

Gender Stratification and Changing in Gender Expectations: A comparative analysis between coeducational schools and single-sex schools in Erbil

Shler Maulood Abdullah

University of Kurdistan Hewlêr, Erbil, Kurdistan, Iraq

E-mail: Shler_m@yahoo.com , Drshler35@gmail.com

Abstracts: This study explores the impact of coeducational schools on reducing gender inequality by comparing students' perspectives in coeducational and single-sex schools with similar academic levels. Seventh-grade (aged 12,13) and twelfth-grade (aged 17,18) students from three basic and three preparatory schools participate. Qualitative data is gathered through eight focused group interviews with 80 students and analyzed using coding. Quantitative data is collected through questionnaires, including students' perspectives on gender issues and controllable variables related to their home background. SPSS program is used for analysis, employing cross-tabulation and correlation. The study supports the "enlightenment approach" as both types of schools show changes in gender expectations, with twelfth-grade students exhibiting more egalitarian views. Gender inequality in teacher treatment was observed in all selected schools. Preparatory coeducational schools showed better treatment towards girls, while twelfth-grade girls faced inequality in a preparatory single-sex school for girls. Similarly, a significant gender inequality was found in teacher treatment towards boy students in the preparatory school for boys. This indicates that the school somewhat reproduces inequality. In analyzing the questionnaire, gender, age, and school type were compared as independent variables with dependent variables related to students' perspectives. Results showed that girls generally hold more egalitarian perspectives than males, older students are more egalitarian than younger students, and students in coeducational schools are more egalitarian than those in single-sex schools. This suggests that coeducation is a step towards gender equality. Furthermore, a comparison between seventh-grade and twelfth-grade students' perspectives in each selected school revealed changes in gender expectations between these two stages, emphasizing the impact of education on enlightening gender equality. However, when comparing students' perspectives with their home background, the impact of the school becomes less apparent. Despite the influence of school or education on gender expectations, home socialization remains the primary factor in increasing or reducing gender inequality.

1. INTRODUCTION

Gender inequality results from various agencies, including home socialization, school, peer group, and media. These agencies can have both positive and negative effects on gender inequality, but they are often criticized for their negative impacts. Additionally, gender inequality is influenced by biological differences and the division of labor between men and women. Despite these challenges, efforts have been made to reduce traditional gender inequalities, particularly in education and the economy, empowering women and granting them more authority. Education is a crucial source of opportunities for both women and men to achieve high social, cultural, economic, and political positions. As a force of change, education plays a vital role in socialization [1].

After the 1991 uprising in Kurdish society, significant changes occurred in people's lives, especially women. Women's organizations and media played a crucial role in addressing gender inequality. Education gained prominence as people became more aware of its importance. The Kurdish Regional Government took steps towards gender equality by introducing coeducation in secondary stages of schools in urban cities in 2001. The current research aims to explore whether coeducation is a step towards gender equality in Kurdistan. Throughout the 1980, liberal feminists go on debate around gender equality and coeducation. They believe that "society should give women the same educational and occupational opportunities that men have" [2]. For the liberal, "equal opportunity is a matter of justice or the right balance between equal treatment and individual liberty" [3]. However, coeducational schools have been criticized for perpetuating patriarchal events, leading to unequal opportunities for both sexes. Some scholars argue that coeducation disadvantages girls. Contrarily, the researcher proposes that education significantly influences changing perspectives for both boys and girls towards more egalitarian views, empowering individuals to reject gender inequality. The researcher emphasizes the importance of addressing gender in schools, particularly in coeducational settings.

1.1 Theoretical framework

This research explores the role of education in promoting gender equality using two approaches. The first approach, known as the enlightenment approach, views education as a means to change the nature of inequality by increasing awareness and criticism of gender inequality and promoting efforts to eliminate it [4]. The second approach, called the reproduction approach, suggests that education reproduces rather than challenges inequality, increasing awareness of inequality without encouraging criticism or efforts to address it [5]. The researcher investigates the impact of school (coeducational and single-sex schools) on gender expectations. Additionally, the methodology includes a questionnaire with questions probing students' perspectives on gender issues and their home background, aiming to explore the relationship between school and home influences on students' perspectives.

1.2 Scope and limitations of the study

This research is limited in scope as it focuses on gender equality/inequality in only six selected schools, which may not be representative of all schools in Hawler, Kurdistan. Each school might have unique characteristics. Additionally, the research is limited in addressing specific points related to gender in schools, such as teachers' treatment, which might require separate studies.

1.3 Research Hypothesis

The study's hypothesis tests changes in gender expectations, particularly in coeducational schools and all school types, to determine if coeducation fosters gender equality. The hypothesis rests on two assumptions: 1) Coeducational schools, as well as schools in general, significantly influence changes in gender expectations; 2) Schools remain neutral, while home socialization is the primary influence on individuals' beliefs about gender inequality/equality.

1.4 Research Questions

The current research seeks to raise the following questions:

-Has the project of secondary coeducational schools made changes in adolescents' minds in their expectations towards gender equality?

-Which type of school (single sex school or coeducational school), better prepare students on the base of gender equality?

1.5 Research Objectives

The researcher chooses this topic due to the novelty of the project of coeducational secondary schools in Hawler. Some parents are hesitant about sending their children to these schools, fearing potential social issues. The research has two aims:

1.To determine if the expansion of coeducational secondary schools in Hawler, from one to nine schools between 2001 and 2009, promotes gender equality.

2.To explore the interrelationship between home socialization and school socialization concerning gender expectations and whether schools contribute to transforming society from patriarchy to egalitarianism through the new generation's education.

1.6 Research significances

The current research is significant for several reasons. Firstly, it investigates the role of schools in promoting gender equality, considering schools as a second home that socializes students with values, norms, and knowledge. Secondly, this research is unique as no similar studies have been conducted in Kurdistan region, making it an important representation of the role of schools in Kurdish society. Thirdly, unlike other research focusing on the advantages or disadvantages of single-sex or coeducational schools for girls, this study examines the impact on both sexes. Fourthly, by studying the school environment, the research uncovers the anonymous events related to equality and inequality among teachers and students, providing insights into students' experiences within schools. This research can also serve as a valuable reference for future studies in Kurdish society.

1.7 Ethical issues

Prior to conducting this research, permissions were obtained from the Director General of Education in Hawler, the directors of typical and private secondary schools, and the headmasters/headmistresses of the selected schools to conduct research on school premises. The names of students who participated in the interviews were kept confidential to ensure anonymity. Additionally, consent was obtained to use a recorder during the interviews. The names of the schools were also kept anonymous. The research took into account validity, replicability, and reliability. Students were assured of complete confidentiality, allowing them to freely express their perspectives without fear of the administration staff's knowledge.

2. BACKGROUND OF THE STUDY

Education in Hawler has undergone rapid transformation over generations, providing increasing opportunities. In the past, women were not allowed to attend school, but our grandmothers had limited access to religious schools. Our mothers had more opportunities, attending religious schools, while we have better chances to attend school and college. And it is interesting to mention that women's education in school started in 1899 in Iraq, and the first women who studied in college of Law was in 1936 [6]. Whereas, in Kurdistan, the first school for girls named 'Al-zahra' was opened in Suleimanya in 1926, by the first Kurdish teacher named 'Fatima Mihyadeen' and managed by 'Guzeida ya-mulki.'" [7]. Gradually, the number of women in education setting increased and we can say for instance, in 1952 in Hawler, only 759 girls went to primary school" [8], which if we compare it with contemporary time, we can observe such a number exists in one school itself.

Initially, urban cities had only single-sex schools. The introduction of primary coeducational schools gradually increased, becoming a common practice. Later, the project of secondary coeducational schools gained attention as a modernization initiative. In 2001, there was a rapid shift towards coeducation in secondary stages in urban areas. The Kurdistan Regional Government (KRG) implemented the project with a special admission process based on students' high academic level, appealing to parents seeking the best opportunities for their children. The secondary coeducational schools project is considered modernized. Yet, as with any new project, there are both supporters and opponents. Pakiza Talaat, the General Director of Education in Hawler, is a supporter of the coeducational school project and claims,

The world is advancing towards modernization and globalization, rendering gender separation in schools unnecessary. Coeducation is perceived as a positive idea, especially for immigrants in the West who may seek coeducational schools upon returning to Kurdistan. It reflects a modern and progressive image. (26th October 2009)

Pakiza Talaat asserts that effective socialization, based on confidence, empowers women to pursue their goals in life and work. Women have the capacity to be powerful through their creativity and competitiveness, enabling them to achieve top positions. Additionally, Dana Muhammad, the director of special and private secondary schools, states,

Coeducation is the norm in our region for primary schools and higher education stages. However, separating genders in secondary school raises questions and uncertainty among students. To establish a successful coeducational system, consistency across all education stages and effective administration are essential. (25th October 2009)

When the researcher asked about the level of interaction between the opposite sexes in coeducational schools, Dana claims:

Interaction is positive between genders. While some argue against coeducation and suggest separation based on theoretical ideas from certain European or Eastern countries, it may not be universally applicable. Proper control and organization in schools can prevent potential issues. (25th October 2009)

However, Bawki Ahmad, a religious man, shed light on religious belief in regard to coeducation, he argues,

As religious men, we support education without any dispute. The first Aya revealed to Prophet Muhammad encourages reading. The Prophet also emphasizes seeking knowledge from birth to death. However, our objection lies with coeducation due to concerns about potential negative consequences faced by the two opposite sexes. (23rd October 2009)

Ahmad believes that coeducation in primary and secondary stages will negatively impact girls due to disruptive and aggressive behavior of boys, causing emotional harm to girls. Bawki-Amad argues:

In higher education and workplaces, both sexes interact maturely, knowing right from wrong. However, during adolescence, they make mistakes and create problems for others. In modern times, boys misuse technology like satellite and mobile, leading to misbehavior. Coeducation at school can lead to educational disadvantages and increased engagement with sexual thoughts. (23rd October 2009)

Coeducational schools enjoy support as a modernized project, with proponents advocating against gender separation in school stages. Religious men, however, hold differing perspectives, opposing coeducation during adolescence due to concerns about immature minds and potential mistakes. Religious reasons for not supporting mixing between sexes will not be discussed in this research. Parents' decision-making largely determines the preference for single-sex or coeducational schools, with some choosing single-sex schools to avoid potential problems or maintain traditional values, especially if they are religious, conservative, or traditionalist.

Conservative individuals view coeducation as contrary to tradition and fear it may lead to immoral relationships between boys and girls [9]. On the other hand, traditionalists believe that "schools should reflect and strengthen the separate spheres of men and women" [10]. Traditionalists believe that schools should reinforce separate spheres for men and women, and they may think that mixing genders in public settings is improper, possibly due to religious reasons [11]. Perspectives on coeducation vary among individuals, and various perceptions and studies will be explored in detail in the next chapter.

