EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
Volume: 11 | Issue:8 |August 2024

THE PERFORMANCE OF CO-EDUCATION OVER SINGLE- GENDER EDUCATION: A CASE STUDY ON THE STUDENTS OF CITY UNIVERSITY IN BANGLADESH

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Article DOI: https://doi.org/10.36713/epra18137
DOI No: 10.36713/epra18137

ABSTRACT

A single-sex school is a school that accepts only students of a particular gender, and a segregated and nurturing educational environment is believed to be more conducive to learning than a coeducational school (Harter, 2018). This study conducted show that boys have more academic advantages studying in coeducational schools, whereas girls find segregated schools more achievable. (Ogden, 20110). But academic performance is not the only criterion by which the success of an education system is judged. Further this study shows that boys and girls have unique requirements if they want to reach their full potential. Proponents of the gender-segregated model believe that because research shows that boys and girls learn differently, they should attend schools that address their needs, and that gender-segregated schools take account of these differences to create programs tailored to optimize success and boys learn in a really different way (Marsh, H.W. 1991).

KEYWORDS: *Gender, Sex, Education, Co-Education.*

CHAPTER ONE: INTRODUCTION

1.1 Statement of the Problem

Until the mid-20th century, same-sex education was more common at the secondary and upper secondary levels, especially in developing countries such as Pakistan and India (Khalil, Hashish, & Dawood, 2011). The pros and cons of equality and co-education have begun over the past decade. In the 1920s, it was argued that co-education could help overcome gender woes, reduce homosexuality, and improve the quality of married life. In the 1960s, students in coed environments were guaranteed to be happier. Later, in the mid-twentieth century, feminists took the position that single schools were more appropriate for female students and coeducational schools were more appropriate for male students. At the end of the 20th century, this debate was raised with the question of which schooling leads to better academic performance. Some evidence suggests that same-sex education can help achieve better outcomes in schools. Thus, as Yates (2004) points out, the debate over the relative nature of coeducational versus coeducational schools in the learning and psychological development of school-bound students has been highly divided over the past three decades.

1.2 Objectives of the Study

A program established with the specific purpose of meeting the needs of City University students. It is often just as important among those working on the front lines of promotion. Student commitment and success as an important core initiative" (Ungerleider, 2008, p.73). Based on research studies and district-level focused results, school educators should have recognized that student engagement and literacy development were two key factors for her elements that support at-risk students and make everyone successful the educator of school acknowledged that its students achieved the essential level despite their best efforts. Programming continued to struggle in literacy development and classroom.

1.3 Research Question

1.3.1 Main Question

How effective are co-education over single-sex classes in improving literacy and student engagement with students entering the foundation or core program at university?

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1.3.2 Sub Question

i. In what ways is the single-gender program at school effective and how can the program be improved?
ii. What is the connection between single-gender classes and student engagement for at-risk students at school?
iii. What is the relationship between student engagement and literacy development?

1.4 Methodology and Process

1.4.1 Qualitative Research Approach

This paper is mainly based on a qualitative approach. The choice of a qualitative research approach is justified by the fact that this approach is effective in deciphering the underlying messages that respondents reveal about the events they have experienced (Merriam, 1998). Researchers tend to understand the reality of the situation and seek deeper insights in qualitative, approach-based research that is often inductive in nature (Strauss and Corbin, 2008). Qualitative approaches are well known in the field of social science research, collecting non-numerical data to illuminate social life research problems on specific local sample populations (Punch, 2013). In qualitative research, researchers can use open-ended interviews as a basic data collection technique, giving respondents more space to express their opinions (Dudwick et al. al., 2006). This is a useful method, done in a naturalistic way, dominated by predominantly ethnographic works, and allowing authors to conduct broader research consistent with factual knowledge (Creswell 2009). It focuses on investigating human social and behavioral characteristics to illustrate and grasp real-world social scenarios. It uses a variety of techniques such as unstructured lengthy interviews, field notes and diaries, personal observations, open-ended questions, and ethnography, using observable text comments and verbal Collect and refine data transcribed from narratives to reach meaningful conclusions. Comment (Zohrabi, 2013). Qualitative approaches are exploratory in nature, asking questions such as 'how' and 'why' about specific socio-cultural issues and phenomena, rather than providing general results for a broader population. (Polkinghorne, 2005). Both primary and secondary data are presented in this paper to obtain data in a more detailed and rigorous manner.

1.4.2 Research Location

The research is conducted in City University, Bangladesh. It is situated in Khagan, Birulia, Savar, Dhaka which is near Jahangirnagar University. The permanent campus covers 60 acres (24 ha) with a playground, cafeteria, golf course, girls' and boys' hostel, and other facilities. It consists of 04 faculties with 10 consecutive departments and is currently composed of about 7158 students and 180 faculties.

1.4.3 Primary Data

Primary data collection is the process of collecting data directly from direct sources. In other words, it is the data collected by our organization that may use it. I conduct interview in physically.

