

## SINGLE-SEX EDUCATION AND MIXED-SEX EDUCATION

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Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness, and honesty. Various researchers emphasize the role of critical thinking in distinguishing education from indoctrination. Some theorists require that education results in the improvement of the student, while others prefer a value-neutral definition of the term. In a slightly different sense, education may also refer not to the process itself but to the product of this process: the mental states and dispositions possessed by educated people. Education originated as the transmission of cultural heritage from one generation to the next. Today, educational goals increasingly encompass new ideas such as the liberation of learners, skills needed for modern society, empathy, and complex vocational skills.

### **The first emergence of the first educational institution: cause, difficulties, and result.**

Education dates back to the very first humans ever to inhabit Earth. To survive, every generation has found it necessary to pass on its accumulated knowledge, skills, values, and traditions to the next generation. How can they do this? Education! Each subsequent generation must be taught these things. A human being is born to learn about life. People are recommended to learn knowledge and skills during this time according to their age level. therefore, over time, during the "Development" period, they built schools, colleges, universities, and educational institutions that were comfortable for themselves and their children. The question arises: when? how? what is the result?

The first formal education began shortly after the development of writing (c. 3000 B.C.) when both the Sumerians (who had developed a cuneiform system of pic to-graphics) and the Egyptians (who developed hieroglyphics) established schools to teach students to read and write the systems. After the development of the first alphabet (between 1800 and 1000 B.C.) by Semitic people in Syria, religious schools were set up. Priests taught privileged boys to read sacred Hebrew writings (the Torah). The first school that was open to everyone, not just the upper classes, may well have been that established by Chinese philosopher Confucius (551-479 B.C.), who taught literature and music, conduct, and ethics to anyone who wanted to learn.

### **The single-sex education system, view of people in society.**

Single-sex education is the system of teaching education of male and female students attending separate classes, possibly in separate buildings or schools. The practice of single-sex schooling was common before the 20th century, especially in secondary and tertiary institutions. Single-sex education is most popular in English-speaking countries such as Singapore, Malaysia, Ireland, the United Kingdom, South Africa, Australia, South Korea, and many Muslim-majority countries. This type of education is an old approach with a new factor.

While single-sex education has long existed in many private schools, it is a relatively new option for public schools. The National Association for Single-Sex Public Education estimates that about 400 public schools currently have some form of single-sex education. What is fueling this movement? And what are the risks and benefits of single-sex education?

The driving force behind the single-sex education movement is recent research showing natural differences in the ways men and women learn. However, the application of this research to practice has generated debate beyond the purely academic. Political, civil rights, socioeconomic, and legal issues also play a role. As the debate heats up, it helps to understand all sides of the issue.

### **Nature and nurture**

Before weighing the pros and cons of single-sex education, it is necessary to consider the influence of "nature and nurture." Many factors influence each child's learning profile and preferences:

Some factors are related to the nature of the child, such as gender, temperament, abilities (and disabilities), and intelligence.

Other influences come from the way parents and society raise a child: family upbringing, socioeconomic status, culture, and stereotypes fall under the category of "upbringing."

According to Leonard Sachs, founder of the National Association for Single-Sex Education, "...when girls and boys are together, their behavior inevitably reflects the larger society in which they live." Depending on one's perspective, this statement can create arguments for and against single-sex education.

### **A new stage of education: mixed-sex school.**

Mixed-sex education, also known as mixed-sex education, co-education, or co-education (co-ed or coed) is a system of education in which males and females are educated together. While single-sex education became more common until the 19th century, mixed-sex education became the standard in many cultures, particularly in Western countries. Single-sex education is widespread in many Muslim countries. The relative merits of the two systems have been the subject of debate.

The world's oldest co-educational school is thought to be Archbishop Tenison's Church of England High School, Croydon, established in 1714 in the United Kingdom, which admitted boys and girls from its opening onwards (10 boys and 10 girls from its opening). This has always been a day school only.

Another world's oldest co-educational both day and boarding school is Dollar Academy, a junior and senior school for males and females from ages 5 to 18 in Scotland, United Kingdom. From its opening in 1818, the school admitted both boys and girls from the parish of Dollar and the surrounding area. The school continues in existence to the present day with around 1,250 pupils.

In the 16th century, at the Council of Trent, the Roman Catholic church reinforced the establishment of free elementary schools for children of all classes. The concept of universal elementary education, regardless of sex, had been created. After the Reformation, coeducation was introduced in Western Europe, when certain Protestant groups urged that boys and girls should be taught to read the Bible. The practice became very popular in northern England,

Scotland, and colonial New England, where young children, both male, and female, attended dame schools. In the late 18th century, girls gradually were admitted to town schools. The Society of Friends in England, as well as in the United States, pioneered coeducation as they did universal education, and in Quaker settlements in the British colonies, boys and girls commonly attended school together. The new free public elementary, or common schools, which after the American Revolution supplanted church institutions, were almost always coeducational, and by 1900 most public high schools were coeducational as well. In the late 19th and early 20th centuries, coeducation grew much more widely accepted. In Great Britain, Germany, and the Soviet Union, the education of girls and boys in the same classes became an approved practice.