3.Theoretical Framework

3.1 Gender inequality

Gender stratification stems from socialization by parents and society, leading to gender differences in expectations and treatment. Historically, females have been socialized differently from males, resulting in gender inequality in many societies, including Kurdish society. This begins even before a child's birth, as some parents prefer having sons over daughters. Kurdish society exemplifies this preference through expressions of wishing for a son or hoping for daughters to be mothers of sons. The birth of a male child is celebrated as he is seen as a future pillar of support, while a female child may be considered a problem, aligning with Brah and Phoenix's observation that many women are marginalized and treated as moral panics [12]. Mothers play a crucial role in socializing their

children, teaching sons they are superior and stronger, while instilling in daughters a sense of shame and dishonor associated with their bodies. This leads to unequal treatment and decision-making, granting males more freedom and choices, while females are often viewed as impolite when they exceed societal restrictions. Thus, gender differences are socially constructed. Parental upbringing significantly contributes to gender inequality. Connell emphasizes the impact of positive and negative reinforcement on children's adoption of gender-appropriate behavior, leading them to internalize their gender identity as they grow up [13]. In Kurdish society, young boys are discouraged from crying by asserting that it's shameful for a man to do so, reinforcing the notion that men should be strong and avoid traits associated with females. Consequently, parental language and interactions with their children shape gender differences. Moreover, the language parents use when communicating with each other in front of their child influences the child's perception and behavior in adulthood, with males internalizing dominance and females adopting obedience. Thus, parental upbringing and communication patterns play a pivotal role in constructing and perpetuating gender disparities

Scholars debate the root causes of gender inequality. Some attribute it to biological differences, while others reject this notion, asserting that gender differentiation stems from the social context. The division of labor is also highlighted by certain sociologists as a factor contributing to gender differentiation. Rosaldo, for instance, identifies the universal dichotomy of associating women with domestic life and men with public life as the structural framework supporting women's subordinate position in society, particularly concerning power and authority [14]. This social construction of gender assigns men the role of wage earners and women the role of caregivers. Men are primarily recognized for their employment, while women are identified through reproduction and household responsibilities.

3.2 Gender equality

In the contemporary era, significant changes have occurred, granting women various rights such as access to the public sphere, education, and higher positions. Hare-Mustin points out the most noteworthy change in the family has been women's entry into the workforce [15, p.37]. Liao and Cai's research reveals that a mother's higher socioeconomic status, indicated by education and full-time employment, leads to less traditional behavior and less stereotypical attitudes in her children [1, p.243]. Gender inequality, being socially constructed, can be altered and made less significant, as highlighted by Connell in his book *Gender* [13, p.14]. This prompts the question of which agencies are responsible for creating either gender equality or inequality.

3.3 Agencies behind gender equality/inequality

Gender roles are shaped by various crucial agencies, not just the family, which is a powerful influencer. Other significant agents include schools, peer groups, and the media. Parents play a primary role in instilling gender values within the family, passing them on to the next generation. McHale, Crouter, and Whiteman assert that parents with traditional beliefs about gender roles are more likely to enforce them when they have both sons and daughters [16, p.130]. Schools also contribute to gender socialization through curriculum, role models, teacher and counselor interactions, and peer dynamic [17, p.109]. Moreover, students' interactions with peers from diverse family environments impact their gender expectations. Siblings and peers become third-party agents in shaping gender differentiation, as seen when brothers exert patriarchal power over their sisters or younger siblings. As children grow, their interactions increasingly involve peers, shaping their gender development further.

The media is the fourth agency that influences gender expectations through various means such as satellite, television, books, and newspapers. It plays a significant role in shaping gender equality or inequality. For example, aggressive movies often depict a patriarchal society, while advertisements frequently reinforce gender role distinctions. Walby points out that advertising tends to portray women as either sexually glamorous or as wives and mothers, while men are shown in positions of power [18, p.92]. However, it is essential to recognize that media can also contribute to gender equality through programs that raise awareness about gender issues. Therefore, each agency can have both positive and negative consequences. Furthermore, it's crucial to note that gender resocialization is possible, as earlier learned patterns can be replaced with new ones, emphasizing that

socialization is an ongoing dynamic process [19]. In this research, the focus is primarily on the school as the critical agency influencing gender expectations.

3.4 School and Gender expectations

Schooling is a crucial agency for children's socialization, providing them with life experiences and exposure to sociocultural issues. Bhuiyan suggests that a child's understanding of gender roles becomes nearly fixed during schooling, reinforced daily by teachers, staff, and other students, leading them to perpetuate patriarchal norms even after leaving school [20]. If children are socialized with gender differences at home, they internalize and enact these beliefs in school and the workplace. Educators often agree that gender role socialization primarily occurs at home, and schools should adopt a neutral stance on gender issues [21].

Hansot and Tyack [22, p.754] argue that individuals in institutions, like schools, learn specific rules and norms tailored to the setting and can adapt their behavior and beliefs to meet others' expectations when transitioning between different institutions. Meanwhile, Kinney's case study of a high school in a Midwestern city highlights the significant emotional impact of adolescents' daily interactions within and between social groups on their self-perceptions and views of others [5]. Thus, schools represent a critical agent of socialization. To understand the role of schools better, it's essential to consider different types of schools and their respective advantages and disadvantages.

3.5 Argument in favor of coeducation

The debate revolves around whether coeducational schools or single-sex schools better prepare students for equal opportunities. Carpenter and Hayden assert that the school's sex composition predicts a girl's exposure to social influences and curriculum choices, impacting achievement and reinforcing cultural advantages for certain girls [23, p.165]. Advocates of coeducational schools argue that boys and girls need to interact from an early age to understand each other and promote tolerance and equity in real-life settings [9]. Evidence suggests that coeducational schooling mirrors real life and helps students transition smoothly to mixed environments like universities and workplaces [24]. They criticize single-sex schools for perpetuating benevolent sexism, limiting interpersonal skills, and hindering social development [25]. Moreover, some argue that students in single-sex schools lack opportunities to form friendships with the opposite sex, leading to a narrow view of the other gender as purely romantic interests [26].

3.6 Argument in favor of single sex school

Some feminists support single-sex education, aiming to empower students to resist discrimination and subordination [11]. Feminist educationalists believe that girls' schools, in particular, offer academic benefits due to the absence of a gendered classroom culture [27]. They argue that coeducational settings may inadvertently reinforce male dominance, differential teacher expectations, and gender-specific roles [25]. In the US, a movement asserts that boys' and girls' brains develop differently, warranting separate teaching styles [28]. Jones contends that in coeducational settings, boys and girls may distract each other, and academic competition between the sexes can lead to unhappiness and anxiety, particularly among weaker students [29].

3.7 Studies around single sex school and coeducational school

Studies have revealed both positive and negative impacts of schools on gender equality or inequality. Brutsaert conducted a comparative study in Flanders, Belgium, comparing single-sex and coeducational schools. Girls in single-sex schools perceived a stronger emphasis on order and control, while no differences in academic standards were observed between the two types of schools [27]. Lupart, Cannon, and Telfer [30] conducted a case study measuring adolescent gender differences in academic perceptions, interests, values, and life-role choices. The findings showed that boys were more traditional in their responses compared to females. Girls had better attitudes toward learning for its own sake, and younger students were generally more positive about school and future roles compared to older students. Gender differences were observed, with females favoring English/language arts and

males favoring science and information technology careers, with girls showing interest in artistic and health professions.

Carroll [31] conducted a case study comparing the goals and reputations of at-risk and not at-risk adolescent females in single-sex and mixed-sex school contexts. The study involved 216 female students from various secondary schools in Australia, using focus group interviews. The findings indicated that girls in single-sex schools had higher aspirations, were more confident about their academic achievements, and set more education-related goals. In contrast, girls in mixed schools reported career, freedom/autonomy, and interpersonal goals more frequently than educational aspirations. Similarly, Robinson and Smithers [32] conducted a case study comparing academic and social advantages in single-sex and coeducational schools in England. Both quantitative and qualitative methods were used to collect data. While pupils in single-sex schools seemed to perform better than those in coeducational schools based on questionnaire results, the differences diminished when considering the school types separately. The study suggested that some schools might offer specific advantages regardless of their gender composition. They concluded that the effectiveness of schools cannot be solely improved by segregating the sexes, as individual preferences, social, cultural, and religious factors influence the choice of single-sex or co-education for secondary schooling.

Shu [33] conducted a case study examining the impact of education on gender attitudes in China, focusing on women's careers, marriage rights, sexual freedom, and preferences for sons. Shu's study aligns with the current research's aim of understanding the influence of education on gender attitudes. While the data collection methodology is not relevant, Shu reviews major theories and historical evidence on the relationship between education, women's status, and gender norms. Based on this review, Shu concludes that education serves as a crucial driver of change towards egalitarian gender attitudes. The findings highlight that education influences gender attitudes at both individual and community levels. Better-educated women tend to hold more egalitarian views, and these attitudes spread through community education. Individuals in high-education communities are socialized towards gender equality ideas. However, women in communities with significant gender gaps in education are less supportive of egalitarian attitudes. Similarly, Kane [4] conducted a case study exploring the role of education in shaping gender ideology, particularly in intergroup relations in the United States. While the study did not specifically examine different school settings, it remains significant as it explores the impact of education on public opinion for both men and women. Kane's study is particularly relevant to the current research due to the utilization of the enlightenment and reproduction approaches discussed in the theoretical framework. The findings align with the argument that education tends to reinforce social inequality, but it has a more pronounced effect on women's gender-related attitudes compared to men's.

Furthermore, Lee, Marks, and Byrd [34] conducted a comparative study analyzing how engenderment operates in three types of independent secondary schools (boys' schools, girls' schools, and coeducational schools). While the methodology and theory used by the authors are not relevant to the current research, their findings are worth considering. The study revealed that schools actively influence gender socialization. In coeducational schools, sexism manifested as gender domination or active discrimination, particularly in the chemistry curriculum. Boys' schools exhibited the most severe form of sexism, with aggressive teaching encouraging boys to assert their views and expect intense scrutiny from teachers and peers. Girls' schools, on the other hand, demonstrated high-level discussions with limited encouragement of dependence. The current research aims to compare different types of schools in terms of their role in promoting gender equality or reproducing gender inequality. It will explore students' perspectives through common questions about equality and inequality and specific inquiries about gender expectations in daily school events.

4. Survey Procedure

The current research examines changes in gender expectations towards equality in coeducational schools, utilizing both qualitative and quantitative methods to gather students' perspectives at two developmental stages (seventh grade and twelfth grade). To ensure authenticity, the results will be compared with two other schools: single-sex schools for girls and single-sex schools for boys. The research begins by collecting qualitative data.

4.1 Qualitative Data (Focused group interview)

Qualitative data collection involved the use of focused group interviews. This method offers the advantage of generating a substantial amount of data in a short time, involving a larger number of participants than individual interviews with key informants alone (Robinson, 2008, p.276).

4.1.1 Participants

Eight focus group interviews were conducted, involving a total of 80 students. Participants included seventh-grade students (aged 12-13) from three types of schools: basic coeducational, basic single-sex school for girls, and basic single-sex school for boys. Additionally, twelfth-grade students (aged 17-18) from three preparatory schools: preparatory coeducational, preparatory single-sex school for girls, and preparatory single-sex school for boys were included. The selected basic school students will progress to the corresponding preparatory schools based on geographical distribution. Each focus group comprised 10 randomly chosen individuals from different classes.

