

A COMPARATIVE STUDY OF SECONDARY SCHOOL STUDENTS' OPINION ABOUT SINGLE-SEX SCHOOLS AND CO-EDUCATION SYSTEM

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ABSTRACT

The main purpose of this investigation was compare the opinions of the students about single-sex school and co-education. The present study was conducted in the secondary schools of district Toba Tek Singh. It was a descriptive research in which survey designed was followed to collect the data from the students of govt. secondary schools and private co-education secondary schools. A sample of 280 students (140 boys and 140 girls) was selected. A structured questionnaire containing 30 questions based on five point Likert scale was used to collect the data from the respondents. The researchers visited all the schools and met with the respondents. The data was analyzed with the help of t-test. The findings of this study provided a base to find out the impacts of single-sex education and co-education on the academic achievements of the students at secondary level. It was concluded that there was a significant difference in opinions of students of single sex schools and coeducation schools about various aspects of teaching learning process. Mostly girls highly favoured the single sex education as compared to the boys.

Key words: co-education, academic achievement, child behavior, positive attitude

INTRODUCTION

Education is the way to accomplishment in many strolls of life. Absence of education brings about issues of infection, mental sick wellbeing and lacking individual care, in this way, prompting much individual misery and dissatisfaction for eras together (Bala, 2007). The schools and instructors assume a crucial part in the developmental years of the child. According to Tyack and Hansot (1990) in spite of the fact that schools vary in the socialization procedure yet they all offer significance to the issues of gender. Singh et al., (1998) compared fifth grade learners in the single sex classes and same sex education classes and noted that scholarly accomplishment were consistently higher for both young men and young ladies in the different classes. Cost and Rosemier (1972) analyzed scholastic accomplishment of class one kids in the territories of number juggling, word significance and perusing in the different sex and the schools of same sex. Young men in the different sex schools were found improving in math, word importance and perusing as related to young men in the same sex schools. (Hurst and Johansen, 2006). In view of the discoveries of Hurst and Johansen (2006), the contentions for schools of separate sex and two types of classrooms. The secondary classification is academic: supporters contend that instructing strategies that consider the social or organic contrasts amongst young ladies and young men can be more powerful. The second classification of contentions for partitioned education for young men's and young ladies' focuses on the apparent negative effect on taking in coming about because of social cooperation amongst young ladies and young men. The accentuation has been on the kind of topic (e.g., science, English), educator involvement in execution, the authoritative components of schools of separate sex (e.g., estimate school, atmosphere for learning, course offerings, initiative), learner earlier accomplishment and foundation, sex-part labeling, and leaner engagement and confidence (Bracey, 2007; Fergus and Noguera, 2010; Malacova, 2007). Single sex tutoring and co-education tutoring; both have their own particular adequacy. Distinctive individuals opine diversely about the tutoring however it relies on their own point of view and thinking style. In view of such a vital civil argument, there was an extraordinary need to examine the adequacy of co-education system and single-sex, so analyst chosen to do the examination on this one of a kind point in Pakistani context which may create solid position about the choice of education system for the students. The National Association for Single Sex Public Education (2005) emphatically supports single sex education and contends that "young men on the whole young men schools are more than twice as liable to consider subjects, for example, remote dialects, expressions, music and dramatization."

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NASSPE additionally bolsters its contention by alluding to the exploration done at the Cambridge University, UK. Single-sex classes were spearheaded in the late 1980s in Denmark as a methods for giving space to young ladies and enhance their self-assurance (Kruse, 1992). They are currently infrequently composed in blended sex schools, fundamentally to allow educators to utilize classroom techniques that may be more suited to one sex or the other. Single-sex bunches empower, for instance, young ladies to feel more liberated to answer addresses and to take an interest more in lessons, and young men to work harder without stressing over their own "picture" as a learner (Younger and Warrington, 2007). Single-sex classes could therefore, it is contended, enhance inspiration, conduct and accomplishment. Three vital sorts of accomplishment objectives are (a) dominance objectives, (b) execution approach objectives, and (c) execution evasion objectives (Midgley, Kaplan, and Middleton, 2001). A dominance objective introduction mirrors an accentuation on learning and comprehension, while an execution introduction concentrates on showing competence in connection to others. Women's activist supporters of schools of separate sexes contend the contrary; that schools of separate sexes enable young ladies and young men more noteworthy opportunity to pick subjects not related with their sexual orientation and to prosper in a more extensive scope of school subjects than conventionally worthy in blended sex schools. While single-sex education may empower the activity of more noteworthy decision, it is proposed that such situations can't take out the effect of more extensive society (Skelton and Francis, 2009).

