



EDUCATION AND GENDER: SAME-SEX SCHOOL AND THEIR COMPARISON TO THE MIXED-SEX ONES

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Abstract

The educational system plays a very significant part in ensuring that the world continues to evolve into a more pleasant and civilised place to live in the years to come. It is only possible to classify a nation as developed if its educational system is of an exceptionally high standard. It strives for the creation of gender equality in all sectors, which also comes with respect, and it does it through respecting women. There are still hundreds of questions that are asked regarding having co-education in schools, universities, and other educational institutions, despite the fact that gender equality is acknowledged and fostered in every region of the world. You will learn what is meant by the term "coeducation," the significance of the co-education system, as well as the benefits and drawbacks of the coeducation system, in the next section.

keywords: *Education, Same-Sex School, Mixed-Sex Ones*

Introduction

There has been some debate in recent years regarding whether or not students who attend single-gender schools (also known as SS schools) demonstrate higher levels of academic achievement than students who attend coeducational schools (also known as CE schools). Researchers have found that there are some positive outcomes associated with SS schools for both genders. Undergraduates who attended SS schools had higher levels of academic achievement and instructional goals, with the advantages often being greater for girls. Young women attending SS schools completed more coursework and enrolled in more math courses, whereas young men attending SS schools enrolled in more math and science classes than their counterparts attending CE schools. This disparity was seen across both genders. Previous research has also investigated whether or not there are differences in the learning experiences of students attending SS vs CE schools. For example, Jones and colleagues (1972) discovered that undergraduates from schools that only admit students of one gender tend to be more academically organised. Studies have also suggested that SS secondary schools have a more genuine and studious atmosphere that is less influenced by the "rating and dating" culture that is prevalent in CE schools. This is in contrast to CE schools, which are characterised by having a culture in which students rate and date one another. It is interesting to note that coeducational secondary schools provide a more gradually shared social context for teens to prepare for their place in a broad public of individuals than do single-sex institutions. The prefix co, which is included in the word "co-instruction," means "together." The meaning of "coeducation" is simply instructing or demonstrating to both

young women and young men together; this can take place in schools, schools, or universities. It was common practise in western countries to incorporate coeducation into the instructional framework. After that, it started to expand, and by this time, the majority of countries on the earth have recognised it as a legitimate concept.

In point of fact, fortunately, India is not retrograde in regard to this issue, and you will find that coeducation is a component of the instructional system in India as a whole. Legend has it that during the time of the Vedic people, women were accorded special treatment and were also given a prominent standing in the public arena. Old India was one of the first places in the world to experiment with coeducation at that time. Coeducation, on the other hand, was not encouraged nearly as much in India as it could have been, and thus led to the problem being one that was not at all plainly true. However, despite the fact that coeducation had been given a boost during the time of British regulation, only a negligible number of young women were given the opportunity to participate in co-training foundations. However, as time goes on and progress is made, there is a greater emphasis placed on education not just for young men and women, but also for younger children. People have also come to understand the benefits of attending a school that welcomes students of both sexes. As a consequence of this, we can notice an increase in the number of foundations in India that accept students of both sexes.

In this modern era, the co-education can be listed at various levels, they are

- Primary school
- High school
- College / University

According to research conducted at Penn State by Lynn S. Liben and published in 2011's *The Pseudoscience of Single-Sex Schooling*, students who "are not given opportunities to work together to develop the skills needed to interact with each other" are often left wondering about the reason for their gender-segregated classrooms and may struggle with the apparent inequality. Liben's findings were published in the book. Students will be better able to resolve conflicts, solve problems, and work effectively in groups if they put in the effort to develop their social skills via practise. Pupils are better prepared for success in university and the workforce when they attend schools that allow both genders to attend classes together. This is because students get the experience they need to acquire these social skills. There are several advantages that come along with being in a classroom with students of all genders. Men and women collaborate on a regular basis in many aspects of life, including the workplace and the domestic sphere. According to Paul G. Kitchen, who serves as the Head of School at Rothesay Netherwood School in New Brunswick, "The world we live in is a co-ed world." Women and men are "extremely different, yet they have the same potential to make communities function," which is a contradiction in terms. To acquire this knowledge to its fullest extent, you must experience environments.