4.1.2 Settings

Interviews were conducted in various rooms made available with the assistance of counselors in each selected school. The interviewer and interviewees were seated around a table to foster a comfortable and familial environment to facilitate interaction. The interviewing process began on 12th January 2010 and concluded on 28th January 2010 in the chosen schools. All focus group sessions were audio recorded and subsequently translated and transcribed.

4.1.3 Focus Group Interviews and Data analysis

Semi-structured interviews were employed, incorporating questions and probes to encourage warm and comprehensive discussions. Participants were given trust and confidence to freely express their perspectives, and confidentiality was assured with anonymous names. The interviews lasted between one to two hours, allowing for in-depth exploration of gender issues. Upon transcription of focus group interviews, qualitative data was coded, and key themes emerged as subtopics for comparison. Content and quotes from students' perspectives were organized under relevant categories, focusing on areas like teachers' treatment in class, superiority and inferiority, and interaction.

4.1.4 Teachers' treatment in class

Teachers' treatment is vital in assessing whether schools promote equality or perpetuate inequality. When questioned about their interactions with teachers and how teachers treat them in class, some groups reported experiencing equal treatment, while others observed differentiation among students. In the basic coeducational school, both girls and boys stated that teachers treat them equally without any differentiation based on gender. In the preparatory coeducational school, girls affirmed receiving equal treatment from teachers. However, boys expressed concerns about a form of gender inequality in teacher's treatment, as they argue: *The thing which we dislike is, when a teacher offends us in front of girls, for example, a male teacher offends boys but not girls.* Students' observations indicate a form of differentiation in teacher's treatment, implying inequality in how students are treated. Girls appear to receive better treatment than boys.

In the basic school for girls, students stated that all teachers treat them equally and are good to them, indicating no differentiation between students and implying equal treatment. In the preparatory single-sex school for girls, students had diverse responses. Some students noted that a male teacher does not treat all female students equally. Interestingly, during the discussion, both positive and negative views emerged, with some girls expressing complaints about the male teacher, while others attempted to defend him. For instance, they say:

Student 1: we have one teacher differentiate between one girl and another girl, between one class and another one, in the way of speaking, in giving grade.

Student 2: some students are very talkative that is why the teacher warns them and treat them differently.

Student 3: sometimes the teacher discourages us by saying 'you fail'.

Student 4: this depends on students' personality and some girls annoy the teacher that is why the teacher discourages them.

Thus, a minor form of inequality between the male teacher and some students can be observed, but its extent is limited and not representative of the entire setting.

In the basic school for boys, boy students confirmed equal treatment by teachers. However, within one group, a different response emerged as one boy claimed that a teacher neglects their questions when asked to repeat something they didn't understand. Although there is overall equality, it appears the issue is not about inequality but rather the teacher's lack of attention to raising the academic level by not clarifying discussions. Boy students in the preparatory single-sex school for boys expressed facing significant inequality in their discussions. They argue:

Student 1: the teachers offend boy students and they insult them. This will affect students' personality.

Student 2: there is also differentiation in classes, rich and poor. In addition, some teachers differentiate between one boy and other, they like some and hate others, treat some unjustly and others justly.

Student 3: sometimes the teacher says something that a student could not accept that, in this case he faces him.

Student 4: we have a teacher if a student coughs he tells him go out. Respect between students and teacher is little.

This group is treated unequally compared to others, with obvious inequality in teachers' treatment. Boys may be perceived as aggressive, leading to severe treatment. No gender inequality arises due to the absence of the other sex, but inequality is evident among same-sex groups, suggesting boys in the school experience inequitable treatment.

4.1.5 Superiority and inferiority

In a patriarchal society, men are superior, and women are inferior. To investigate this concept in a school setting and assess changes in gender expectations towards equality, students in focus groups were asked about whether boys distract them or consider themselves superior. They argue:

Student 1: yes, the boys make fun of us. For example, if we utter a name in different way or make mistake in speaking, they all laugh. And if we discuss something with a boy they make fun of us.

Student 2: boys are complex. Girls do not care about them.

When girl students were asked whether boys look at them as an inferior, they say:

Student 3: little. They feel they are more powerful and specifically in physical lesson, they pretend that they are the dominant but in fact they are not, only two or three of them are clever.

From the seventh-grade girls' responses, it is evident that boys perceive them as inferior, leading to distractions. Such behaviors can be linked to the influence of patriarchal socialization, as at this age, their family connection remains strong. Considering Seventh grade boy students in basic coeducational school, boys confirmed feeling more superior to girls and expressed shame in sitting beside them, for instance, they say:

Student 1: boys are more important and more powerful.

Student 2: there are a lot of competitions. We compete each other and we like to be better than girls.

Student 3: we contrast each other, for instance, if a boy gives an example in English lesson he chooses the best choice for his sex and the bad one for the opposite sex like: the boy is tall but the girl is short or the boy is powerful and the girl is powerless.

Student 4: if we ask the teachers any question the girls laugh and they say it is easy and they reply at once, consequently, hating will create.

Consequently, the seventh-grade boys' views reveal significant contrast between girls and boys. Boys perceive themselves as more powerful and dominant, exhibiting patriarchal attitudes, considering girls as inferior. Thus, a clear patriarchal picture emerges from their behavior

Regarding Twelfth grade girl student in preparatory coeducational school, when girls were asked about boys distracting them in school or viewing them as inferior, their responses were similar, and they claimed:

Student 1: there is no such a thing. We don't let boys to distract us, comment or laugh at us. No one laugh at girls and if there is funny things, we all laugh together.

Student 2: No, there is no distraction but if a girl allows boys to comment on her, they will do.

It is interesting to note in coeducational schools that girls display confidence in rejecting any notion of being inferior, particularly among students who have passed through several stages and gained experience on issues of superiority and inferiority. Regarding Twelfth grade boy students in preparatory coeducational school, boys have varying responses regarding distraction and superiority/inferiority as they argue:

Student 1: we never think about distraction.

Student 2: there is little distraction. Sometimes boys comment on girls among themselves but not in front of girls.

Student 3: we do not try to comment to injure girls' feeling but among ourselves we have such a thing. But girls also do that for example once I wear a shirt and when I pass beside a group of girls, they all laugh.

Student 4: if a boy stand with a girl alone the other boys comment on them and this news spread very quickly. Therefore, boys put barriers; they avoid making relationship or stand alone with girls to avoid gossiping.

Regarding boys, contrasting attitudes emerge in their argument. They deny distracting girls, but simultaneously affirm looking at them as inferior, reflected through commenting and gossiping that restricts their interaction with the opposite sex. When asked about gender differences, boys acknowledge:

Student 1: this thing is minimized. And this depends on socialization.

Student 2: if a girl does not attend a class and escape from a lesson, there will be a question mark for her, but if a boy does that it will have less impact.

In spite of changing gender expectations towards equality, the impact of patriarchy persists and interferes within daily school events.

Students in single sex schools expressed differing views on gender equality, attributing the inequalities to the process of socialization. For example, when asked about gender equality, they disagreed on the equality of girls and boys, citing the impact of socialization. For instance, they argue:

Student 1: girls are never equal to boys. Boys have more freedom and opportunities.

Student 2: No, we cannot feel we are equal because in general boys have more rights for example, they can go out at night but girls cannot.

Whereas, one girl confirmed that she is equal to boys, as she claims:

Student 1: I have freedom like boys. And I feel I am equal. I can finish my education but there are families do not care about girl's education. They think that girls have to marry and serve their husbands and children.

Students in single sex schools highlighted inequalities between girls and boys in the family and society, indicating that they do not perceive complete gender equality. When asked whether boys or girls are better, they pointed to societal inequality in Kurdish culture rather than emphasizing equality between the genders. They say:

Student 1: there are girls better than boys and there are boys better than girls. Therefore, it depends on personality and not on the kind of sex.

Student 2: in the primary stage, we were in mixed school. The boys were writing letters and threw it under the girls' desks. They created problems and then they accused the girls.

Student 3: if we tied our hair in to two parts, they called us motor cycle.

Girls in single sex schools base their judgment of whether boys or girls are better on personality traits. Their past experiences in primary school have influenced their perception of inequality, leading them to believe that they are not treated as equals.

On the other hand, twelfth grade girls in single sex schools have varied perspectives on equality and inequality within their own school setting and between boys and girls in general. They argue:

Student 1: in single sex school, if I become sick they do not allow me to go back home until one member of family come and take me back home but in boys' schools they allow boys to take a leave and go back home without contacting their family. Therefore, here it appears that there is differentiation.

Student 2: they do well. Because we have some cases when you turn your face a side, you discover a girl disappears. She escape from school to meet a boy, therefore, how can school administration trust them.

Student 3: besides reputation is important and if a girl does a wrong thing not only her reputation will be damaged but her whole family as well.

Student 4: it is the same for a boy. When a boy asks a girl's hand and the girl's family discover that the boy has not a good reputation, they will not accept him. Therefore, reputation is the same for both sexes.

Student 5: if boys go to a picnic it will be O.K for them but if girls want to go to a school picnic, they have to bring their fathers signature to let school know that parents are aware of that. So there are a lot of differentiation between girls and boys.

This group engages in an argumentative discussion with contrasting perspectives on school rules, inequality in school and society. They don't focus on superiority or inferiority but on the different environments each sex engages with. They say:

Student 1: boys are cleverer. They are more open minded because they interact with public sphere, with different people in different levels and if girls interact with public sphere they will be the same as boys.

Student 2: We cannot say they are equal and at the same time we cannot say that boys are better or girls are better because boys are better in some fields and girls in other fields. For example men are better in giving a strong decision but women may change different decisions.

Student 3: But why when a woman's husband die, she can manage her life successfully but when man's wife die, he cannot manage his life successfully without a woman.

Student 4: man can't play man's role and woman's role but a woman can play both roles.

Student5: There are women run a company and a factory. Women can drive a car. The role of gender has enhanced in public sphere but the role of gender remains tight inside the families.

Twelfth grade girls believe women can play many roles and are not inferior, which gives them superiority. This suggests a change in gender expectations towards equality.

Regarding seventh grade boys, they express various perspectives on equality, inequality, and the value of each sex, for instance, they say:

Student 1: we are the dominant and more powerful. And we have more opportunities.

Student 2: today, there are no differences between girls and boys and girls might have more rights.

Student 3: I feel I am better than girls and if my sisters ask me to do a work, I will not obey her.

Student 4: no, boys and girls are not equal. Because in our society, there are families do not let their daughters to complete their education and some of them do not let their daughters to go to colleges because they think that their morality will destroy in mixed environment.

Student 5: our society is patriarchal and they regard sons as backbone of father. However, there are girls more benefit their parents than boys. In addition, if we ask a question why in Perelman women have to be %30 but men%70 and why not %50 %50. All these ensure that there is no equality.