1.4.4 Primary Data: Sample

The qualitative component of this study relied on research techniques to collect data on teachers' perceptions of City University student behavior and performance in both same-sex and coeducational classrooms. This analysis was designed to determine whether teachers' perceptions created biases that may have influenced students' academic performance in gender-segregated or coeducational settings. The research in this study also drew on the teacher's experience from a unique perspective (James, 2010).

To conduct research, I have selected 20 City University students and 5 faculties on this subject. In this study, 5 males and 5 females were interviewed in detail while maintaining a same-sex ratio. Of the 20 students, 10 participated in an in-depth personal interview, and the remaining 10 (6 men and 4 women) were invited to a group discussion. This research is also conducted by scientists and is results-oriented in order to get good suggestions for the problem.

Table 1: Sample Frame of Respondents

Types of Respondent	Number
Students of City University facing difficulty in co-education (In-depth interview)	10 (5 male, 5female)
Students of City University (Group discussion)	10 (6 male, 4 female)
Faculty	5 (3 male, 2 female)
Total	25 (14 Male + 11 Female)

1.4.5 Secondary Data

This research is a collection of relevant scientific articles and literature in international journals, books, various reports from government agencies, publications of national and international organizations dealing with single or mixed sex education issues, various secondary sources including the Internet and documentaries. Collecting compiled information from sources.

Unstructured Questionnaire, Case Study, Focus Group Discussions, Diary Notes

we will conduct one-on-one in-depth interviews and group discussions via in physically. To clarify the various data collection methods used in the paper to collect primary data, these methods including unstructured interview questionnaires, case studies, focus group discussions, diary notes, etc. are described in detail. increase.

1.4.5.1Unstructured Questionnaire

Unstructured questionnaires are a well-known method of data collection in qualitative research, allowing researchers to gain deeper insights and allowing participants to respond according to their own ideas (May, K.M., 1991). Unstructured surveys seek qualitative depth in the form of open-ended questions that provide respondents with unrestricted or unencumbered choices. Open-ended questions are unbiased, perceptible and sensitive, and are not limited to fixed choices. Using open-ended questions yields more meaningful results about specific research phenomena (Silverman, D., 2013). Unstructured interviews are used to collect information from respondents throughout the survey.

1.4.5.2 Case Study

Case studies allow researchers to identify individuals or specific groups of It can bring out the inner imagination and insight of people. Explanatory description of living conditions, etc. (Sagadin, 1991). Researchers delve into individuals or groups of individuals, incidents, or programs by conducting case studies. In a case study, the design of the study consists of an open discussion about the specific situation or problem and the lessons experienced, gleaned and learned during the study. (Cresswell, 2014).

1.4.5.3 Focus Group Discussion

A focus group discussion (FGD) is a data-gathering tool widely used in qualitative research, where a group is invited by an interviewer to discuss a specific topic or context. This tool focuses on revealing an individual's own beliefs, life experiences, behavioral attitudes, and self- awareness through informed and nuanced discussion (O. Nyumba, T., Wilson, K., Derrick, C.J. & Mukherjee, N., 2018). In this research, FGD was used, and a total of 10 students, 6 males and 4 females, participated in the group discussion.

1.4.5.4 Diary Notes

In research, diaries are used to collect data in a qualitative approach, where researchers record participants' behavior, attitudes and all sorts of essential characteristics (Browne, B., 2013). Researchers can present individual or group personal findings by writing notes in the diary immediately during the conversation. I kept a diary during the interview. It helps me note down important information from conversations about different perspectives

1.4.5.5 Research Process and Issue of Ethics

Student identities remain confidential and participants are insured anonymous. Student and teacher names were not used during or after study completion (Kiriakidis, 2008). All collected data was kept in a locked file cabinet at home, and the data was analyzed and organized on a personal computer at home. Only I had access to the passwords on this computer (Kiriakidis, 2008). Consent from the university and permission from the respondents were obtained before starting data collection and analysis. There was no physical or psychological risk of harm to participants in this study, as all data collected were naturally archived.

1.4.5.6 Processing of Data

The transcribed interviews, field notes, classroom information, documents organized by date, place, person, and focus group interview. Researchers reviewed the data to get the big picture arise from various sources. The focus group interviews were coded according to emerging themes emerging from the focus groups and individual interviews. Notes and data collected by classroom rubrics and classroom observations were transcribed to provide information in relation to student educational behavior and school attitudes, they coded by theme.

Data are labeled and indexed to organize them into meaningful and manageable categories. Questions generated from the transcribed reports were individually presented to students in an interview format as needed to confirm previously collected data. These interviews were transcribed, read and counted. From the transcribed data, his second analysis of the results was developed to identify other issues arising from the study.

1.4.5.7 Validation and Verification of the Data
Once the main themes that emerge from the data are described and interpreted, data were examined for competing themes. Patton (1987) suggests his two methods:

1.4.5.8 Rival explanations
Inductively look for other ways to organize data that might produce different results result. This may increase if no strong evidence for another explanation is found validity of analysis.