Single-Sex schools and Co-education in Pakistan and different countries

In any case, in 2016 (Pakistan Today) The legislature of Balochistan, trying to enhance female education rate, proclaimed every elementary school over the territory will now work with no sexual orientation isolation. In the interim, in 2017 (Dawn) The Khyber Pakhtunkhwa bureau settled on a point of interest choice to present same sex education at essential level in the region and proclaimed that lone ladies educators would be selected to elementary schools in future. "The legislature will set up schools where young men and young ladies can ponder together," said guide to the main pastor on data Mushtaq Ghani while offering subtle elements to the media about the bureau's meeting here. Boss Minister Pervez Khattak led the meeting. Mr. Ghani said the bureau concurred with the proposition of the basic and secondary education division to begin co-education at the essential level. He said new elementary schools would be set up in various regions, where young ladies and young men would be instructed together. The same sex education framework would be presented in the present year, he included. The CM's counsel said the bureau allowed endorsement to the five years education segment arrange (2015-20) for the advancement of essential and basic education in the region. He said under the arrangement, 100 percent enrolment in elementary schools would be completed by 2022-23, which was by and by 88 percent at the preliminary level. Mr. Ghani said the evaluated cost of the arrangement was Rs592 billion. He said under the arrangement, 50,248 instructors would be enrolled in the following four years.

Studies comparing the relative viability of single-sex versus same sex educational settings on young ladies intrigue and accomplishment in material science permitted Hoffman (2002) and Gillibrand, Robinson, Brawn, and Osborn (1999) to exhibit that young ladies advantage more from a single-sex educational setting. Though boys' accomplishment was unaffected by a same sex educational or single-sex condition, young ladies got higher evaluations under a single - sex condition. The upsides of single-sex contexts for young ladies are placed to come about because of expanded contacts with their instructors; in same sex educational context, young men have a tendency to corner their teachers' consideration, especially in material science (Taber, 1992) and arithmetic classes. Two examinations exhibited that young ladies acknowledge increasingly the atmosphere of single-sex classrooms. In Jackson and Smith's (2000) think about, including a two-year examination in a same sex educational secondary school where single-sex arithmetic classes were presented for one cohort of understudies amid five school terms, the creators demonstrated that young ladies saw single-sex science classes more positively than young men: 80% of young ladies, yet just 36% of young men, wanted to continue with single-sex gatherings. The lion's share of young men (72%) delighted in blended classes more than single-sex classes (Chouinard, et al., 2008). Gibb et al. (2008) found that students in schools of separate sexes had larger amounts of accomplishment than did understudies in same sex educational schools, and that the points of interest for single - sex tutoring had a tendency to be more prominent for young ladies than for young men.

Effectiveness of Single-Sex Education

Some researchers trust that schools of separate sexes would really profit young men the most—specifically, young men from minority gatherings and young men from poor families who may require more straightforward direction. In state funded school single-sex conditions, understudy accomplishment enhances, particularly for minority understudies or understudies in neediness, in view of enhanced practices and educator concentrate on learning-style contrasts. Females additionally advantage from single-sex situations. Sexual provocation is a heartbreaking issue in same sex educational situations (Guarisco, 2010).

The consequences of Schneider and Coutts' (1982) think about found no distinction between understudies from single-sex and same sex education schools as far as accentuation on grant and accomplishment. In any case, found that same sex educational schools were seen as more charming environments, more conducive to the advancement of fearlessness, and reflecting less partial and nonsensical considering. One genius scholastic target is to help the young men become dependable, effective individuals, and to assemble self - regard through scholarly achievement. The standard center school educational programs is instructed with an accentuation on singular development, scholastic achievement, social duty, and great citizenship. Extraordinary educational programs incorporate a coaching program in which young men are counseled on subjects, for example, professions, posses, family issues, and scholastics. Also, the educational modules accentuates culture, history, society, and innovation (Steptoe, 2004). The learning environment plays very critical role in the healthy development and effective academic achievement of the students. The high level of student satisfaction in educational environment makes him/her more productive and efficient in his/her workings. As far as the gender is concerned, there are two types of schools i.e. co-education schools and single-sex schools. The selection of school on the gender basis also contributes towards the student academic achievement. The present research was designed to compare the opinions of secondary level students about Single-Sex and Co-education.