Based on the presented argument, it becomes evident that boys in this stage tend to perceive themselves as more superior, and this perception is likely influenced by their upbringing within their homes. Moreover, during the discussion, the boys highlighted numerous instances of inequality existing within families and society. Nevertheless, one boy's statement suggests that he perceives a shift in gender expectations, acknowledging that 'girls might have more rights.' Consequently, it is essential to recognize that even among young students, some egalitarian perspectives can be found. Whereas, the responses from twelfth grade boys to the same previous questions differ. Their arguments are as follows:

Student 1: even if you are good, there will be others better than you. There are girls better than boys and boys as well.

Student 2: in society they are equal, in education and awareness they are equal but they have different responsibility and some works are more suitable for men and some works are suitable for women.

Student 3: man and woman built the society together. No one of them can do without the help of other sex.

When questioned about their perception of dominance and power, the twelfth grade boys asserted that they do not view themselves as inherently dominant or possessing greater power. They expressed the belief that girls may be equal or even better than boys and could potentially have more rights. Furthermore, they made the following claim:

Student 1: today there are no poor women. In addition, every year the first grade gains by girls.

Student 2: Female has more rights but little responsibility.

Student 3: But in general, parents give more opportunities and freedom to boys.

Student 4: there are families that do not also give boys freedom, for example, when I want to play football with my friends outside the house, my mother does not allow me. In adolescence stage there is more pressure on us.

The discourse presented by twelfth grade boys highlights notable changes in gender expectations. Observations suggest that boys in this stage exhibit a greater inclination towards egalitarian attitudes and appear less influenced by traditional patriarchal norms. Nevertheless, it is worth noting that their argument also reveals instances where boys perceive constraints on their freedom.

4.1.7 Interaction

The examination of interaction between girls and boys serves as a pivotal factor in assessing the presence of equality or inequality within school settings and beyond. By analyzing events occurring both inside and outside the school environment, we can discern whether education or the school type fosters an environment that promotes egalitarian values or perpetuates gender-based disparities.

Upon querying seventh grade girls in basic coeducation school regarding their interactions with the opposite sex both within and outside the classroom, their responses reveal the following perspectives:

Student 1: boys do not speak with us. They feel that it is a shame. Only few of them interact with us

Student 2: it is OK for us. We like to interact with them but boys do not like that. They are afraid of gossiping and they are gossipers.

Whereas, one of the students argues:

Student 3: making friendship with opposite sex is not acceptable in society. We feel more comfortable with the same sex group because we understand each other's better.

Based on the discussion held with seventh-grade girls, it is evident that they display self-confidence and possess egalitarian perspectives when interacting with the opposite sex. However, they note that boys may not reciprocate the same sentiment. Moreover, societal norms act as obstacles, discouraging friendships between genders, leading to a preference for same-sex interactions, allowing for greater freedom within these groups. Based on the responses provided by seventh grade boys in basic coeducational school regarding interactions with the opposite sex, diverse perspectives emerged during the interview. They argue:

Student 1: we interact with them with shyness.

Student 2: we speak with girls but we don't make friendship with them. We prefer the same sex friends because we will have more freedom when we speak or when we make funs.

Student 3: when we stand with the opposite sex, others interpret it in a wrong way and sometimes girls create problems. We do not like to interact with girls because girls are show-off.

Consequently, the seventh grade boys in the coeducational setting seem to display more conservative attitudes, demonstrating a tendency to avoid gossip and appearing shy in their interactions with girls. This observation suggests a shift in traditional gender roles, with seventh grade girls showing a more egalitarian view compared to their male counterparts.

Twelfth grade girls in preparatory coeducational school responded that they engage in normal interactions with the opposite sex, both inside and outside the classroom. When questioned about whether daily interactions foster a more positive social and cultural environment, reducing anxiety when interacting with the opposite sex, they confirmed:

Student 1: in mixed school we built our creativity that we can deal with different types of people even if they are strange and if a girl or a boy falls in a mistake in secondary stage, she or he will not repeat them in college stage. Therefore, it will be a lesson for both sexes.

When queried about their preferences for creating friendships, whether they involve both boys and girls or favor same-sex groups, the students provided the following responses:

Student 1: sometimes, boys' friendship is better than girls' friend. You can depend on them and more trust them than girls. Interaction is nice if the aim is a pure friendship without breaking the lines.

Based on the discussion with twelfth-grade students, it is evident that there is no objection to interaction between the opposite sexes, and they perceive such interactions as beneficial, contributing to the enrichment of their life experiences. From the discussion with twelfth-grade boys in preparatory coeducational school, it becomes evident that they consider interaction between the opposite sexes as entirely normal. However, they do acknowledge that they feel more comfortable and experience greater freedom when interacting within their same-sex group. When questioned about the impact of daily interaction on creating a better social and cultural environment, leading to reduced anxiety when interacting with the opposite sex, they affirm:

Student 1: that is right. And when we go to university, interaction with the opposite sex will be easier.

Student 2: when we see that girls are studying, we study, too. And this creates a good competition. We learn from each other the way of speaking and behavior and we learn how to deal with the opposite sex.

Student 3: we have to interact with opposite sex as siblings and we have to keep in mind two things: respect and morality.

According to the boys' perspectives, interaction with the opposite sex is viewed as advantageous, but it varies depending on individual self-preferences. Remarkably, there is no sensitivity or inequality observed in their discussion; instead, they believe that interacting with girls positively impacts their academic, social, and cultural development. This suggests a change in their expectations towards equality, and it does not appear that they hold patriarchal views.

In response to the question about interaction with the opposite sex and feelings of anxiety, seventh-grade girls in basic single sex school expressed experiencing shyness and anxiety when interacting with boys. For instance, one girl states:

Student 1: I feel shy and anxious when I welcome any man even if they are my relative.

When questioned about interaction and potential issues among girls in single-sex schools, their responses varied:

Student 2: gossiping... less confidence ...between friends. And it's very difficult to choose good friends.

Student 3: jealousy, differentiation among girls such as a clever look at a lazy girl in an inferior, and a rich girl don't like to interact with a poor girl, those whose father work in one of a party try to show off, beautiful girls don't mix with ugly girls.

The limited interaction between opposite sexes in this age group has resulted in feelings of anxiety and inequality. Additionally, it seems that the interaction within the same sex groups is not very strong, which may also contribute to inequality in their interactions. Whereas, twelfth grade girls in preparatory single sex school reported feeling initial anxiety when interacting with the opposite sex, particularly during their first meeting with boys. However, they mentioned that this anxiety tends to subside with subsequent interactions, and the interactions become more normalized. Notably, one girl expressed a high level of confidence in her interactions with boys. She says:

Student 1: No, I have a lot of confidence. My parents socialized me in a way that I can go everywhere. I can interact with any sex. And I can go inside the lion's eyes or make an official meeting with fifty men without hesitation.

Some girls in the study expressed their belief that family and societal norms create obstacles that restrict their interactions with the opposite sex. They mentioned that such interactions are often misinterpreted or negatively perceived. They state:

Student 2: if I speak with a boy, the society interprets it in a wrong way and there will be a question mark for this interaction.

Student 3: in the first year of college, they call students as 'swan' because their behavior will be strange and this occurs as a result of not mixing. In addition, in the first stage of the college we have to be aware of boys and of our behaviors because it will be the first time that we mix with opposite sex.

Various perspectives emerged from the girls' discussion, indicating that the nature of interaction between the opposite sexes is influenced by the environment in which each individual is raised, including factors such as the home, school, and society. These elements collectively contribute to shaping an individual's beliefs and attitudes, whether patriarchal or egalitarian. When the students were asked about the interaction between girls in school, their responses were as follows:

Student 1: Our interaction is good. But, sometimes we comment on each other as a friend without being angry. And sometimes some students annoy by that but very little. There is also gossiping in general but little.

When asked about their feelings of anxiety when interacting with the opposite sex, seventh grade boys in basic single sex school expressed that they feel shy and anxious in such situations. Furthermore, when questioned about whether it is easier or harder when girls are not around, their response was:

Student 1: we have more freedom when we go out with only boys.

Student 2: we don't care about girls and it is easier without them but when we reach twenty it will be harder.

Regarding interaction among boys in single-sex schools and the problems they face in daily school, their responses are as follows:

Student 1: in general, our interaction is fine.

Student 2: sometimes we make fun but then it turn to quarrel, there are shooting, commenting, gossiping, insulting each other and name each other in a shameful way.

Seventh-grade boys in single-sex schools tend to prefer same-sex groups due to barriers such as shyness or a sense of superiority. At this age, their focus on girls is minimal, although they anticipate having to interact with them in the future. In terms of their interactions among boys, it is generally positive, but occasional joking can escalate into quarreling, leading to the perception that boys are aggressive. When twelfth-grade boys in preparatory single

sex school were asked about their interactions with boys and girls and whether they feel anxious during these interactions, they mentioned feeling shy initially, but that shyness fades away with time. One of the boys argued:

Student 1: I sometimes feel nervous and sweaty when I talk to girls.

On the other hand, another boy had a different perspective, stating:

Student 2: I don't feel shy around girls because I interact with them as friends and relatives.

When asked about their level of interaction among boys, the boys responded:

Student 3: there are good interaction and bad interaction and this depends on understanding each others' because all the fingers are not equal.

Student 4: very very good. We are all like brothers. We make fun with each other and we listen to others' problems.

Interviewer: what about commenting? Students reply:

Students: There are very very. And we also name each other in different way but in a friendly way. In single sex school, we have more freedom in making funs, comments but we can't do that in mixed school. There is also gossiping but little it is more among girls. There is no jealousy.

Lack of interaction between the opposite sexes results in anxiety and shyness. However, among boys, despite occasional commenting and gossiping, they generally have positive interactions.

4.1.8 Comparison and Discussion:

The focus group interview offered valuable insights into the role of education in gender issues. In basic coeducational schools, seventh-grade students indicate that teachers promote gender equality by treating girls and boys equally. Comparing seventh and twelfth-grade students' perspectives, similar results emerge for girls, but some differentiation in teachers' treatment towards boys becomes evident. In coeducational schools, overall equal treatment between genders is observed, with slight inequality towards boys. Regarding superiority and inferiority, results reveal a contrast between seventh-grade girls and boys, with boys perceiving themselves as more superior, reflecting patriarchal socialization's influence. Interestingly, boys' behavior doesn't affect girls' self-perception in a mixed environment. Girls express confidence and criticize boys, indicating awareness gained through education. Comparing seventh and twelfth-grade students, significant changes in perspectives on gender superiority and inferiority occur. Girls become more self-assured and unaffected by boys' actions. Boys' perspectives also shift, with reduced focus on distraction but lingering comments and gossip towards girls, indicating traces of patriarchy. Concerning interaction, the study uncovers changes in twelfth-grade students' perspectives. Seventh-grade girls exhibit more egalitarian behavior, while boys are more conservative, possibly reflecting changing gender roles. Comparing seventh and twelfth-grade students' perspectives, both girls and boys confirm that interaction between sexes in coeducational schools is normal. They view coeducational schools as facilitating transitions into mixed environments like universities and workplaces. Some prefer opposite-sex friendships, while others value same-sex groups for greater freedom. Gender expectations have evolved significantly in coeducational schools, minimizing the contrast between sexes and reducing gender inequality. However, interactions may still be limited due to factors like tradition, religion, and social acceptance concerns while avoiding gossip.