1.4.5.9 Negative cases
Search data for "does not match rule" exceptions in an effort to create negative cases that deviate from the original description of the data, honest cases the resulting image is displayed.

1.4.5.10 Triangulation of the Data
To support the validity and reliability of the results, various triangulations were used for this. Various data sources were used in this study. Various people representing various positions were interviewed. These contents female students, faculty, same-sex and mixed-sex classroom. A participatory observation session was also held. Ultimately, several methods were used to study the problem. Focus group interviews, classroom observations, and data collected in class enforcement rubrics (see Appendix A) and documentation collected from the site such as class assignments, school bulletin board, school philosophy.

CHAPTER 2 REVIEW OF LITERATURE

Single-sex education is a system of education in which girls and boys are educated in separate facilities, buildings, classrooms, or schools. Some proponents of different-sex education rely on it to help learners learn more effectively. The single gender education experts say boys and girls learn differently because of the physical differences in their brains. Studies conducted on male and female brains show that men and women use different parts of their brains to practice proofs. This is evidenced by the problem-solving abilities of both men and women. For example, when someone asks a man for directions, they use the left hippocampus (part of the brain) and mostly use theoretical ideas such as east-west. In contrast, women use the cerebral cortex (part of the brain) to orient themselves with well-known landmarks that they can easily access and find their way around. Proponents of the single gender parenting believe that these differences lie in the understanding, communication, and perceptions of men and women. If women like something, boys may find it boring, and vice versa (NASSPE, 2006). Opponents of single gender education believe that non-heterosexual learners have a poor learning environment, which is their actual life plan. This minimizes interaction, prevents the school environment from addressing students of all genders, and fosters ignorance and unfairness towards other genders.

It should also be pointed out that coeducation can lead to better cognitive and emotional states. Mael (1998) shows that true expressions of life are observed in coeducational classrooms, leading to greater socialization than single gender schooling. Coeducation reduces the genital gap. In another study, Salomone (2006) found that students in single gender schools were more confident and tended to have different interests, subjects, and have a more relaxed and encouraging attitude towards these subjects. She also said that single gender education stimulates interest in boys because they are more likely to be interested in liberal arts subjects such as languages. Finally, it is clear that single gender upbringing never leads to stereotypes. Improve learning time for both girls and boys. Self-esteem is the product of one's opinion, self-esteem, and self-confidence. The key to self-esteem is the difference between an individual's desires and what he has achieved, and how he is supported by others in doing so (Rosenberg, 1965). Shows how well your academic performance meets academic expectations and requirements. Improved self-esteem usually has positive effects and benefits for adult students.

Have a high level of self-esteem, stay calm with everyone, feel comfortable with everyone, don't use addictive substances to relax, do hard work, be more social and comfortable. In contrast, students with low self-esteem tend to

be anxious, unsociable, lack self-confidence, dependent, depressed, and perform poorly academically (Wiggins , 1994). Motivation, self-esteem, self- confidence, freedom, control and competence are factors that influence the academic performance of everyone (Helat, 2007). Since the early 20th century, many types of studies have been conducted to compare gender-segregated and coeducational school settings (Lee & Bryk, 1986; Lee & Marks, 1990). The most common argument is the impact of these two types of schools on student achievement over time in various subjects such as science, mathematics, art, music, and history (Murphy & Ivinson, 2000). There are still many opinions about these two school categories. However, there is no general consensus as to which school category is better for students in terms of the educational services they provide. A survey was conducted by Malik (2011) to monitor student opinions regarding single gender and coeducational education.

Support co-education within a co-educational framework that requires better learning through smaller classes, school work, number of teachers, more comfortable connections between male and female students, and rational accommodation in good families A large number of different research lives and other information, consent, observations, normal appreciation of others, perspectives on women's roles in public life, respect for women's freedom and her concerns about the appropriateness of sexual orientation, informative reverse gender understanding how to work and how to act wisely in front of women (Marsh, 1989 & 1991; Goldstein, 1987). According to the study, "the position of research on the effects of single and coeducational education is not yet clear." We are considering short-term, gender-segregated classes. Studies conducted in New Zealand and Flanders show that single gender education has no benefits. Similarly, according to Rüssel (2007), representatives of single gender education say that people of both sexes have different needs and very different ways of learning from each other. They present data showing that men and women compete in mixed-sex environments. (Ruessel, 2007).