Campus social life is very different at co-ed and single sex schools.

When you compare schools that are segregated by gender to those that are open to students of both sexes, you will undoubtedly run into people who have very strong opinions on both sides of the debate. But keep in mind that you are the only one who can decide what is best for you. Some children just prefer to attend schools that are exclusively for one gender, while others favour attending schools that are mixed-gender. But how do you decide?

Pros and Cons of Single Sex Schools

Many of the pupils who attend schools with just one gender find that the absence of the other gender to be a significant benefit. Many students believe that they are better able to concentrate on their schoolwork when they are not being distracted by pupils of the opposite sex. Furthermore, some students may find that it is simpler for them to actively engage in courses in which all of the students are of the same sex. Others take pleasure in the sense of community that develops amongst students attending the same school, regardless of sexual orientation.

But that advantage can also be a disadvantage.

At a single sex school, there is still a respectable amount of racial and sexual diversity among the student body. In addition, in spite of the fact that it could be less demanding for students to successfully participate and perform well academically at a single sex organisation, this present reality is not single sex. After they have graduated, it may be challenging for students who attended single-sex schools to adjust to working in an atmosphere that welcomes both sexes.

Advantages and disadvantages of Co-ed Schools

Schools that accept students of both sexes are likely to have a greater selection of undergrads available to choose from. Students of all genders benefit from being exposed to a wider variety of people, as well as the opportunity to learn how to collaborate with and communicate with others who are of the opposite gender when classes are taught by a mix of male and female instructors. However, some students attending co-ed schools may find that the presence of both sexes in the school creates an uncomfortable environment for them. Undergraduates who feel frightened by the other sex could believe that it is difficult to participate in class at co-ed colleges, while other students (let it out!) may only view the opposite sex as a distraction from their academic work.

Gender salience and single-sex schooling

The term "gender salience" refers to the understanding of gender as a dimension that may be used to categorise things. This is an important concept to understand because school-aged children, preschoolers, and even babies quickly use gender to process incoming information. A strong emphasis on gender has consequences for the psychological and social development of individuals. For instance, it helps to foster notions and prejudices pertaining to gender-specific roles in society. An investigation that lasted for two weeks found that when teachers created circumstances that were gender-salient, children were more likely to adopt gender norms, spoke less with classmates of different genders, and evaluated them less highly. There is a great deal of debate over the question of whether or not more gender salience is produced by coeducational schools versus single-sex schools (for example) (e.g.). According to the developmental intergroup theory, there are four environmental conditions that must be present for gender as an identity to become dominant (cognitively accessible and relevant). These conditions are as follows: when groups are perceptibly discriminable; when individuals are in the minority; when groups are specifically identified; and when groups are implicitly used. This well-validated hypothesis is also used to measure gender salience in universities that only admit students of one gender. The predictions, on the other hand, have been all over the place due to the fact that single-sex schools have qualities that both increase and diminish gender salience. The vast majority of academics subscribe to the theory that kids who attend schools with just one gender are more attuned to gender dynamics as a result of the environment in which they are educated (e.g., gender labels in school names). Others, such as those putting an emphasis on other circumstances in single-sex schools, anticipate the opposite to occur (e.g., own gender being in the majority). Both sides of the

argument cited studies as supporting data on how individuals perform in same- vs. mixed-gender contexts, but such research did not explicitly test gender salience in single-sex and coeducational school students. Both sides of the argument cited studies as supporting data on how individuals perform in same- vs. mixed-gender contexts. There have been research on singlesex education that have focused on several different areas of gender cognition, and the findings of these studies have been varied. Kessels and Hannover found that girls in singlesex classes had less open gender-related self-knowledge (lower endorsement of feminine characteristics and longer reaction time reacting to these types of self-knowledge). For example, Drury, Bukowski, Velasquez, and Stella-Lopez found that girls in singlesex schools felt more gender-typical and pressured to conform with gender norms compared to girls in coeducational schools. These findings are helpful in explaining how single-sex schooling contributes to gender identity and stereotyping, but according to the developmental intergroup theory, they do not explicitly translate to gender salience because the constructs are conceptually distinct. These findings are useful in explaining how single-sex schooling contributes to gender identity and stereotyping. In spite of this, the findings imply that it is necessary for us to conduct an empirical test of gender salience in both single-sex and coeducational school pupils. This will allow us to precisely evaluate the debate on whether type of school climate places a larger emphasis on gender.