Comparing seventh and twelfth-grade girls in single-sex schools regarding teachers' treatment, findings reveal equality in seventh grade but an instance of inequality in twelfth grade, where a male teacher's differentiation sparked debate. Some students defended him, attributing the inequality to fellow students. This both supports and contrasts [34] study on girls' school equality. Regarding superiority and inferiority, seventh-grade girls cite more inequality influenced by past experiences. Twelfth-grade girls exhibit more egalitarian beliefs, emphasizing the

environment's role in creating differences. They criticize societal norms and argue for women's equality, indicating awareness and critical thinking fostered in single-sex schools. However, they perceive stricter rules, aligning with [27] findings. In interaction, seventh-grade girls face anxiety due to limited interaction with the opposite sex, societal/familial disapproval, and inequality among girls. Comparatively, twelfth-graders show improved self-esteem despite continued limitations. They recognize the roles of home, school, and society in shaping gender equality and foresee challenges in college transition. Overall, they believe women's roles have evolved towards greater equality.

In seventh grade, boys experience relatively equal treatment from teachers, but by twelfth grade, they report severe mistreatment, aligning with [34] findings on sexism in boys' schools. Regarding superiority and inferiority, seventh-grade boys exhibit more patriarchal views, seeing themselves as superior. Conversely, twelfth-grade boys embrace gender equality, viewing no significant differences between genders, some even suggesting girls may excel. Socialization at home and societal influences shape these perspectives, reflecting changing gender expectations. In interactions, seventh-grade boys' interactions are generally fine but may escalate into quarrels. They prefer spending time with boys for freedom, feeling anxious around girls. Twelfth-graders also experience shyness and anxiety due to societal barriers. Some prefer interacting with girls, while others maintain distance, recognizing women's importance. Boys enjoy more freedom in joking and commenting within single-sex schools.

Comparing seventh and twelfth-grade students' perspectives in both coeducational and single-sex schools reveals evident changes in gender expectations towards equality. Younger students lean toward patriarchy, while older ones embrace egalitarian beliefs, affirming education's role as a catalyst for fostering such attitudes [33]. Notably, girls in coeducational schools exhibit strong egalitarian views, aligning with [33] findings that education empowers women's gender attitudes. This supports [4] research emphasizing education's greater impact on women's gender attitudes. A follow-up test using an adapted questionnaire will further assess coeducational schools' impact on gender equality, as discussed in the next chapter.

4.2 Quantitative Data (Questionnaire)

Quantitative data collection relied on questionnaires as a vital research tool to comprehensively test and analyze students' perspectives in the selected schools.

4.2.1 The Sample and the Participants

The study involved 200 students from six selected schools, consisting of three basic (one for girls, one for boys, and one coeducational) and three preparatory schools (one for girls, one for boys, and one coeducational). Data collection focused on seventh-grade students (aged 12-13) in basic schools and twelfth-grade students (aged 17-18) in preparatory schools. Twenty-five students from each group were selected to assess the impact of school type on students' perspectives regarding gender equality in Kurdish society.

4.2.2 The Questionnaire and the Procedure of Data Collection

Before data collection, permissions were secured from the Directorate of Education and school headmasters/mistresses. A total of 200 questionnaires were distributed with clear instructions to answer honestly. The questionnaire, comprising 27 questions, covered demographics (gender, age, school type), patriarchal attitudes, egalitarian/matriarchal attitudes, and home background to assess the upbringing environment. It also included a question on school's role in reducing gender inequality. Responses used a four-category format: 'Strongly disagree', 'Disagree', 'Strongly agree', and 'Agree'. Data collection took six days, with each class needing about 45 minutes. Students remained anonymous. SPSS software aided data analysis, including cross-tabulation and correlation techniques to explore relationships between variables. Findings were presented descriptively, considering age, gender, school type, and comparisons between seventh and twelfth-grade students within each school.

4.2.3 Analyzing data using cross tabulation:

In this section, we analyze questionnaire results, emphasizing three key independent variables: gender, age, and school type, utilizing cross-tabulation for comparison. The analysis revealed several trends. Females generally exhibited more egalitarian perspectives than males. Older students also showed more egalitarian views compared to younger ones, and coeducational school attendees displayed lower levels of patriarchy. We further compared seventh-grade and twelfth-grade students' perspectives within each selected school, with the results presented in the tables below:

Tables that analyze Patriarchal questions:

Table 1. A wife should get permission from her husband before she goes out. Crosstab

Gender					Wife must get permission				
					Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	0	0	5	20	25		
		Single sex 12th grade	2	2	14	7	25		
		Coed 7th grade	1	0	6	18	25		
		Coed 12th grade	1	2	18	4	25		
		Total	4	4	43	49	100		
Male	School by type & stage	Single sex 7th grade	1	0	2	22	25		
		Single sex 12th grade	0	0	7	18	25		
		Coed 7th grade	0	0	6	19	25		
		Coed 12th grade	0	1	10	14	25		
		Total	1	1	25	73	100		

Table 1 illustrates a significant trend in the data, showing a decline in the number of students strongly endorsing the idea from seventh to twelfth grade across various school types. This pattern is evident in single-sex girls' schools, where support dropped from 20 to 7, suggesting that younger students tend to hold more patriarchal views. A similar trend is observed in single-sex boys' schools, with the number decreasing from 22 to 18, indicating stronger agreement among younger students with the concept. In coeducational schools, there is also a noticeable decline, with support decreasing from 18 to 4 for seventh-grade girls and from 19 to 14 for seventh-grade boys. The results suggest a consistent shift in gender expectations between seventh and twelfth-grade students in all school types. However, it is important to note that the decrease in support for the patriarchal system is less pronounced in single-sex boys' schools and coeducational schools for boys compared to their counterparts in single-sex girls' schools and coeducational schools for girls. This suggests that younger male students may have a relatively stronger attachment to patriarchal beliefs compared to their female peers.

Table 2. Boys look at girls as an inferior because they regard themselves more important.

Count		Crosstab		Boys see girls as Inferior				
Gender				Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade		17	4	3	1	25
		Single sex 12th grade		11	8	2	4	25
		Coed 7th grade		15	4	3	3	25
		Coed 12th grade		8	8	6	3	25
		Total		51	24	14	11	100
Male	School by type & stage	Single sex 7th grade		17	4	1	3	25
		Single sex 12th grade		9	12	4	0	25
		Coed 7th grade		9	10	3	3	25
		Coed 12th grade		11	10	2	2	25
		Total		46	36	10	8	100

Table 2 reveals a notable trend, with a decrease in the number of students strongly opposing the idea from seventh to twelfth grade across various school types. In single-sex girls' schools, the number dropped from 17 to 11, indicating younger students' reduced support for the notion that boys view girls as inferior. Conversely, twelfth-grade girls exhibit a higher level of disagreement compared to seventh-grade boys regarding the same question. Similarly, in single-sex boys' schools, the number decreased from 17 to 9 for those strongly disagreeing with the idea. This suggests that younger students in this context more firmly reject the notion, while older students are more inclined to merely disagree, with the number rising to 12. In coeducational schools, this trend is evident among females, with the number dropping from 15 to 8 between seventh-grade and twelfth-grade students. For males, the results are relatively consistent, with twelfth-grade boys expressing stronger disagreement than their seventh-grade counterparts. The data indicates a consistent trend of reduced support for the idea of boys viewing girls as inferior between seventh-grade and twelfth-grade students across different school types. Younger students tend to exhibit stronger opposition, while older students tend to express a more nuanced level of disagreement.

Table 3. A good wife obeys her husband without questioning.

Count		Crosstab		Good wife obeys husband				
Gender				Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade		1	2	10	12	25
		Single sex 12th grade		4	7	7	7	25
		Coed 7th grade		5	3	8	9	25
		Coed 12th grade		8	7	4	6	25
		Total		18	19	29	34	100
Male	School by type & stage	Single sex 7th grade		3	5	6	11	25

Single sex 12th grade	1	2	11	11	25
Coed 7th grade	1	4	10	10	25
Coed 12th grade	4	4	8	9	25
Total	9	15	35	41	100

Table 3 displays a comparison of patriarchy levels among students in single-sex and coeducational schools. The results show that twelfth-grade girls in single-sex schools exhibit reduced patriarchal attitudes compared to seventh-grade girls, as evidenced by their increased agreement with a specific question. Conversely, twelfth-grade boys in single-sex schools express greater support for patriarchal attitudes compared to seventh-grade boys, as they are more inclined to agree with the same question. In coeducational schools, both twelfth-grade girls and boys demonstrate decreased levels of patriarchy compared to their seventh-grade counterparts. The data reveals that seventh-grade students, regardless of gender, tend to strongly agree with a particular question related to patriarchal attitudes. Overall, the data suggests that single-sex schools may influence attitudes towards patriarchy, with twelfth-grade students showing different agreement patterns than seventh-grade students. Similarly, coeducational schools also exhibit variations in attitudes towards patriarchy across grade levels, with twelfth-grade students displaying less support for patriarchal ideas than seventh-grade students.

Table 4. Men should have been given more power, privileges and opportunities than women.

crosstab

Gender			Men should have power...				total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Female	School by type & stage	Single sex 7th grade	6	9	10	0	25
		Single sex 12th grade	13	8	4	0	25
		Coed 7th grade	22	1	1	1	25
		Coed 12th grade	13	7	3	2	25
		Total	54	25	18	3	100
Male	School by type & stage	Single sex 7th grade	6	2	3	14	25
		Single sex 12th grade	6	7	10	2	25
		Coed 7th grade	10	9	4	2	25
		Coed 12th grade	4	5	12	4	25
		Total	26	23	29	22	100

Table 4 unveils intriguing patterns in students' responses across school types. In single-sex girls' schools, older students express a less patriarchal viewpoint by strongly disagreeing with the presented question compared to younger students. In single-sex boys' schools, notable differences emerge between seventh-grade and twelfth-grade boys. Younger students more strongly agree with the question, indicating a more patriarchal stance, while older students exhibit a less patriarchal perspective. Conversely, in coeducational schools, it appears that younger girls and boys are less patriarchal than their older counterparts, contrasting with their previous responses.

Additionally, boys more strongly agree with the presented idea compared to girls. Therefore, the data suggests variations in gender expectation changes across different school types and age groups. Older students generally display a less patriarchal stance compared to younger students, but the specific trends vary based on school type. These findings shed light on the influence of school environment and age on students' gender expectations.