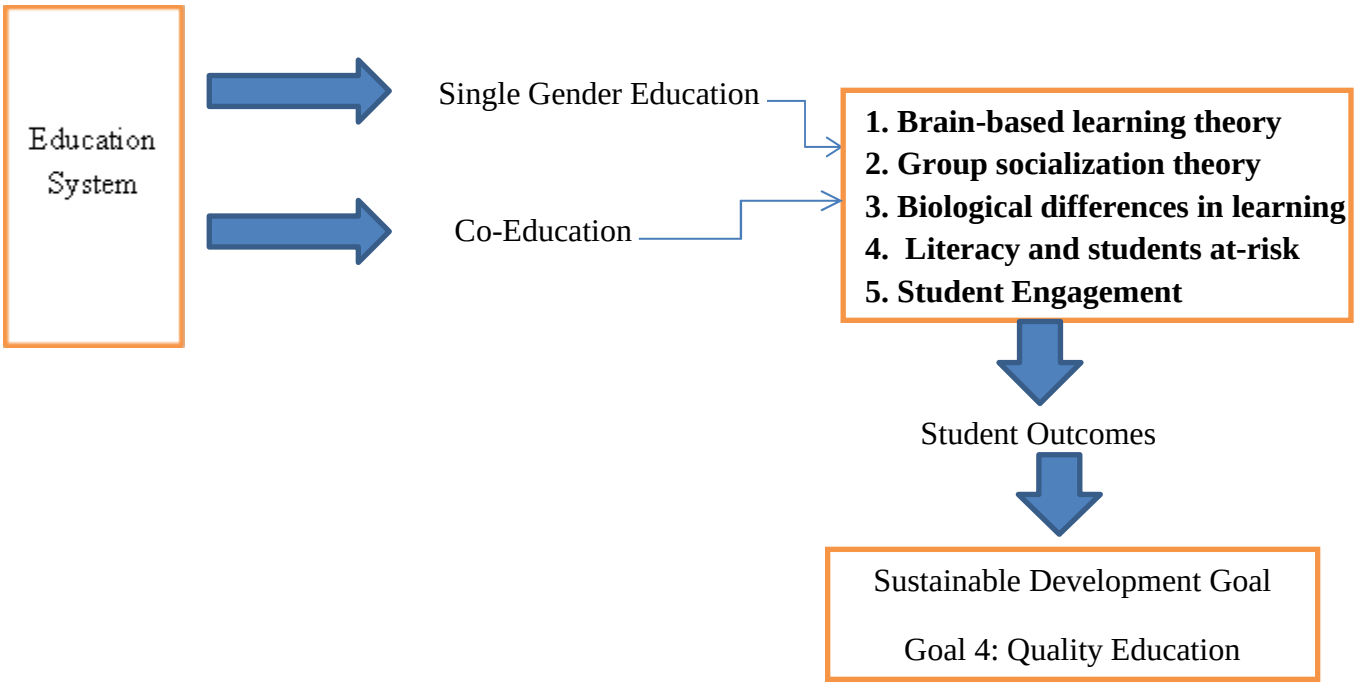
Riordan (1994) surveyed the extensive literature and arguments for and against gender-specific and coeducational education. We examined significant effects on admissions and testing. They emphasized that single-sex schools produce more graduates than co-educational schools. Nagengast, Marsh, and Hau (2013) conducted a similar study using matching analysis and found little evidence of a positive effect of single gender education on university performance. On the other hand, Jackson (2012) found that most students do not perform well in segregated schools. The same result was also found by his Harker (2000). After that, the effects of single gender education were observed over a long period of time. They all examined a woman's academic performance and found that single gender schooling was suitable for women up to her 16th year, but neutral for boys. We also know that due to the segregation of schooling in various jurisdictions, men and women are teaching in more gender-specific subjects and areas. Effects of single gender education were also observed with respect to specific course opportunities. For example, Cherney and Campbell (2011) found that students in segregated schools contributed more to science.

In many cultures, single gender education is supported by references to customs and religious traditions from different parts of the world. Many schools in the Middle East offer single gender education, but coeducation in these fields is readily accepted. Many universities in countries such as Jordan, Emirates, Iran and Egypt offer coeducation. From 2002 to 2006, the percentage of female applicants to these universities was observed to be 60%. Many countries, such as Pakistan and Saudi Arabia, strongly oppose the co-education system because it violates Islamic rituals and Islam prohibits mixing boys and girls. In Bangladesh, we see co-education and single gender education system. There are also separate boys and girl’s schools as well as colleges in our country. But there is a mixed education system at our university level.

CHAPTER 3 THEORETICAL FRAMEWORK

Understand why education institute decided to introduce gender-specific classes. Understanding theory is important for the entry-level program. Central to the teaching of School's elementary program is the belief that all students can learn, constructivism was at the heart of a strong educational practice. Teachers had a strong understanding of differentiation and assisted students in constructing knowledge rather than reproducing sets of facts (Morris, personal communication, May 11, 2010). Teachers in the grassroots program at school use tools such as student-centered problem-solving and inquiry-based learning activities to help students formulateand test their ideas, draw conclusions and conclusions, and collaborate. I understood that I was encouraged to pass on my knowledge within a framework learning environment. However, despite teachers' willingness to adapt their teaching to meet the diverse needs of their students, the challenge of engaging students in the learning process remained. A deeper investigation was needed to inform the teaching practices of the team.