Mixed-gender friendships, mixed-gender anxiety and single-sex schooling

Another concern that arises in the context of gender-segregated educational experiences is the possible impact on the mixed-gender relationships and friendships among pupils. Some school principals have stated that one of the drawbacks of single-sex education is the absence of real-world comparison. They are concerned that pupils who attend single-sex schools would not be able to form connections with people of the opposite gender. Mixed-gender experiences do, in fact, play important roles in the psychosocial development of adolescents and young adults that are distinct from those played by interactions between individuals of the same gender. These roles include providing opportunities to learn about different behavioural norms of the other gender, to exercise interpersonal skills required to connect efficiently and respectfully with the other gender in the family and workplace, and to heterogeneously communicate with the other gender. Other roles include: The development of supportive connections between people of different genders may be beneficial to emotional well-being in a number of ways, including the diversification of social support networks and the growth of self-esteem. Mixed-gender interaction is a particularly crucial kind of developmental activity throughout puberty. This is due to the fact that at this stage of development, the amount of time spent communicating with peers of other genders, as well as the desire to do so, begins to grow. It was suggested that decreased exposure to mixed-gender experiences could contribute to potential avoidance of mixed-gender circumstances. This would undermine the process of developing social skills and creating relationships, resulting in a vicious cycle. In order to predispose people to mixed-gender anxiety, decreased exposure to mixed-gender experiences was suggested to contribute to potential avoidance of mixed-gender circumstances. Recent years have seen a resurgence in people's interest in mixed-gender anxiety, which is also known as "dating anxiety" or, more broadly, "heterosocial anxiety." A higher level of mixed-gender anxiety was found to be associated with fewer projects, less happiness, and less success in mixed-gender interactions. It was also found to be associated with a delay in beginning first dating relationships, fewer dating and sexual encounters, and more problems for heterosexual individuals in romantic relationships. Mixed-gender anxiety has been shown to have a negative influence on both psychological and physical well-being. Symptoms of mixed-gender anxiety include poor self-esteem and passivity, as well as increased despair and feelings of isolation. It is essential to keep in mind, however, that

not everybody is straight, and that mixed-gender anxiety can have an effect on both romantic and non-romantic situations.

Although heterosexual individuals are more likely to experience mixed-gender anxiety in romantic settings (referred to as dating anxiety in this study), the more general type of mixed-gender anxiety that occurs in nonromantic settings (referred to as general mixed-gender anxiety) can affect people of any sexual orientation. This type of anxiety is known as general mixed-gender anxiety. In non-romantic circumstances, it would be vital to examine not only the anxiety associated with dating, but also the overall anxiety associated with mixed-gender relationships. There is only a lack of research on the interpersonal effects of single-sex education, and the form of interpersonal outcomes that are most likely to be influenced by gender discrimination are rarely based on mixed-gender relationships. Moreover, there is only a lack of research on the interpersonal effects of single-sex education. A few pieces of data suggest that gender segregation might have a negative influence on interactions between people of different sexes (but see null result in likelihood of remaining married to the first spouse). For instance, two studies that controlled for factors such as socioeconomic background, parental education, and/or religion found that graduates of single-sex schools reported less satisfying marriage outcomes (such as a lower rate of stable marriage and a higher divorce rate) in early to middle adulthood than graduates of coeducational schools. This was the case even though the studies took into account these factors. According to the findings of one study, pupils attending single-gender schools in the 10th grade reported lower levels of satisfaction. The above results are helpful; however, the number of studies is low, and the study is limited in numerous ways. For example, the researchers tested only limited aspects of interpersonal outcomes (e.g., marriage outcomes) based on retrospective single-item reports, and they failed to control any single-sex and coeducational school student demographic variable. Nevertheless, a few studies have discussed other aspects of mixed-gender relationships (such as heterosocial adjustment) and have indicated that these relationships are associated with worse outcomes (e.g.).