Table 5. Men should work outside for breadwinning and women should stay at home for care giving
cross tab

			Men work, women care				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	7	7	7	4	25
		Single sex 12th grade	15	7	2	1	25
		Coed 7th grade	14	6	3	2	25
		Coed 12th grade	15	8	2	0	25
		Total	51	28	14	7	100
Male	School by type & stage	Single sex 7th grade	4	3	1	17	25
		Single sex 12th grade	3	5	7	10	25
		Coed 7th grade	5	6	3	11	25
		Coed 12th grade	5	5	7	8	25
		Total	17	19	18	46	100

Table 5 shows disparities in attitudes within single-sex girls' schools, with older students less supportive of the patriarchal system. In contrast, seventh-grade boys in single-sex boys' schools are more inclined to strongly agree with a specific patriarchal question. In coeducational schools, female students generally strongly disagree with the question, rejecting patriarchal notions. However, younger male students in coeducational schools tend to express stronger agreement, suggesting a higher adherence to patriarchal attitudes.

Table 6. Boys should be given more opportunities to work in law and engineering fields because they will be more successful than girls

Crosstab
Count

			Boys should study law, eng				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	6	11	5	3	25
		Single sex 12th grade	13	7	4	1	25
		Coed 7th grade	17	4	2	2	25
		Coed 12th grade	20	3	1	1	25
		Total	56	25	12	7	100
Male	School by type & stage	Single sex 7th grade	2	3	4	16	25
		Single sex 12th grade	7	7	7	4	25
		Coed 7th grade	3	5	7	10	25
		Coed 12th grade	4	10	6	5	25
		Total	16	25	24	35	100

Table 6 underscores significant attitude disparities between seventh-grade and twelfth-grade students in single-sex schools. Twelfth-graders are more inclined to reject differentiation between boys' and girls' creativity in

engineering and law. In coeducational schools, both twelfth-grade girls and boys show decreased support for a specific patriarchal question compared to seventh-grade students, with girls strongly disagreeing with it.

Table 7. Boys are the stick for aged parents but girls are useless.

Crosstab

Count

			boys are the stick for aged parents/girls useless				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	22	3	0		25
		Single sex 12th grade	21	3	1		25
		Coed 7th grade	24	1	0		25
		Coed 12th grade	23	2	0		25
		Total	90	9	1		100
Male	School by type & stage	Single sex 7th grade	15	3	2	5	25
		Single sex 12th grade	18	5	1	1	25
		Coed 7th grade	7	8	2	8	25
		Coed 12th grade	7	10	3	5	25
		Total	47	26	8	19	100

Table 7 shows that females in both single-sex and coeducational schools strongly disagree with the idea that boys are solely responsible for caring for aged parents, signaling their rejection of inferiority. Remarkably, boys in single-sex schools exhibit an even stronger disagreement compared to boys in coeducational schools, emphasizing the impact of education on attitudes within single-sex school settings.

Table 8. Women should quit working after they are married because home is their place.

Crosstab

Count

			women quit work after marriage				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	18	4	2	1	25
		Single sex 12th grade	19	5	1	0	25
		Coed 7th grade	23	2	0	0	25
		Coed 12th grade	22	1	1	1	25
		Total	82	12	4	2	100
Male	School by type & stage	Single sex 7th grade	9	6	3	7	25
		Single sex 12th grade	13	7	3	2	25
		Coed 7th grade	14	4	3	4	25
		Coed 12th grade	5	11	4	5	25
		Total	41	28	13	18	100

Table 8 shows comparable findings for seventh and twelfth-grade girls in both single-sex and coeducational schools. Notable variations emerge among boys in single-sex schools, with twelfth-grade boys exhibiting stronger disagreement with the given idea than seventh-grade boys. Conversely, in coeducational schools, seventh-grade students demonstrate a more robust disagreement than twelfth-grade boys regarding the same question, implying a tendency towards greater egalitarianism among younger students.

Table 9. Girls should be given more opportunities in the fields of teaching and nursing because they will be more successful only in these two fields

Crosstab
Count

Gender			girls more opportunities to be a teacher/nurse				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	3	6	12	4	25
		Single sex 12th grade	12	3	6	4	25
		Coed 7th grade	8	3	6	8	25
		Coed 12th grade	3	9	7	6	25
		Total	26	21	31	22	100
Male	School by type & stage	Single sex 7th grade	6	5	5	9	25
		Single sex 12th grade	10	6	8	1	25
		Coed 7th grade	4	1	5	15	25
		Coed 12th grade	3	12	7	3	25
		Total	23	24	25	28	100

Table 9 shows significant perspective differences between seventh-grade and twelfth-grade students in single-sex schools for both girls and boys. Twelfth-graders exhibit stronger disagreement with the question, indicating reduced inclination towards patriarchal views. In coeducational schools, female responses between seventh-grade and twelfth-grade students show relatively similar trends, with seventh-grade females displaying a stronger disagreement. On the other hand, twelfth-grade boys in coeducational schools appear less patriarchal than seventh-grade boys. Notably, seventh-grade girls in coeducational schools demonstrate egalitarian attitudes, suggesting that girls in such schools tend to have more egalitarian views, while seventh-grade boys appear more patriarchal in their attitudes.

Table 10. Boys are better in scientific lessons, whereas, girls are better in language and literature.

Crosstab
Count

Gender			boys are better in scientific and girls in language and literature				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	14	4	3	4	25
		Single sex 12th grade	16	5	2	2	25
		Coed 7th grade	14	5	5	1	25
		Coed 12th grade	11	8	3	3	25
		Total	55	22	13	10	100
Male	School by type & stage	Single sex 7th grade	3	4	8	10	25
		Single sex 12th grade	6	9	6	4	25
		Coed 7th grade	9	4	5	7	25
		Coed 12th grade	3	5	5	12	25
		Total	21	22	24	33	100

Table 10 shows minor attitude variations between seventh-grade and twelfth-grade girls in both school types, with most strongly disagreeing with the given question. In single-sex schools, seventh-grade boys express more patriarchy compared to twelfth-grade boys. In contrast, coeducational schools reveal that twelfth-grade boys exhibit

stronger agreement with the question compared to seventh-grade boys, indicating a rise in patriarchal attitudes, differing from their earlier responses.

Tables that analyze Egalitarian questions:

Table 11. Men and women should work together in all the spheres of life in an equal way.

Crosstab

Count

Gender			Men and women work equal				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	1	7	2	15	25
		Single sex 12th grade	1	1	3	20	25
		Coed 7th grade	0	0	3	22	25
		Coed 12th grade	0	3	3	19	25
		Total	2	11	11	76	100
Male	School by type & stage	Single sex 7th grade	6	0	3	16	25
		Single sex 12th grade	1	5	10	9	25
		Coed 7th grade	1	2	4	18	25
		Coed 12th grade	4	7	8	6	25
		Total	12	14	25	49	100

Table 11 shows reduced patriarchy among twelfth-grade girls in single-sex schools, signaling changing gender expectations. Conversely, seventh-grade boys in both school types display more egalitarian attitudes, strongly agreeing with the question, indicating younger students lean toward egalitarian perspectives. In coeducational schools, there are minor differences in female attitudes, with seventh-grade girls leaning slightly more toward egalitarian views.

Table 12. A husband should get permission from his wife before he goes out.

Crosstab

Count

Gender			Husband must get permission of wife				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	2	5	9	9	25
		Single sex 12th grade	1	3	11	10	25
		Coed 7th grade	0	1	6	18	25
		Coed 12th grade	1	3	11	10	25
		Total	4	12	37	47	100
Male	School by type & stage	Single sex 7th grade	14	3	2	6	25
		Single sex 12th grade	1	11	11	2	25
		Coed 7th grade	6	5	5	9	25
		Coed 12th grade	10	5	10	0	25
		Total	31	24	28	17	100

Table 12 shows that in single-sex girls' schools, there are slight differences in girls' attitudes, with twelfth-grade girls displaying more egalitarian perspectives compared to seventh-grade girls. In single-sex boys' schools, seventh-grade boys strongly disagree with the question, indicating less egalitarian perspectives compared to

twelfth-grade boys. In coeducational schools, seventh-grade boys and girls are more supportive of the idea that husbands should seek permission from their wives before going out, suggesting less traditional beliefs compared to twelfth-grade students.

Table 13. Women have the capability like men to be a successful politician, a successful trader and compete to have a high standard in the society.

Crosstab

Count

Gender			women can be successful politician/trader				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	1	9	10	5	25
		Single sex 12th grade	2	2	5	16	25
		Coed 7th grade	0	3	7	15	25
		Coed 12th grade	0	3	5	17	25
		Total	3	17	27	53	100
Male	School by type & stage	Single sex 7th grade	9	2	5	9	25
		Single sex 12th grade	1	2	17	5	25
		Coed 7th grade	4	4	10	7	25
		Coed 12th grade	5	9	6	5	25
		Total	19	17	38	26	100

Table 13 shows shifts in gender expectations toward equality in single-sex girls' schools, with twelfth-grade girls displaying more egalitarian attitudes than seventh-graders. A similar trend is seen among boys in single-sex schools, particularly those who only agree with the given question. In coeducational schools, there is a slight difference in attitudes among girls between the two stages, but overall, it can be concluded that twelfth-grade girls tend to have more egalitarian attitudes, or it can be stated that girls in both stages generally hold egalitarian perspectives. However, within coeducational schools, seventh-grade boys exhibit more egalitarian attitudes compared to twelfth-grade boys.

Table 14. A husband should take into account a wife's perspectives in all decision making, for example in spending money

Crosstab

Gender			husband take wife's decision making				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Female	School by type & stage	Single sex 7th grade	4	4	9	8	25
		Single sex 12th grade	1	2	3	19	25
		Coed 7th grade	0	0	4	21	25
		Coed 12th grade	0	1	12	12	25
		Total	5	7	28	60	100
Male	School by type & stage	Single sex 7th grade	7	5	1	12	25

Single sex 12th grade	3	4	7	11	25
Coed 7th grade	1	1	13	10	25
Coed 12th grade	3	3	12	7	25
Total	14	13	33	40	100

Table 14 highlights significant differences between seventh-grade and twelfth-grade girls' perspectives in single-sex girls' schools, with twelfth-graders showing more egalitarian attitudes. The same trend is observed among boys in single-sex boys' schools, where twelfth-grade boys commonly exhibit more egalitarian perspectives than seventh-graders. In coeducational schools, both seventh-grade boys and girls more strongly agree with the given question compared to twelfth-grade students, suggesting they hold more egalitarian perspectives. This contrasts with some previous results on patriarchal questions.

Table 15. Girls look at boys in an inferior because they regard themselves more important.

Crosstab

Count

			Girls see boys as inferior				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Female	School by type & stage	Single sex 7th grade	12	6	4	3	25
		Single sex 12th grade	1	6	3	15	25
		Coed 7th grade	6	5	6	8	25
		Coed 12th grade	4	8	4	9	25
		Total	23	25	17	35	100
Male	School by type & stage	Single sex 7th grade	17	3	2	3	25
		Single sex 12th grade	8	9	5	3	25
		Coed 7th grade	14	6	3	2	25
		Coed 12th grade	5	12	1	7	25
		Total	44	30	11	15	100

Table 15 indicates significant differences between seventh-grade and twelfth-grade girls in single-sex schools for girls. Twelfth-grade girls more strongly agree with the following question, suggesting a shift towards egalitarianism or matriarchy in gender expectations. In single-sex schools for boys, seventh-grade boys strongly disagree more than twelfth-grade boys, indicating a greater leaning towards patriarchal attitudes among seventh-graders. In coeducational schools, seventh-grade girls and twelfth-grade girls have similar responses. However, substantial differences exist between seventh-grade boys and twelfth-grade boys, with seventh-grade boys tending to be more patriarchal.