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Brain-Based Learning Theory

Natural extension to and nascent appendix Constructivist learning (Vygotsky, 1978) is similar to brain-based learning (Caine, 2000; Caine, Caine, McClintic & Klimek, 2008. Jensen, 2005. Kahveci & Ay, 2008). Of Indeed, several scholars (Bruer, 1999; Caine & Caine, 2006) believe that the brain learning and constructivist learning are essentially similar brain assisted learning. The theory developed by Caine and Caine (1994, 1998, 2006) builds on what we have learnabout the structure and function of the brain. Learning occurs when the brain continues to function in its normal process based on continuing evolution and new science to understand how the brain learns. Educators using a brain-based learning theory approach were interested in learning. How the brain works to discover ways to improve teaching and learning. Educators who imparted practices based on brain-based learning theories information about the human brain to organize lesson design and facilitate learning, with a focus on how the brain naturally learns (Slavkin, 2004) brain. Research and theory support the development of various brain structures and yhe process is fundamentally different between men and women (Miller, Lurye, Zosuls, & Ruble, 2009). As a result, learning styles and Men's and women's preferences differed significantly (Zaidi, 2010). Recent research the structure of the brain is completely different fundamental differences in the developmental order of different brain regions in men and women (Sax, 2006; Zaidi, 2010). This study provided essential information to develop a plan to meet the learning needs of all students. It provided important guidance in developing action plans to support all learners. As a result, the accompanying theory of learning suggests that men and women learn in a different way.

Group Socialization Theory

In addition to brain-based learning theory, the work of Harris (1995) provided a second theoretical lens. A student's understanding of an entry-level program at School.Group Socialization theory (Harris, 1995) considers the child's learning environment and the effects of group socialization had a dramatic effect on children's learning abilities development. This theory focuses on group identities being most important when members of other groups attended. One of the most robust findings related to groups socialization studies are the gendered nature of children's play. Child showed this type of preference for same-sex playmates when she was three years old gender segregation in early adolescence (Martin, Ruble & Škrivaro, 2002. Lebel, Martin, Berenbaum, 2006. Wharton, 2005). Moreover, boys and girls understood what it meant to be male or female observation and social interaction, and the development of these attitudes and understanding influenced the types of information we perceive and retain (Leaper & Friedman, 2007).

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Biological differences in learning

Recent brain research (Canadian Council on Learning, 2009; Gurian & Stevens, 2006b; King & Gurian, 2006; Klinger et al., 2009; Kovalik, 2008; National Laboratories Mental Health Research (NIMH) (2007); Sax, 2006; Spielhagen, 2006.; Zaidi, 2010) confirm what you know anecdotally. Male and female brains are unique. Differences between male and female brains include brain structure, function, and chemistry (Women's Health Research Association, 2008; Zaidi, 2010). Over the past 20 years, through research in the fields of neuroscience, medicine, psychology and biology. There are over 100 structural differences between male and female brains (Gurian & Stevens, 2006a).

In addition to structural and developmental differences, there is strong evidence. It suggests that male and female brains are structured differently. The researcher identifies important sex differences in functional brain organization on working memory (Goldstein et al., 2005; Li, Lu, & Gong, 2010; Speck et al., 2000). Males showed right hemisphere dominance, while females predominantly activated the left hemisphere. In contrast, researchers also found men use the left hemisphere to receive and generate language, females use both hemispheres of the brain for language (Sax, 2005; Zaidi, 2010). Of what's more, a growing body of research shows that researchers believe that women's brains the corpus callosum is thicker than the male brain (Zaidi, 2010).

Literacy and Students At-Risk

One of the greatest challenges facing school systems today is that the secondary school level is the inability to effectively meet the needs of the most vulnerable student population (O'Connor, 2003; Ungerleider, 2008). Students at risk in Ontario defined based on several criteria. At entry level of university, at-risk students are identified. A junior ungrade student with extremely poor grades meets state standards in every subject or has grades between the 50s and her early 60s. Those who do not have the foundations to succeed in the new curriculum will also be considered (O'Connor, 2003; Ontario Department of Education, 2005a).

Student Engagement

For students to succeed in school, they need to participate work at her school. Researchers agree that student engagement has many facets including behavioral, emotional and cognitive aspects (Fredricks, Blumenfeld and Paris, 2004. Yazzy Mintz, 2010). Wilms et al. (2009) also defined student engagement as a multifaceted and defined engagement in terms of academic, intellectual and social components. For both definitions, measures of student engagement were positively correlated with performance, standardized test scores, and reduced turnover (Fredricks et al., 2004). The solution to problems such as chronic underperformance, student boredom and frustration, and high dropout rates was to understand how to engage students (Finlay, 2006; Fredricks et al., 2004). However, this can be a very difficult task for secondary school teachers dealing with at-risk students.

