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SINGLE-SEX SCHOOLS VERSUS COEDUCATIONAL SCHOOLS

Historically, there have always been coeducational and single-sex schools all around the world. Depending on different reasons, some people support the idea of making schools coeducational whilst others strongly believe in the effects of single-sex schools. It is true that school is a miniature of society, and the idea of imagining a society to be made of only male or female members seems to be impossible. However, to improve educational achievements making schools single-sex is quite strong and logical reason. Because every student deserves to enhance different learning experiences, countries should provide male and female students with lessons taught separately in single-sex schools or classes.

Initially, single-sex schools helps male as well as female students to be competent in all the subjects taught at school. Statistically it is proven that boys and girls learn differently. In coeducational classrooms, “girls are often passive and submissive whereas males are more assertive and aggressive, vying for the teacher’s attention” (Hugnes). Boys are better at technical subjects like math, physics, algebra, and etc. When the classes of mixed genders study technical subjects, boys are more active. They immediately answer the teacher’s questions and do the tasks first. In this case, girls tend to stay calm, which is very harmful for their future progress.

On the other hand, the girls make dominance in subjects like language and literature. If in coeducational classes girls tend to stay calm, in artistic subjects, boys are usually silent. In both cases it is for the students educational progress. That is why it would be better to have mixed gender classes for the sake of both genders’ educational success.

Moreover, having single-sex schools can positively affect the quality of teaching. Teachers usually face different problems while teaching in mixed classes. For example, to explain mathematical problem for boys and girls can require

different approaches from a teacher. It causes extra time and energy to be spent on the task. If it is good considering that the teacher tries to help the whole class understand the taught material, on the other hand it causes opposite-sex students to get bored. The skills necessary to acquire particular subjects are different in boys and girls. It requires extra time, energy, as well as different methodology from a teacher to meet the requirements of both genders. “Teachers adopted different strategies from those used with mixed-gender classes and gained higher levels of satisfaction from teaching, attributable to increased children’s time ‘on task’” (Wills).

Also, management is another issue in mixed classes. The approach for boys is not always suitable for girls as well. Having single-sex classes can cause positive benefits differing according to genders. Robin Wills explains that according to the study, in single-sex classes or schools girls’ self-esteem and confidence increased. He also states that “boys developed increased motivation and more commitment to schoolwork (Wills). Not only students but also the parents and teachers of male students “noted that boys’ accountability and self-discipline improved.” (Wills). That’s why to avoid discipline problems and to provide required atmosphere for teaching single-sex classes is a must.

Furthermore, in single-sex classes it is easier for students to stay on task rather than in coeducational classes. In coeducational classrooms, boys and girls are easily distracted by one another. They want to impress each other and often “act out in ways that are detrimental to their individual learning” (Hugnes). Teenagehood is a period of life when a person is excited about new things, and they want to discover new emotions, feelings, passions, and relationships. One of the most widespread issue that can distract the attention of students in this period is love affairs, new relations, bullying, and as a logical result of all these-psychological problems. Falling in love, analyzing new personalities and characters usually prevent students to fully focus their attention on lessons. In addition, it becomes much more difficult when the supposed “couple” is in the same class or school. They constantly watch or follow each other, try to show off themselves to get attention which keep students apart from studying. By separating the sexes into different classes or schools, “the

students would be free of distractions from the opposite sex and would be better able to concentrate on academic pursuits” (Hugnes).

To conclude, considering all the above stated arguments providing single-sex classes or single-sex schools in all the communities of the world becomes a strong necessity. Because only in this way we can minimize the issues that keep the education level low. So, to increase student participation, to help teachers manage the classes better, and decline student distraction making schools single-se is a must. All these serve to maximize student achievement.

References:

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