### **Role of school buildings**

A school is designed based on the type of students being taught. The design of the school includes many common areas, teaching areas, staff areas, and large spaces. The school building must overcome problems such as narrow spaces, lack of natural light, and poor acoustics. In addition, school buildings must relate to the surrounding community, each of which presents unique challenges and opportunities.

Space and natural light must be provided in the school building. It provides excitement, enthusiasm, a sense of ownership, and pride for pupils and staff. Research has been conducted over the years on the effects of well-designed buildings, and its impact on educational attainment, lower absenteeism, and better employee attraction and retention has been proven. It's common sense: The environment you live in has a big impact on how you feel, according to research by the RIBA.

A girls' school building should have a design that reflects the unique needs of female students. For a girls' school building, a suitable location should be considered that is away from busy roads, high-traffic areas, or any other sources of disturbance that could affect the concentration of the students. The school building should have a well-equipped library, art studios, music rooms, and a large outdoor play area that has facilities for sports or other physical activities. It should also have support facilities for girls who require extra help, such as a counseling center, health clinic, and tutoring services. And school buildings should have excellent security measures, cameras, and emergency procedures in place to ensure the safety of all students.

The architectural design of the building should be fashioned to create a learning community for boys. The building layout should be spacious with well-structured classrooms and ample natural light. Boys are active and require mobility and practical spaces to learn, thus making the structure suitably characterized by large classrooms, playgrounds, and outdoor spaces where students can engage in activities like sporting events and other extracurricular activities. Additionally, the building should include science and computer laboratories, art and music rooms, a library, and a cafeteria that caters to the dietary needs of boys.

### **Subjects**

In single-sex schools, the subjects studied by girls and boys are not very different. Depending on the location of countries in terms of subject standards. However, since girls and boys are good at subjects, it has been studied that girls achieve better results in "women's

subjects - language learning" and learn these subjects quickly and easily. Boys, on the other hand, seem to learn "male subjects - concrete subjects" (mathematics) quickly, easily, and effectively. In addition, more boys than girls showed that they were more active during lessons, raising their hands more and giving more answers.

However, girls in single-sex education do better in mathematics than girls in mixed education, and this percentage is 7-10% higher.

A single-sex school benefited female students regardless of teacher gender. The effect was smaller for girls in classrooms with female teachers than for male teachers.

In addition, female students in single-sex classes evaluated their mathematics skills more positively (average 2.382 vs. 2.032 on a scale of 1-4) and were more likely to attribute their performance in mathematics to their efforts rather than to talent or luck (average 3.402 vs. 3.051 on a scale of 1-4).

But in languages in coeducation schooling and single-sex schools, girls' rate is the same.

Proponents of single-sex (SS) education believe that separating boys and girls, by classrooms or schools, increases students' achievement and academic interest.

An analysis of survey data averaged among 3,355 young people (15/16 years) studying in 13 mixed English medium schools (the RIPPLE research school program) shows that the majority of girls and almost a third of boys are part of sex education. He wanted to be tested for the same sex. Analysis of 5 focus group data to explore the reasons for this support. The "gendering" of sex education was explored by examining students' perceptions of sex education, content, teaching methods, and ways of influencing students' age. responses and interaction in lessons. How single- and mixed-sex sexual health issues may differ is a tragedy for single-sex and mixed-sex couples. The views of these young people came to support and take out the same sex education with girls.

### **Conclusion**

One of the reasons why single-sex education is being investigated for academic performance is related to teaching style. Boys and girls learn in different ways. Girls prefer rice-friendly workouts. When boys and girls are separated, teachers can adapt lesson plans and teaching methods to the needs of the students. Single-sex education eliminates gender stereotypes that can be harmful to learning. Research shows that boys and girls achieve better in math, science, and language arts when their opposite-sex peers don't have these distractions.

In addition, education allows children to live out socially defined roles that are not traditionally gendered. Reports show that girls in single-sex schools are more determined, self-motivated, and excel in teamwork. Boys, on the other hand, move less and show aggressive behavior. Single-sex education protects both sexes from forming relationships that are not based on the expectations of the opposite sex. It instills a person's self-confidence and a desire to appreciate their strengths, regardless of gender expectations.

However, it can also be said that students in mixed classes will have an easier time integrating into society in their future lives. They learn and socialize in mixed classes. More opportunities for shared learning perspectives and experiences. It allows students to understand that both genders are equal and that there will always be competition. Studying and its



opportunities, challenges, and results are on the same level. Because no one succeeds easily, be it a girl or a boy.

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