Objectives of the Study

The main objective of this research was to compare the opinions of boys and girls regarding their satisfaction and academic achievement while studying in single sex schools or co-education.

RESEARCH METHODOLOGY

Survey design of the descriptive research was used for this study. The data was collected through survey from the students and teachers to measure the effect of Single-Sex and Co-education on the academic achievement of students at secondary level.

A sample of 280 students (140 boys and 140 girls) were selected from the Govt. Boys Secondary Schools, Govt. Girls Secondary Schools and private regisited cp-education secondary schools of district Toba Tek Singh. In this survey a structured questionnaire with close ended questions was developed to collect data from the students and teachers. The questionnaire was containing 30 questions pertaining to the impact of single sex and coeducation on student academic achievement. The questionnaire was based on five point Liker scale. Researchers visited the schools of district Toba Tek Singh and approached the students and teachers for the data collection. Researchers shared the basic purpose and objectives of the study with the respondents briefly and after developing the adequate rapport, distributed questionnaire among respondents one by one. All the respondents were asked to mark every question on the basis of their opinion of interest. Researcher ensured the marking of each questions by the respondents to have proper data collection. Researchers collected back the questionnaires personally from the respondents after completion.

In inferential statistics, Independent t-Test was used to compare the views of students of single sex and coeducation schools.

RESULTS AND FINDINGS

Table 1 Co-education improves confidence

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.140	.981	278	3.27	.002
Co-education	140	4.05	.2782			

Table 1 showed the opinion of both Schools of separate sex students and co-education school students about the statement that coeducation improves confidence of the students. Frequency distribution of both groups showed that both group of students agreed about the statement that coeducation improves confidence of the students. Mean value for students of schools of separate sex (M= 3.140, SD= .981) and for students of co-education school (M= 4.05, SD= .2782) verify the agreement of both groups. $t(278) = 3.27, P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 2 students in single-sex education get better grades

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.57	.2780	278	3.24	.002
Co-education	140	4.15	.802			

Table 2 showed the opinions of both Schools of separate sex students and coeducation schools student that students in single-sex education get better grades than co-education students. Frequency distribution of both groups showed that both group of students agreed about the statement that students in single-sex education get better grades than co-education students. Mean value for students of schools of separate sex (M= 3.57 SD= .2780) and for students of co-education school (M= 4.15, SD= .802) verify the agreement of both groups. $t(278) = 3.24$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table3 Co-education system creates problems.

Category	N	Mean	SD	Df	t	Sig
Single Sex	140	3.70	.723	278	2.02	.046
Co-education	140	4.12	1.11			

Table 3 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that co-education system creates problems in students' learning. Frequency distribution of both groups showed that both group of students agreed about the statement that co-education system creates problems in students' learning. Mean value for students of schools of separate sex (M= 3.70, SD= .723) and for students of co-education school (M= 4.12, SD= 1.11) verify the agreement of both groups. $t(278) = 2.02$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 4 Every student receives attention in single-sex education system.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.82	.812	278	1.96	.053
Co-education	140	4.25	1.10			

Table 4 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that every student receives attention of the teacher in single-sex education system. Frequency distribution of both groups showed that both group of students agreed about the statement that every student receives attention of the teacher in single-sex education system. Mean value for students of schools of separate sex (M= 3.82, SD= .812) and for students of co-education school (M= 4.25, SD= 1.10) verify the agreement of both groups. $t(278) = 1.96$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 5 Girls don't feel problem in co-education system.

Category	N	Mean	SD	df	T	Sig
Single Sex	140	2.62	1.25	278	1.47	.145
Co-education	140	2.15	1.61			

Table 5 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls don't really feel any problem in co-education system. Frequency distribution of both groups showed that both group of students agreed about the statement that girls don't really feel any problem in co-education system. Mean value for students of schools of separate sex (M= 2.62, SD= 1.25) and for students of co-education school (M= 2.15, SD= 1.61) verify the agreement of both groups. $t(278) = 1.47, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 6 Girls get good grades in co-education system.