Possible pathways of differences

Although the majority of research on single-sex schooling has focused on identifying and explaining the differences between single-sex and coeducational children, very few studies have explored the processes that contribute to these disparities. Due to the ostensibly higher gender salience in single-sex school students (e.g.), some people have insinuated that single-sex and coeducational school students differ in different areas, such as gender stereotyping and subject preferences. This suggests that there is a direction of meditation that should be taken into consideration. Because the self-awareness of a different gender appears to activate an individual's concerns about gender issues during interactions, and because the higher salience of an individual of a social category is associated with anxious intergroup communication between genders, it is possible that gender salience mediates the relationship between the form of school anxiety and mixed-gender anxiety. Friendships between people of different genders are another approach that could help explain differences in levels of anxiety experienced by people of different genders at school. Because single-sex schools are expected to offer less possibilities for mixed-gender friendships, and because reduced mixed-gender friendships are connected with increased mixed-gender anxiety, mixed-gender friendships will act as a mediator between the type of school and mixed-gender anxiety.

This study

This study aims to resolve the research gap in the single-sex school debate by specifically assessing and comparing gender salience, mixed-gender friendships, and mixed-gender anxiety in single-sex and

coeducational school students in two samples in Hong Kong: one in high school (i.e., 2059 present single-sex and coeducational high school students) and the other in college high school students. The first sample was taken from high school students, and the second sample was taken from college high (i.e., 456 single-sex and coeducational school graduates currently studying in a coeducational college). In addition to this, one of our goals was to contribute to the body of knowledge by optimising the management of potentially confounding factors. The majority of the earlier studies that compared students attending single-sex and coeducational schools did not use any controls, and the controls that were used in those studies typically only included the socioeconomic status of the students' families and frequently the students' prior levels of academic ability. The gaps in academic success in schooling were reduced when such confounding factors were taken into account. We followed the advice of adjusting for any potentially misleading variations in context between single-sex students and coeducational students. Even though these confounds could be less of a concern when the dependent variables (such as the existing mixed-gender anxiety and gender salience variables) are not closely related to factors influencing school choice (such as academic performance), we did so because we wanted to make sure that our findings were accurate. In Hong Kong, there are around 16% of high schools that are exclusively for one gender, although all institutions are coeducational. Particularly unusual at schools that accept students of both sexes are single-gender groups. The academic level of high schools is represented by a scale with three bands, with Band 1 being the highest band and Band 3 being the lowest band. As is the case in most other places, pupils are not assigned to schools in a random fashion. In single-sex schooling research, socioeconomic status is one of the most significant control factors, so we made sure to account for it by controlling for things like parental income and education. In addition, in order to rule out the possibility of disparities, we restricted school banding and the number of brothers and sisters in each family. This was done due to the high academic standards of schools and the gender makeup of families. In the analysis of the college population, we also took into account the students' sexual orientation and whether or not they were attending classes taught by male-dominated, female-dominated, or gender-balanced professors. In the end, we looked at whether the probable gender gap in school was affected by gender salience and whether or not mixed-gender friendships had a role in mixed-gender anxiety. Studies on mediation ought to be regarded as descriptive and exploratory in nature, with an awareness of the limitations of cross-sectional mediation models with regard to drawing causal inferences. These studies ought to be supplemented by additional research that evaluates alternative mediation models.

Conclusion

There are benefits as well as downsides to each type of instructional framework, and the co-training framework is no exception to this rule. The truly excellent social situation will assist society's positives endure and will also contribute to the responsible management of the society's problems. However, a co-instructional framework can move in the direction of patching the hole between the sexual orientations and building an extension of kinship. Although there is no instructional framework on the planet that has eradicated the negatives of the general public, there is one that can move in this direction. In this promising period of strengthening, however the discussion on coeducation is going on, it is extremely important to have a co-training framework to fit the survival of a domain where people of both sexual orientations have a place. This is because coeducation is a framework that fits the survival of a domain where people of both sexual orientations have a place.

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