Another area of interest that was explored was student engagement and gender, positive emotional tone and perseverance in the face of challenges (Skinner et al., 2008). Be especially careful when at risk children with low literacy and academic achievement antisocial behavior, increased frustration, increased stress levels learning environment (Miles & Stipek, 2006; Wu, Hughes & Kwok, 2010) for boys. This frustration was often compounded by the fact that relationships with teachers deteriorated. Women tended to exhibit a lack of intimacy and increased levels of conflict compared with their female counterparts (Hughes & Kwok, 2007; Silver et al., 2005). In contrast, girls showed higher academic retention in reading texts, even though their reading comprehension was below the school level (Klinger et al., 2009; Oakhill & Petrides, 2007). Although girls showed greater resilience at school, there was evidence that girls experienced greater internal stress at school, especially when they performed poorly (Pomerantz, Altermatt, & Saxon, 2002). Furthermore, a study by Wang et al. (2007) and Haslam and Reicher (2006) showed that men and women responded to stress in very different ways via different parts of the brain. Researchers consistently found that "girls are more concerned about how adults, such as parents and teachers, like them" (Pomerantz et al., 2002, p. 397). With the wealth of recent brain research available to educators, it is our duty to continually update our educational knowledge base to best meet the needs of our students.

CHAPTER 4 THE FACTS OF SINGLE GENDER VERSUS CO-EDUCATION: HEARING FROM STUDENTS AND FACULTIES

This analyzes in detail the information obtained from the interviews on gender equality and co-education at City University. This chapter has two section. Section A describes the students experience and section B describes the faculty experience.

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4.1 Section A: Student Experience

When the researcher interviews the 20 students of City University, then there are mixed observation about single gender education over mixed gender education.

According to Rifat, 1st semester of Business department,
I feel ashamed when I come to the university and attend the class. I see that there are mixed gender classes and I am not comfortable with the class because my past education institutions were single gender systems. As a result, I am not comfortable in the class and my quiz or class concentration is not up to the mark.

Saima, 1st semester of CSE Department states,
I feel embarrassed when I come to university and take classes. It seems that there are mixed-sex classes, but I can't get used to the classes because the school I went to before had a gender-segregated system. As a result, I feel uncomfortable during class, and my ability to concentrate on quizzes and classes has reached its limit.

Saad Andalib Nabil, 3rd semester of English express,
I feel happy when my university is a mixed gender class. Because my past experience said that there is a single gender class. I attend the class and concentrate my mind properly because of mixed gender education.

Priaya Datta , 4th Semester of Agriculture Department says,
I feel lucky that my university has mixed classes. Because in my experience so far there is only one gender class. Since it is a mixed-gender education, I concentrate on taking classes.

Samiul karim, 6th semester of EEE Department reports,
In laboratory class I prefer single gender class. Because there are a lot of instruments in the laboratory and I believe there is more concentration when I practice in the laboratory in single gender class.

Ferdousy,8th semester of Pharmacy Department states,
In my laboratory classes, I like having separate classes for men and women. Because we have a lot of equipment in the lab and I think that practicing in the lab in gender class will help me concentrate better.

4.2 Section B: Faculty Experience

According to Fatema Tuz Zohora states,
I always prefer co-education rather than single gender education. Although I passed my SSC and HSC in the single gender education system.

According to Udayshakar Sarkar express,
I always prefer coeducation. Because I passed SSC and HSC in a co- education system.

According to Rahat Khan express,
I always prefer single gender education. I feel that the class room is very energetic and all the students are homogenous and whatever I like to give lectures.

According to Sifat Siddiquee express,
I always prefer gender education. The classrooms are very lively, the students are all homogeneous, and I feel that everything I teach is a lecture.

According to Jubayer Ahmed states,
There is no difference in the classroom either it is single or mixed gender education. I post graduate from Scotland and see the culture.

CHAPTER 5 DATA ANALYSIS

Additionally, two questionnaires were distributed to collect data on response levels. This reflects her one-time measurement after implementing the Equality Program. Advantages of using research include:

a) standardization and consistency of research;
b) the data should be easy to compare, contrast and quantify, analyzed.

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c) ensuring a higher level of reliability than other technologies may be provided by data collection (Joppe, 2006).

Large-scale surveys are well-established in educational research. It is often used to obtain information about an individual's characteristics, behavior, and conduct. Beliefs and Attitudes (Dessel, 2005). According to Dyer (1995), the Likert scale was used. The most efficient and effective approach to develop a reliable postural scale. In developing an effective attitude scale, Dwyer (1993) proposed a needs scale.

Thinking about the truth, he reflects only one perception, which is not factually correct. Respondents react to emotions evoked by the item in question (Finch 2006). We suggested that the reliability and validity of the survey instrument lead to better results when: good design and easy to use. Also, a balanced relationship between positive and negative the descriptions used in the scale help avoid bias and improve the credibility of each respondent. The person who wants to answer completely agrees, but the answer shows contradictory answers level (Erikson & Tedin, 2011). Respondents make accurate and thoughtful statements to the analysis (Dessel, 2005).