Category	N	Mean	SD	df	T	Sig
Single Sex	140	2.15	1.05	278	3.96	.693
Co-education	140	2.17	1.69			

Table 6 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls get good grades than boys in co-education system. Frequency distribution of both groups showed that both group of students agreed about the statement that girls get good grades than boys in co-education system. Mean value for students of schools of separate sex (M= 2.15, SD= 1.05) and for students of co-education school (M= 2.17, SD= 1.69) verify the agreement of both groups. $t(278) = 3.96, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 7 Boys' performance improves in co-education system.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.62	1.35	278	1.76	.9140
Co-education	140	3.60	1.58			

Table 7 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that Boys' performance improves in co-education system. Frequency distribution of both groups showed that both group of students agreed about the statement that boys' performance improves in co-education system. Mean value for students of schools of separate sex (M= 3.62, SD= 1.35) and for students of co-education school (M= 3.60, SD= 1.58) verify the agreement of both groups. $t(278) = 1.76, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 8 Parents prefer single-sex education system.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	4.05	1.03	278	1.615	.5140
Co-education	140	3.87	1.47			

Table 8 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that parents prefer single-sex education system for their kids. Frequency distribution of both groups showed that both group of students agreed about the statement that parents prefer single-sex education system for their kids. Mean value for students of schools of separate sex (M= 4.05, SD= 1.03) and for students of co-education school (M= 3.87, SD= 1.47) verify the agreement of both groups. $t(278) = 1.615, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 9 Teachers' easiness to teach in single-sex education system.

Category	N	Mean	SD	Df	t	Sig
Single Sex	140	4.22	6.19	278	1.34	.181
Co-education	140	3.90	1.39			

Table 9 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that it's easy for teachers to teach in single-sex education system. Frequency distribution of both groups showed that both group of students agreed about the statement that it's easy for teachers to teach in single-sex education system. Mean value for students of schools of separate sex (M= 4.22, SD= 6.19) and for students of co-education school (M= 3.90, SD= 1.39) verify the agreement of both groups. $t(278) = 1.34, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 10 Co-education system is better than single-sex education system.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.80	1.11	278	2.77	.007
Co-education	140	3.55	1.29			

Table 10 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that co-education system is better than single-sex education system. Frequency distribution of both groups showed that both group of students agreed about the statement that co-education system is better than single-sex education system. Mean value for students of schools of separate sex (M= 2.80, SD= 1.11) and for students of co-education school (M= 3.55, SD= 1.29) verify the agreement of both groups. $t(278) = 2.77, P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 11 Boys in single-sex education system get good grades

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.62	1.07	278	3.25	.002
Co-education	140	3.52	1.37			

Table 11 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that boys in single-sex education system get good grades than the boys in co-education system. Frequency distribution of both groups showed that both group of students agreed about the statement that boys in single-sex education system get good grades than the boys in co-education system. Mean value for students of schools of separate sex (M= 2.62, SD= 1.07) and for students of co-education school (M= 3.52, SD= 1.37) verify the agreement of both groups. $t(278) = 3.25$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 12 Girls in single-sex education system get good grades

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.85	1.05	278	1.56	.122
Co-education	140	3.32	1.60			

Table 12 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls in single-sex education system get good grades than the girls in co-education system. Frequency distribution of both groups showed that both group of students agreed about the statement that girls in single-sex education system get good grades than the girls in co-education system. Mean value for students of schools of separate sex (M= 2.85, SD= 1.05) and for students of co-education school (M= 3.32, SD= 1.60) verify the agreement of both groups. $t(278) = 1.56$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 13 Co-education affect the child behavior at home.

Category	N	Mean	SD	df	T	Sig
Single Sex	140	3.27	1.10	278	1.48	.141
Co-education	140	3.67	1.28			

Table 13 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that co-education affect the child behavior at home. Frequency distribution of both groups showed that both group of students agreed about the statement that co-education affect the child behavior at home. Mean value for students of schools of separate sex (M= 3.27, SD= 1.10) and for students of co-education school (M= 3.67, SD= 1.28) verify the agreement of both groups. $t(278) = 1.48$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 14 Parents are in favor of co-education system

Category	N	Mean	SD	df	T	Sig
Single Sex	140	2.95	1.21	278	2.71	.008
Co-education	140	3.75	1.140			