Table.16 A husband should obey his wife without questioning.

Crosstab

Count

Gender			husband obey his wife				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	1	3	10	11	25
		Single sex 12th grade	6	2	6	11	25
		Coed 7th grade	4	4	9	8	25
		Coed 12th grade	2	7	7	9	25
		Total	13	16	32	39	100
Male	School by type & stage	Single sex 7th grade	6	11	2	6	25
		Single sex 12th grade	2	4	13	6	25
		Coed 7th grade	6	6	9	4	25
		Coed 12th grade	10	5	8	2	25
		Total	24	26	32	18	100

Table 16 shows that in single-sex girls' schools, twelfth-grade girls strongly disagree more than seventh-grade girls with the given question. However, similar responses are seen among those who strongly agree in both stages. In single-sex boys' schools, it's surprising to see twelfth-grade boys strongly agreeing more than seventh-grade boys with this patriarchal question, suggesting changing gender expectations. In coeducational schools, there are consistent responses in both stages toward egalitarian perspectives. However, differences in attitudes between seventh-grade boys and twelfth-grade boys are evident, with twelfth-grade boys more strongly supporting egalitarian/matriarchal ideas.

Tables analyzing Home background questions:

Table 17. My parents believe that women are able to do the same job as men do.

Crosstab

Count

Gender			parents believe women do the same job				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	6	9	8	2	25
		Single sex 12th grade	1	1	12	11	25
		Coed 7th grade	3	3	5	14	25
		Coed 12th grade	2	5	6	12	25
		Total	12	18	31	39	100
Male	School by type & stage	Single sex 7th grade	14	6	3	2	25
		Single sex 12th grade	3	10	10	2	25
		Coed 7th grade	3	9	7	6	25
		Coed 12th grade	4	12	7	2	25
		Total	24	37	27	12	100

Table 17 reveals that in single-sex schools, both girls and boys in seventh grade have more patriarchal family attitudes compared to twelfth-grade students, indicating significant age-related differences in attitudes. In

coeducational schools, responses from both seventh and twelfth-grade girls and boys are similar, with minimal differences observed. This suggests that younger students tend to have more egalitarian parental attitudes.

Table18. My father helps my mother in house working like cleaning, cooking,..

Crosstab

Count

			father help mother in house working				
			Strongly Disagree	Disagree	Agree	Strongly Agree	T total
Female	School by type & stage	Single sex 7th grade	7	6	8	4	25
		Single sex 12th grade	4	8	6	7	25
		Coed 7th grade	7	3	8	7	25
		Coed 12th grade	6	5	10	4	25
		Total	24	22	32	22	100
Male	School by type & stage	Single sex 7th grade	11	4	4	6	25
		Single sex 12th grade	6	6	12	1	25
		Coed 7th grade	5	6	6	8	25
		Coed 12th grade	13	5	5	2	25
		Total	35	21	27	17	100

Table 18 shows that in single-sex schools for girls and boys, seventh-grade students have more patriarchal parents compared to twelfth-grade students. In coeducational schools, girls' perspectives have minor differences between the two stages, suggesting seventh-grade students have more egalitarian parents. However, significant differences are observed in boys' perspectives, with twelfth-grade students having more patriarchal families than seventh-grade boys.

Table 19. My parents believe it is more important to have their boys complete their education.

Crosstab

Count

		parents believe boys should complete education				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Gender						

Female	School by type & stage	Single sex 7th grade	22	3	0		25
		Single sex 12th grade	22	2	1		25
		Coed 7th grade	23	0	2		25
		Coed 12th grade	25	0	0		25
		Total	92	5	3		100
Male	School by type & stage	Single sex 7th grade	13	6	1	5	25
		Single sex 12th grade	17	6	1	1	25
		Coed 7th grade	18	3	1	3	25
		Coed 12th grade	14	4	5	2	25
		Total	62	19	8	11	100

Table 19 reveals consistent disagreement responses to the question in both stages for girls in single-sex schools. However, in single-sex boys' schools, while many respondents disagree in both stages, seventh-grade boys more strongly agree with this question, suggesting parental patriarchal views. In coeducational schools, there are once again similar responses in both stages, with stronger disagreement to the question, emphasizing the role of education in shaping attitudes. Nonetheless, differences in responses are noted between seventh-grade boys and twelfth-grade boys, indicating that the parents of twelfth-grade boys may hold more patriarchal beliefs.

Table 20. My parents differentiate between boys and girls because boys are more valuable

Crosstab
Count

			parents differentiate between boys and girls				Total
			Strongly Disagree	Disagree	Agree	Strongly Agree	
Female	School by type & stage	Single sex 7th grade	18	6	0	1	25
		Single sex 12th grade	21	0	2	2	25
		Coed 7th grade	20	4	0	1	25
		Coed 12th grade	19	3	0	3	25

			Total	78	13	2	7	100
Male	School by type & stage	Single sex 7th grade	16	4	3	2	25	
		Single sex 12th grade	19	4	0	2	25	
		Coed 7th grade	21	4	0	0	25	
		Coed 12th grade	16	5	0	4	25	
		Total	72	17	3	8	100	

Table 20 shows small differences in strong disagreement among students in single-sex schools for both girls and boys. Older students display stronger disagreement regarding their parents' differentiation between girls and boys. In coeducational schools, seventh-grade students, both girls and boys, exhibit stronger disagreement compared to twelfth-grade students, although the differences are minor.

Table 21. My parents give me a lot confidence to depend on myself and to interact with the opposite sex in a normal way

Crosstab
Count

			parents give me confidence to depend on myself and interact with both sexes				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	5	5	7	8	25
		Single sex 12th grade	1	2	9	13	25
		Coed 7th grade	0	2	7	16	25
		Coed 12th grade	1	3	5	16	25
		Total	7	12	28	53	100
Male	School by type & stage	Single sex 7th grade	4	5	5	11	25
		Single sex 12th grade	2	5	10	8	25
		Coed 7th grade	1	1	4	19	25
		Coed 12th grade	2	2	10	11	25
		Total	9	13	29	49	100

Table 21 shows that in single-sex girls' schools, twelfth-grade girls have more egalitarian parents than seventh-grade girls. In single-sex boys' schools, seventh-grade boys more strongly agree with the question, while twelfth-grade boys simply agree, indicating their parents don't restrict freedom for their sons. In coeducational schools, girls' responses in both stages are similar, suggesting egalitarian families. However, seventh-grade boys in coeducational schools have more egalitarian parents than twelfth-grade boys.

Table 22. When my father return home, we have all to keep silent because he is the dominant

Crosstab
Count

			when my father return home all home member keep silence				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	9	7	5	4	25
		Single sex 12th grade	16	6	3	0	25
		Coed 7th grade	20	1	4	0	25
		Coed 12th grade	16	7	2	0	25

			Total	61	21	14	4	100
Male	School by type & stage	Single sex 7th grade	4	5	5	11	25	
		Single sex 12th grade	8	11	4	2	25	
		Coed 7th grade	9	8	5	3	25	
		Coed 12th grade	9	11	3	2	25	
		Total	30	35	17	18	100	

Table 22 indicates that in both single-sex schools for girls and boys, twelfth-grade students' fathers tend to have more egalitarian views compared to seventh-grade students, indicating less patriarchal backgrounds. In coeducational schools, seventh-grade girls strongly disagree with the question, while twelfth-grade girls simply disagree, both suggesting an egalitarian home background. Likewise, for boys in coeducational schools, there are consistent responses of strong disagreement in both stages, but twelfth-grade boys simply disagree with the question, implying an egalitarian home background as well.

Table 23. My parents are more conservative; they do not support mixing specifically in secondary stage.

Crosstab
Count

			my parents are conservative, they do not support coeducation				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	8	5	2	10	25
		Single sex 12th grade	9	6	4	6	25
		Coed 7th grade	13	4	8	0	25
		Coed 12th grade	16	6	2	1	25
		Total	46	21	16	17	100
Male	School by type & stage	Single sex 7th grade	4	3	4	14	25
		Single sex 12th grade	3	6	6	10	25
		Coed 7th grade	11	6	5	3	25
		Coed 12th grade	6	8	9	2	25
		Total	24	23	24	29	100

Table 23 data shows that in single-sex schools for both girls and boys, most students' parents are conservative. However, differences in responses exist between seventh-grade and twelfth-grade students, with seventh graders having more conservative parents. In coeducational schools, both girls and boys have less conservative parents, but twelfth-grade girls have less conservative parents compared to seventh-grade girls, while seventh-grade boys have less conservative parents than twelfth-grade boys.

Table 24. parents encourage son and daughter in an equal way.

Crosstab
Count

			my parents encourage son/daughter equally				
			Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Female	School by type & stage	Single sex 7th grade	1	1	3	20	25
		Single sex 12th grade	0	1	3	21	25
		Coed 7th grade	1	0	4	20	25
		Coed 12th grade	0	0	4	21	25

		Total	2	2	14	82	100
Male	School by type & stage	Single sex 7th grade	0	3	3	19	25
		Single sex 12th grade	1	1	10	13	25
		Coed 7th grade	0	0	0	25	25
		Coed 12th grade	1	3	11	10	25
		Total	2	7	24	67	100

Table 24 reveals similarities in responses between seventh-grade and twelfth-grade students in single-sex girls' schools and girls in coeducational schools. They largely confirm equal encouragement from their parents for both sons and daughters. However, in single-sex boys' schools and boys in coeducational schools, differences emerge between seventh-grade and twelfth-grade students. Seventh graders appear to have a more egalitarian home background compared to twelfth graders.

4.2.4 Correlation

In this research, correlation analysis was used as a secondary method to examine students' perspectives. Correlation tables assessed question validity by comparing similar questions, like traditional questions with other traditional questions. This approach identifies correlations between questions and allows for the creation of a single scale. Additionally, correlation analysis investigated whether gender, age, or school type were relevant to dependent variables and whether they exhibited positive or negative correlations.

The significance levels for correlations were highly significant at the 0.01 level (2-tailed) and weakly significant at the 0.05 level (2-tailed). The variables were categorized as follows:

- Age: (0) for younger students (12, 13), and (1) for older students (17, 18).
- Gender: (0) for females, and (1) for males.
- School type: (0) for single-sex schools, and (1) for coeducational schools.

Furthermore, the positive and negative symbols were used as follows:

- For age, (-) indicated younger students, and (+) indicated older students. A negative correlation meant younger students agreed more, while a positive correlation suggested older students agreed more.
- For gender, (-) denoted females, and (+) denoted males. A negative correlation signified females agreed more, and a positive correlation indicated males agreed more.
- For school type, (-) was used for single-sex schools, and (+) for coeducational schools. A negative correlation indicated students in single-sex schools agreed more, while a positive correlation meant students in coeducational schools agreed more.