We should also adhere to the principles of good research writing (Lordico et al., 2010). It included the use of:

1. Clear and concise language
2. A survey item that collects data about a central idea or question
3. Avoid double negatives
4. Unique response items
5. Include all possible answers for each item
6. Contain elements that do not infer participants
7. Include elements that allow participants to express their true beliefs

Written in an appropriate language and at a level that students can understand (Dessel, 2005). The first research was conducted with all students attending same-sex classes. It reflected students' perceptions of attending gender-segregated classes. The student engagement questionnaire used by university adjusted for engagement and engagement. From the Student Dissatisfaction with Learning Survey (EvsD) proposed by Skinner et al. (2008). Ensure equipment reliability and effectiveness. Fredricks et al. (2011) reported high values Reliability of internal consistency within EvsD and level of interpersonal stability Student questionnaire. The EvsD scale also provided evidence of component adequacy. Student survey (Fredricks et al., 2011). The student questionnaire is in Appendix A. The students filled out paper and pencils Answer the survey in about 20 minutes. As soon as it was finished, the teacher collected it. Create a survey and place student responses in sealed envelopes without reading them.

A second questionnaire was produced by university and was administered to all teachers. And if worked in gender-segregated classes, reflecting the position of an educator perspectives on student involvement in same-sex classrooms. This perception study is an adaptation of the study by Skiner et al. proposed (EvsD) teacher scrutinize (2008) and teachers' opinions.

5.1 Students Perspective View

Document student perceptions of involvement in homosexual issues classroom. A total of 20 students participated in the student survey during the 2022-2023 academic year. Of her 20 students, 10 were female and 10 were male. Students were asked to answer 14 questions about their experiences in mixed-sex classrooms. Students read various descriptions and determined whether this experience was more likely to occur in a mixed-gender classroom or a mixed-sex classroom. To further disaggregate the data, classroom environment preferences were also validated by gender. Data represent her 10 female and her 10 male respondents. Considering gender, the data suggest that both men and women prefer gender-appropriate classes, but women prefer gender-appropriate classes to men. English and PE were the most commonly chosen subject areas in which students requested gender-segregated instruction. However, all other students at the university attended physical education classes in a gender-appropriate learning environment.

5.2 Faculty Perspective View

Collecting teacher-generated data who have consistently worked in a same-sex and mixed sex learning environment The period from 2022 to her 2023 academic year 5 teachers completed a questionnaire. Experience story in same-sex and mixed sex classroom. All five educators worked City University offers year-round gender-segregated classes students. Here are the teaching experiences of her five educators who participated in this study:

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Teaching experience	Frequency	Valid percent	Cumulative percent
1-5 years	2	.40	.40
6-12 years	2	.40	.80
13-20 years	1	.20	.100
Total	5	100	

Additionally, among her five educators who participated in evaluating this program, they felt that they had never taught in a gender-biased classroom before, and that all five educators had inadequate training to teach in single-sex classes. but, all five educators reported mixed feeling of teaching gender-segregated classes classroom.

CHAPTER 6 RECOMMENDATION AND CONCLUSIONS

Education is a service. Students are consumers. for educators to be able to serve our customers in the best possible way, we need to be aware of the ever-changing needs of society. Recent legislation (NCLB) has allowed educators to look for a better way guides his students and makes them more accountable for their results than ever before. Recent brain research reveals significant differences between male and female brains. Research focuses on cognitive, social, developmental growth rates for men and women.

6.1 Recommendation

1. Continuing gender-segregated classes academic years to better assess long-term academic success organizational strategy.
2. Governments are encouraged to continue to provide information to parents Inform the community about the current program status and plans to expand other notes. Communication between parents and schools should be two-way board member.
3. To be extra careful when assigning teachers same-sex class. Certain personalities and teaching styles fit better. It's different for one gender than it is for the other. Gender matching with instructors is important. A group that creates the most effective learning environment possible.
4. Teachers assigned to single-sex classes be prepared to do so learn responsibly about unique cognitive, physical and physical abilities psychological characteristics of each gender and adaptation of educational styles for each gender Give your best to the races they teach.
5. Encourage teachers to provide professional development co-educated and encouraged to use gender on a daily basis Specific teaching strategies in the classroom.
6. A focus on gender-responsive teaching and instruction class management strategies for gender-segregated classes.
7. Further investigation of subgroups within the data is recommended to measure same-sex performance a class compared to a co-educational class.