Table 14 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that parents are in favor of co-education system for their children’s better achievement now-a-days. Frequency distribution of both groups showed that both group of students agreed about the statement that parents are in favor of co-education system for their children’s better achievement now-a-days. Mean value for students of schools of separate sex (M= 2.95, SD= 1.21) and for students of co-education school (M= 3.75, SD= 1.1409) verify the agreement of both groups. $t(278) = 2.71$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 15 Students from co-education school systems has a positive attitude

Category	N	Mean	SD	df	T	Sig
Single Sex	140	3.15	1.33	278	1.71	.090
Co-education	140	3.67	1.140			

Table 15 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that students from co-education school systems has a positive attitude towards the opposite sex. Frequency distribution of both groups showed that both group of students agreed about the statement that students from co-education school systems has a positive attitude towards the opposite sex. Mean value for students of schools of separate sex (M= 3.15, SD= 1.33) and for students of co-education school (M= 3.67, SD= 1.140) verify the agreement of both groups. $t(278) = 1.71$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 16 Schools of separate sex environment is not like “the real world”.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.80	1.06	278	4.21	.001
Co-education	140	3.92	1.30			

Table 16 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that schools of separate sex environment is not like “the real world”. Frequency distribution of both groups showed that both group of students agreed about the statement that schools of separate sex environment is not like “the real world”. Mean value for students of schools of separate sex (M= 2.80, SD= 1.06) and for students of co-education school (M= 3.92, SD= 1.30) verify the agreement of both groups. $t(278) = 4.21$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 17 Co-education is a healthy system

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.82	.812	278	3.56	.001
Co-education	140	3.70	1.32			

Table 17 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that co-education is a healthy system for the overall development of students. Frequency distribution of both groups showed that both group of students agreed about the statement that co-education is a healthy system for the overall development of students. Mean value for students of schools of separate sex (M= 2.82, SD= .812) and for students of co-education school (M= 3.70, SD= 1.32) verify the agreement of both groups. $t(278) = 3.56$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 18 Boys and girls seems to be more mature

Category	N	Mean	SD	Df	t	Sig
Single Sex	140	3.05	.845	278	1.71	.059
Co-education	140	3.50	1.43			

Table 18 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that boys and girls seems to be more mature and concerned about their grades in co-education. Frequency distribution of both groups showed that both group of students agreed about the statement that boys and girls seems to be more mature and concerned about their grades in co-education. Mean value for students of schools of separate sex (M= 3.05, SD= .845) and for students of co-education school (M= 3.50, SD= 1.43) verify the agreement of both groups. $t(278) = 1.71$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 19 Girls seems more shy and in co-education.

Category	N	Mean	SD	Df	T	Sig
Single Sex	140	2.97	.946	278	1.909	.367
Co-education	140	3.22	1.45			

Table 19 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls seems to be more shy and reluctant in achieving good grades in co-education. Frequency distribution of both groups showed that both group of students agreed about the statement that girls seems to be more shy and reluctant in achieving good grades in co-education. Mean value for students of schools of separate sex (M= 2.97, SD= .946) and for students of co-education school (M= 3.22, SD= 1.45) verify the agreement of both groups. $t(278) = 1.909$, $P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 20 There is healthy academic competition arise between girls and boys in co-education.

Category	N	Mean	SD	Df	t	Sig
Single Sex	140	3.17	.957	278	2.01	.048
Co-education	140	3.70	1.34			

Table 20 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that there is healthy academic competition arise between girls and boys in co-education. Frequency distribution of both groups showed that both group of students agreed about the statement that there is healthy academic competition arise between girls and boys in co-education. Mean value for students of schools of separate sex (M= 3.17, SD= .957) and for students of co-education school (M= 3.70, SD= 1.34) verify the agreement of both groups. $t(278) = 2.01$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 21 Girls are more affected in the co-education schools than boys.

