research shows that children who attend schools for just one sex are less likely to speak out in class and have a harder time forming friendships with peers of the other gender.
- ♦ The justification put out for the need to address teen pregnancy and underachievement is unimportant. Because kids already socialize outside of school, that won't change anything.
- ♦ Educating boys and girls in the same setting at school has positive effects on both genders' post-school success. (Wong)
- ♦ A subpar all-boys or all-girls institution cannot be assumed to outperform an average mixed-gender institution.
- ♦ Students at institutions of the same sex are more likely to create same-sex relationships, and this trend, if not curbed, has the potential to have far-reaching effects on society. Such unintended consequences include but are not limited to an even greater likelihood of contracting HIV/AIDS and other sexually transmitted diseases.

- ♦ Another study using student interviews found that having meaningful social interactions promoted personal and interpersonal growth. Those who attended coed schools, both girls and boys, were claimed to leave more confident in themselves, well-rounded, and open to making friends with people of other genders and sexual orientations.
- ♦ Single-gender schools have challenges in accommodating a diverse student body. An institution catering only to one sex may make it easier for students to excel academically, but the real world does not work that way. For some graduates of all-male or all-female institutions, the move to a mixed-gender workplace might be a culture shock.
- ♦ Students of both sexes benefit from having the opportunity to interact with people from other backgrounds and cultures, and to practice working and communicating with people of different sex by the simple fact that there are more men and women in classes. (Lopez López, 2018)
- ♦ Co-educational schools are the most organic form of education, and they have advantages for both girls and boys.
- ♦ To get away from male strife, an all-female school may seem like a welcome refuge.
- ♦ It's great for laying the groundwork for future relationships that are grounded in realism and depth of meaning and that stand the test of time.
- ♦ Since distractions are ubiquitous, it doesn't matter what prompted them. It's very uncommon for members of either sex to get preoccupied with one another during class; after all, who could resist being diverted by something that first seems more appealing than their textbooks? These experiences have unique significance for each individual since they are a part of the maturation process.
- ♦ Students learn more about how to interact with people of the opposite gender in a Co-Ed environment. It's also a sign that you feel comfortable with people of both sexes.
- ♦ Research comparing segregated and integrated classrooms sheds light on the pros and cons of both Single-Sex vs. Coed Schools: Analyzing the Pros and Cons. This study was released in 2005 and was commissioned by the US Department of Education. It argues that neither the benefits of coeducation nor the drawbacks of single-sex education have been adequately shown. (McCall, 2019)

On standardized tests, boys score higher in math and science, and girls outperform boys in reading. When it comes to graduating from high school and college, women are carrying the day.

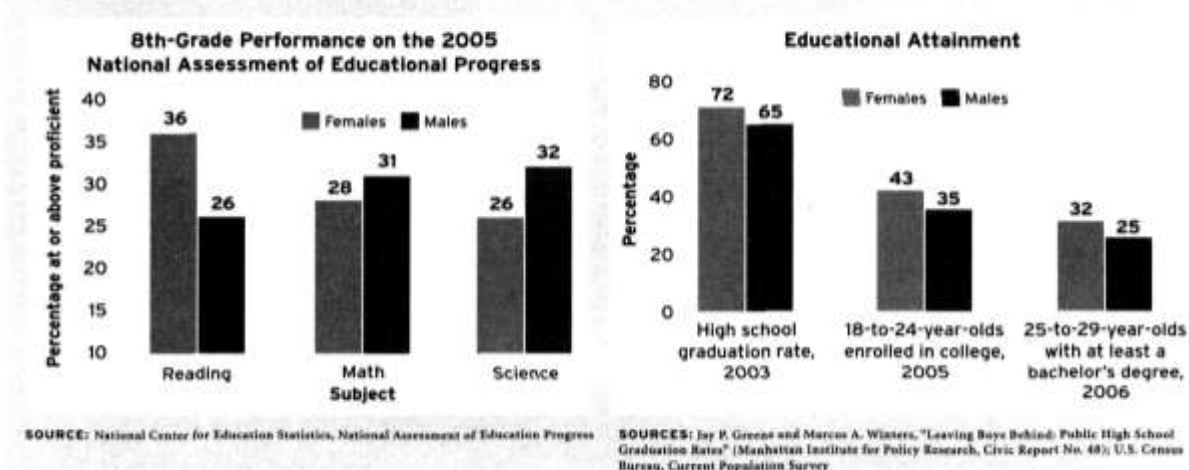


FIGURE 2: - CO-ED VS. SINGLE-SEX SCHOOLS: PROS AND CONS OF BOTH

CONCLUSION

The majority of educators in this research support co-ed classrooms and are opposed to segregated schools for boys and girls. Teachers' support for co-education is crucial because it helps provide the groundwork for a more democratic, scientific, more secular educational system in Turkey. Co-ed schools, unsurprisingly, have to deal with issues like violence and academic failure on a daily basis. People should turn to science as the primary guide at every level of the system as they attempt to find

answers to these difficulties. "co-education is a practice that normally occurs when equality between men and women is accepted when popular sovereignty is promoted, It's the result of the emergence of nations, the spread of modernity, the acceptance of basic human rights, and the progress of mankind. Consequently, abandoning co-education in favor of fixing the issues that have arisen is not the best course of action. Instead, rules should be issued in accordance with the results of scientific investigations and debates on the issues and potential solutions in education.

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