6.2 Conclusions

Based on the analysis, in this particular study, students gender-matched students in one classroom did not show higher academic growth than those in the same classroom co-educational classroom. Examining the sample group, the study implied this coeducational classroom performed slightly better than gender-biased classrooms. This research may indicate that students in urban settings tend to perform better in urban settings. Co-educational classroom based on acuity evaluation results. Examine what may affect teachers' perceptions and their attitudes regarding academic performance in gender-specific classrooms, this study may suggest that attitudes toward specific genders did not significantly affect student performance. The research may also suggest that teacher attitudes influence student behavior, which may promote academic success. The majority of educators in this study agreed that there were differences in the concentration of students in single-sex and coeducational classrooms when engaging in activities. Examine what may affect teachers' perceptions and their attitudes regarding academic performance in gender-specific classrooms, this study may suggest that attitudes toward specific genders did not significantly affect student performance. The research may also suggest that teacher attitudes influence student behavior, which may promote academic success. The majority of educators in this study agreed that there were differences in the concentration of students in single-sex and coeducational classrooms when engaging in activities.

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Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2024): 8.481 ISSN: 2348 – 814X
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Appendix A: Student Questionnaire

Question Number	Question	Question Response Options
Q1	What is your gender?	Male or Female
Q2	In your opinion, do you enjoy school more in a single genderclass or a mixed gender class?	Single Gender No preferenceMixed Gender
Q3	In your opinion, is it easier to learn in a single gender classor a mixed gender class?	Single Gender No preferenceMixed Gender
Q4	In your opinion, do you try to improve your math skills morein a single gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q5	In your opinion, do you try to improve your writing more in a single gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q6	In your opinion, do you try to improve your reading more in a single gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q7	In your opinion, are you more confident about your work in asingle gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q8	In your opinion, do you followclass and school rules more in a single gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q9	In your opinion, do you like trying new learning activities more when you are in a single gender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q10	In your opinion, are you moreable to focus on school work when you are in a single- gender classes or a mixed gender class?	Single GenderNo preference Mixed Gender
Q11	In your opinion, are you more motivated to complete schoolwork when you are in a singlegender class or a mixed gender class?	Single GenderNo preference Mixed Gender
Q12	In your opinion, do you enjoy learning more in a single gender class or a mixed gender class?	Single Gender No preference Mixed Gender

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Q13	If you had the opportunity, would you want to be in singlegender class or a mixed gender class next year?	Single GenderNo preference Mixed Gender
Q14	In your opinion, which class would benefit you the most bybeing single gender? Please select only one.	English Mathematics Science Social Science Technology Physical EducationNone of the above

Appendix B: Teacher Questionnaire

Section 1. Demographic Information		
Question Number	**Question**	**Question Response Options**
Q1	How many years have taught?	1-5 , 6-12, 13-20,21-30, 30+
Q2	How many years have you taught single gender classes?	1-5 , 6-12, 13-120, 21-30, 30+
Q3	How many years have you taught mixed gender classes?	High School, College, Bachelors, Masters, Doctorate
Q4	What is the highest level of Education you have attained?	Male Female
Q5	Gender	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q6	I have received adequate training to successfully teachin a single gender classroom	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q7	I am comfortable teaching in asingle gender classroom.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q8	I have received adequate training to successfully teachin a mixed gender classroom	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q9	I am comfortable teaching in a mixed gender classroom.	Strongly Disagree Disagree No Opinion Agree Strongly Agree

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Section 2. Single Gender Classroom Perceptions		
Question Number	Question	Question Response Options
Q10	Students enjoy participating ina single gender classroom.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q11	Students are active learners ina single gender classroom	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q12	Single gender classrooms can motivate students to learn.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q13	Single gender classrooms helpcreate a positive attitude aboutschool for students.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Section 3. Mixed Gender Classroom Perceptions		
Question Number	Question	Question Response Options
Q14	Students enjoy participating ina mixed gender classroom.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q15	Students are active learners ina mixed gender classroom	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q16	Mixed gender classrooms can motivate students to learn	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Q17	Mixed gender classrooms help create a positive attitude about school for students.	Strongly Disagree Disagree No Opinion Agree Strongly Agree
Section 4. Academic Achievement.		
Question Number	Question	Question Response Options
Q18	In which setting have you noticed an increase in students' time on-task?	Single Gender Mixed Gender No preference

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Q19	In which setting have you noticed an increase in assignment completion?	Single Gender Mixed Gender No preference
Q20	In which setting have you noticed students grades increase?	Single Gender Mixed Gender No preference
Q21	In which setting have you noticed more participation by females?	Single Gender Mixed Gender No preference
Q22	In which setting have you noticed more participation by males?	Single Gender Mixed Gender No preference
Section 5. Student Behavior		
Question Number	Question	Question Response Options
Q23	In which setting have you noticed students' self-esteem increase?	Single Gender Mixed Gender No preference
Q24	In which setting have you noticed student distractions decrease?	Single Gender Mixed Gender No preference
Q25	In which setting have you noticed a decrease in gender stereotypes?	Single Gender Mixed Gender No preference
Q26	In which setting have you noticed a decrease in discipline referrals?	Single Gender Mixed Gender No preference
Q27	In which setting have you noticed an improvement in students' attitude toward school	Single Gender Mixed GenderNo preference