Category	N	Mean	SD	df	T	Sig
Single Sex	140	3.12	.991	278	3.08	.003
Co-education	140	3.92	1.30			

Table 21 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that Girls are more affected in the co-education schools than boys. Frequency distribution of both groups showed that both group of students agreed about the statement that Girls are more affected in the co-education schools than boys. Mean value for students of schools of separate sex (M= 3.12, SD= .991) and for students of co-education school (M= 3.92, SD= 1.30) verify the agreement of both groups. $t(278) = 3.08$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 22 Students are more dependent and sensitive in the coeducation

Category	N	Mean	SD	df	t	Sig
Single Sex	140	2.82	.957	278	3.57	.001
Co-education	140	3.80	1.43			

Table 22 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that students are more dependent and sensitive in the coeducation environment. Frequency distribution of both groups showed that both group of students agreed about the statement that students are more dependent and sensitive in the coeducation environment. Mean value for students of schools of separate sex (M= 2.82, SD= .957) and for students of co-education school (M= 3.80, SD= 1.43) verify the agreement of both groups. $t(278) = 3.57$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 23 Boys are punished more often.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.00	1.21	278	2.86	.005
Co-education	140	3.85	1.42			

Table 23 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that boys are punished more often. Frequency distribution of both groups showed that both group of students agreed about the statement that boys are punished more often. Mean value for students of schools of separate sex (M= 3.00, SD= 1.21) and for students of co-education school (M= 3.85, SD= 1.42) verify the agreement of both groups. $t(278) = 2.86$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 24 Girls are reversed, detached and cool.

Category	N	Mean	SD	Df	t	Sig
Single Sex	140	2.90	1.17	278	3.14	.002
Co-education	140	3.77	1.31			

Table 24 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls are reversed, detached and cool. Frequency distribution of both groups showed that both group of students agreed about the statement that girls are reversed, detached and cool. Mean value for students of schools of separate sex (M= 2.90, SD= 1.17) and for students of co-education school (M= 3.77, SD= 1.31) verify the agreement of both groups. $t(278) = 3.14$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 25 Students more tense, frustrated in the coed environment as compared to single sex schools.

Category	N	Mean	SD	Df	T	Sig
Single Sex	140	3.12	1.09	278	2.66	.009
Co-education	140	3.85	1.33			

Table 25 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that students more tense, frustrated in the coed environment as compared to single sex schools. Frequency distribution of both groups showed that both group of students agreed about the statement that students more tense, frustrated in the coed environment as compared to single sex schools. Mean value for students of schools of separate sex (M= 3.12, SD= 1.09) and for students of co-education school (M= 3.85, SD= 1.33) verify the agreement of both groups. $t(278) = 2.66$, $P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 26 Girls are more intelligent, bright and abstract-thinking.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.27	1.03	278	1.693	.490
Co-education	140	3.47	1.50			

Table 26 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that girls are more intelligent, bright and abstract-thinking. Frequency distribution of both groups showed that both group of students agreed about the statement that girls are more intelligent, bright and abstract-thinking. Mean value for students of schools of separate sex (M= 3.27, SD= 1.03) and for students of co-education school (M= 3.47, SD= 1.50) verify the agreement of both groups. $t(278) = 1.693, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 27 Boys are more intelligent, bright and abstract-thinking.

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.25	.926	278	1.383	.703
Co-education	140	3.15	1.36			

Table 27 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that boys are more intelligent, bright and abstract-thinking. Frequency distribution of both groups showed that both group of students agreed about the statement that boys are more intelligent, bright and abstract-thinking. Mean value for students of schools of separate sex (M= 3.25, SD= .926) and for students of co-education school (M= 3.15, SD= 1.36) verify the agreement of both groups. $t(278) = 1.383, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 28 Students are more independent, assertive in single-sex schools

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.17	1.00	278	1.22	.224
Co-education	140	3.50	1.33			

Table 28 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that students are more independent, assertive and aggressive in single-sex as compared to students in the coeducation schools. Frequency distribution of both groups showed that both group of students agreed about the statement that students are more independent, assertive and aggressive in single-sex as compared to students in the coeducation schools. Mean value for students of schools of separate sex (M= 3.17, SD= 1.00) and for students of co-education school (M= 3.50, SD= 1.33) verify the agreement of both groups. $t(278) = 1.22, P > 0.05$ indicates that both groups were not significantly different in their opinions.

Table 29 In the single sex schools, boys and girls were found conscientious

Category	N	Mean	SD	df	t	Sig
Single Sex	140	3.15	1.07	278	3.81	.001
Co-education	140	4.07	1.09			

Table 29 showed the opinions of both Schools of separate sex students and Co-education school students about the statement that in the single sex schools, boys and girls were found conscientious and rule bound. Frequency distribution of both groups showed that both group of students agreed about the statement that in the single sex schools, boys and girls were found conscientious and rule bound. Mean value for students of schools of separate sex (M= 3.15, SD= 1.07) and for students of co-education school (M= 4.07, SD= 1.09) verify the agreement of both groups. $t(278) = 3.81, P < 0.05$ indicates that both groups were significantly different in their opinions.

Table 30 Boys are expected to perform better than girls

Category	N	Mean	SD	df	T	Sig
Single Sex	140	3.22	1.14	278	4.79	.001
Co-education	140	4.27	.2784			

Table 30 showed the opinion of both Schools of separate sex students and Co-education school students about the statement that boys are expected to perform better than girls by their teachers. Frequency distribution of both groups showed that both group of students agreed about the statement that boys are expected to perform better than girls by their teachers. Mean value for students of schools of separate sex (M= 3.22, SD= .1.14) and for students of co-education school (M= 4.27, SD= .2784) verify the agreement of both groups. $t(278) = 4.79, P < 0.05$ indicates that both groups were significantly different in their opinions.

Discussion

The present study was carried out to compare the opinions of boys and girls regarding their satisfaction and academic achievement while studying in single sex schools or co-education. The nature of schooling on the basis of gender, highly affects the student attitude towards the learning and schooling. The school going boys and girls show their interest towards the schooling on the basis of type of school i.e. schools of separate sex or coeducation. The findings of this research revealed the girls inclination towards the single-sex education that effects their academic achievement Mean value for girls students of schools of separate sex (M= 3.12, SD= .991) and for girls students of co-education school (M= 3.92, SD= 1.30) verify the agreement of both groups with the statement girls are more affected in coeducation school which showed that girls favored the single-sex education due to its effectiveness in their academic achievement. $t(278) = 3.08, P < 0.05$ indicates that both groups of schools of separate sex girls and coeducation school girls were significantly different in their opinions. A research of Daly (2006) also noted similar results and explained single-sex education helps to enhance the academic achievement of girls effectively. Boys also show their interest towards the schooling on the basis of gender which effects their academic achievement as well. Boys show better results in the coeducation schooling than single sex schooling. In the present study, boys favored the coeducation to very slight extent. Mean value for boys students of schools of separate sex (M= 3.05, SD= 1.23) and for boys students of co-education school (M= 3.32, SD= 1.18) verify the agreement of both groups. $t(278) = 2.674, P < 0.05$ indicates that both boys students of schools of separate sexes and boys students of coeducation schools were significantly different about the statement that coeducation is better than single-sex education. A study of Wong et al. (2012) also supported this stance that boys perform better in coeducation school system. It was

noted that single-sex education was more effective in enhancing the academic achievement of the student than coeducation.

Conclusion

Following conclusions were drawn on the basis of research findings:

Co-education system improves confidence of the students. The students in single-sex education get better grades than co-education students. Co-education system creates problem in students' learning. Every student does not receive attention of the teacher in single-sex education system. Girls feel problems in co-education system. Girls get good grades than boys in co-education system. Boys' performance does not increase in co-education system. Parents prefer single-sex education system for their kids. It's easy for the teacher to teach students in single-sex education system. Co-education system is better than single-sex education system. Boys in single-sex education system do not get good grades than the boys in co-education system. Girls in single-sex education system get good grades than the girls in co-education system. Co-education system does not affect the child behavior at home. Parents are not in favour of co-education system for their children's better achievement now-a-days. Students from co-education school systems has a positive attitude towards the opposite sex. Schools of separate sex environment is like 'the real world'. Co-education is a healthy system for the overall development of the students. Boys and girls seem to be more mature and concerned about their grades in co-education system. Girls do not seem to be more shy and reluctant in achieving good grades in co-education system than single-sex education system. There is healthy academic competition arise between girls and boys in co-education system. Boys are more disruptive than girls. Girls mostly drop out of school. Girls in coeducation schools do not perform better than girls in girls only school. Girls in the schools of separate sexes had significantly same academic achievements as girls in the coeducation schools. Boys in the schools of separate sexes don't had same academic achievements as boys in the coeducation schools. Girls are more socially bold and spontaneous than boys in co-education system. Girls are more efficient than boys in science subjects. Students are self-reliant, tough-minded and realistic in schools of separate sexes as compared to students in the coeducation schools. Students are more shy and timid in the coeducation environment whilst in the schools of separate sexes they were more socially bold and spontaneous.

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