4.2.4.1 Analyzing the questions that measure patriarchal attitudes:

The correlation analysis in Table 1 reveals a strong positive correlation among most dependent variables measuring patriarchal questions. However, two questions ('boys see girls as inferior...' and 'good wife obeys...') appear insignificant and are excluded from the patriarchal scale construction. Examining the correlation between dependent variables and independent variables (age, gender, and type of school), it's evident that gender is positively correlated, indicating that boys tend to have more patriarchal perspectives. In contrast, only three questions ('wife must get permission...', 'boys should study law...', and 'girls have more opportunity to be a teacher...') show negative correlation with age, suggesting younger students hold more patriarchal views. Regarding the type of school, three questions ('men should have more power, opportunities...', 'men work, women caregiver...',

and 'boys should study law...') are negatively correlated, indicating that students in single-sex schools are more patriarchal. Surprisingly, two other questions ('boys are the stick...' and 'girls should have more opportunities to be a teacher...') show positive correlation, suggesting that students in coeducational schools also have some patriarchal perspectives.

Table 1. correlation analyzing the questions that measure patriarchal attitudes:

		Ag	Ge	Co	Wif	Boys	Go	Men	Men	Boys	Boys	wom	girl	Boys/
		e	nder	ed/ single sex	e get permis sion..	see girls as	od wife obeys.	n should / power.	work/ women caregive r	s should / study law..	boys are the stick for	en quit work/ marriage	s opport unity/t eacher ..	Boys/ better/ scientific
Wife must get permission	Pearson Correlation	-.276**	.246**	-.082	1.000	-.094	.215**	.266**	-.346**	.262**	.158*	.250**	.132	.139*
	Sig. (2-tailed)	.000	.000	.248	.000	.187	.002	.000	.000	.000	.026	.000	.061	.049
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
Boys see girls as Inferior	Pearson Correlation	.112	-.026	.107	-.094	1.000	.023	.067	.001	.015	-.020	-.075	.026	.067
	Sig. (2-tailed)	.115	.719	.130	.187	.000	.744	.343	.988	.832	.777	.292	.711	.349
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
Good wife obeys husband	Pearson Correlation	-.116	.139*	-.130	.215**	.023	1.000	.268**	.183**	.226	.056	.052	.095	.004
	Sig. (2-tailed)	.103	.049	.067	.002	.744	.000	.000	.010	.002	.429	.467	.181	.951
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
Men should have power...	Pearson Correlation	.028	.363**	-.184**	.266**	.067	1.000	.268**	.515**	.499**	.206**	.381**	.063	.350**
	Sig. (2-tailed)	.693	.000	.009	.000	.430	.000	.000	.000	.003	.000	.000	.375	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
Men work, women care	Pearson Correlation	-.105	.484**	-.142*	.346**	.001	.183**	.515**	1.000	.548**	.304**	.453**	.107	.301**
	Sig. (2-tailed)	.139	.000	.045	.000	.988	.010	.000	.000	.000	.000	.000	.132	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
Boys should study law, eng	Pearson Correlation	-.203**	.470**	-.139*	.262**	.015	.222**	.499**	.548**	1.000	.372**	.414**	.243**	.396**
	Sig. (2-tailed)	.004	.000	.049	.000	.322	.000	.000	.000	.000	.000	.000	.001	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200	200
boys are the stick for aged parents/girls useless	Pearson Correlation	-.053	.462**	.157*	.158*	-.020	.056	.206**	.304**	.372**	1.000	.265**	.222**	.256**
	Sig. (2-tailed)	.457	.000	.026	.026	.777	.429	.003	.000	.000	.000	.000	.002	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200	200

	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200
women quit work after marriage	Pearson Correlation	.00	.41	-	.25	-	.05	.38	.453**	.41	.26	1.000	.20	.341**	
	Sig. (2-tailed)	.91	.00	.67	.00	.292	.46	.00	.000	.00	.00		.00	.000	
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200
girls opportunities to be a teacher/nurse	Pearson Correlation	-.231**	.04	.15	.13	.026	-.09	.06	.107	.24	.22	.204**	1.0	.164*	
	Sig. (2-tailed)	.001	.57	.06	.06	.711	.18	.37	.132	.003	.002	.004		.020	
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200
boys are better in language and literature	Pearson Correlation	.03	.38	.03	.13	.067	.00	.35	.301**	.39	.25	.341**	.16	1.000	
	Sig. (2-tailed)	.67	.00	.67	.04	.349	.95	.00	.000	.00	.00	.000	.02		
	N	200	200	200	200	200	200	200	200	200	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.4.2 Analyzing the questions that measure egalitarian and matriarchal attitudes

In Table 2, the egalitarian and matriarchal questions exhibit positive correlations among themselves, with some questions also correlating specifically with certain items. All questions were considered important for inclusion in the discussion despite these variations. Examining the correlation between dependent variables and independent variables, a strong negative correlation with gender indicates that females tend to be more egalitarian. However, in terms of age, only one question ('girls see boys as inferior') shows a strong positive correlation, implying that older students are more likely to agree with this statement, suggesting a belief that girls view boys as inferior. Regarding the type of school, the dependent variables do not show significant correlations except for one question ('a husband should take into account a wife's perspectives in all decision making...'), which displays a weak positive correlation. This suggests that students in coeducational schools are more likely to agree with this egalitarian question.

Table 2. correlation analyzing the questions that measure egalitarian and matriarchal attitudes:

		Age	Gender	Co-ed or single sex	Men and women work equal	Husband and must get permission of wife	Women/successful politician	husband and take wife's decision making	husband obey his wife	Girls see boys as inferior	Girls see boys as inferior
Men and women work equal	Pearson Correlation	-.131	-.263**	.074	1.000	.251**	.203**	.201**	.193**	.235**	.235**
	Sig. (2-tailed)	.065	.000	.299		.000	.004	.004	.006	.001	.001
	N	200	200	200	200	200	200	200	200	200	200

Husband must get permission of wife	Pearson Correlation	-.094	-.446**	.093	-.251**	1.000	.149*	.350**	.254**	-.285**	-.285**
	Sig. (2-tailed)	.183	.000	.190	.000	.000	.035	.000	.000	.000	.000
	N	200	200	200	200	200.00	200	200	200	200	200
women can be successful politician/trader	Pearson Correlation	.082	-.294**	.065	-.203**	1.000	.149*	.293**	.034	.055	.055
	Sig. (2-tailed)	.248	.000	.362	.000	.000	.035	.000	.633	.437	.437
	N	200	200	200	200	200.00	200	200	200	200	200
husband take wife's decision making	Pearson Correlation	.020	-.227**	.165	-.201**	1.000	.350**	.293**	.099	.221	.221
	Sig. (2-tailed)	.780	.001	.099	.000	.000	.000	.000	.001	.087	.087
	N	200	200	200	200	200.00	200	200	200	200	200
Girls see boys as inferior	Pearson Correlation	.235**	-.285**	.055	-.121	1.000	.205**	.130	.155*	.202**	.205**
	Sig. (2-tailed)	.001	.000	.437	.087	.000	.004	.066	.029	.004	.004
	N	200	200	200	200	200.00	200	200	200	200	200
husband obey his wife	Pearson Correlation	-.014	-.247**	-.126	-.193**	1.000	.254**	.034	.229**	.100	.130
	Sig. (2-tailed)	.845	.000	.075	.000	.000	.000	.633	.001	.000	.066
	N	200	200	200	200	200.00	200	200	200	200	200

** . Correlation is significant at the 0.01 level (2-

*. Correlation is significant at the 0.05 level (2-tailed).

4.2.4.3. Analyzing the questions that measure home background

In Table 3, strong correlations are evident among the variables, except for two questions ('my father helps my mother in...' and 'my parents differentiate between boys and girls...') which do not correlate with the rest of the variables and were excluded from the discussion. Examining the correlation between dependent and independent variables (age, gender, and type of school), two egalitarian home background questions ('parents believe women do the same job...' and 'my parents encourage son/daughter equally') show negative correlations with gender, indicating that females' parents tend to be more egalitarian. Conversely, three patriarchal home background questions show positive correlations with gender, suggesting that males' parents lean more patriarchal. Regarding age, it does not appear to have a significant impact on most questions. However, two questions are negatively correlated with age: one patriarchal question, indicating that younger students have more patriarchal home backgrounds, and one egalitarian question, suggesting their home background is a mix of both patriarchal and egalitarian beliefs.

Table 3. correlation analyzing the questions that measure home background

	Age	Gender	Co ed/ single sex	parents believe women do..	father help mother	parents believe boys complete.	parents differentiate between	when father return home..	parents are conservative,	parents encourage son/daughter	parents give me confidence

parents believe women do the same job	Pearson Correlation	.087	-.333**	.11	.1800	1.04**	.21	-.075	-.169*	-.256**	-.343**	.182*	.306**
	Sig. (2-tailed)	.219	.000	.010	.000	.002	.00	.292	.017	.000	.000	.010	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200
father help mother in house working	Pearson Correlation	-.101	-.118	.09	.00	.214**	1.000	.001	-.132	-.052	-.093	.141*	.188**
	Sig. (2-tailed)	.153	.097	.899	.002	.000	.00	.988	.062	.463	.188	.046	.008
	N	200	200	200	200	200	200	200	200	200	200	200	200
parents believe boys should complete education	Pearson Correlation	-.051	.346**	-.018	-.075	.001	1.000	.362**	.281**	.00	.210**	-.158*	.021
	Sig. (2-tailed)	.476	.000	.878	.292	.988	.00	.000	.000	.003	.00	.026	.772
	N	200	200	200	200	200	200	200	200	200	200	200	200
parents differentiate between boys and girls	Pearson Correlation	.091	.052	-.029	-.169*	-.132	.362**	1.000	.124	.092	.09	-.150*	-.123
	Sig. (2-tailed)	.199	.463	.684	.017	.062	.000	.000	.081	.044	.194	.034	.084
	N	200	200	200	200	200	200	200	200	200	200	200	200
when my father return home all home member keep silence	Pearson Correlation	-.167*	.303**	-.215**	-.256**	-.052	.281**	.124	1.000	.09	.22	-.122	-.033
	Sig. (2-tailed)	.018	.000	.002	.000	.463	.000	.081	.000	.001	.00	.085	.643
	N	200	200	200	200	200	200	200	200	200	200	200	200
my parents are conservative, they do not support coeducation	Pearson Correlation	-.006	.230**	-.350**	-.343**	-.093	.210**	.092	.229**	1.000	-.051	-.215**	-.00
	Sig. (2-tailed)	.931	.000	.000	.000	.188	.003	.194	.001	.000	.471	.002	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200
my parents encourage son/daughter equally	Pearson Correlation	-.153*	-.152*	.046	.182*	.141*	-.158*	-.150*	-.122	-.051	1.000	.353**	.00
	Sig. (2-tailed)	.030	.032	.522	.010	.046	.026	.034	.085	.471	.000	.000	.000
	N	200	200	200	200	200	200	200	200	200	200	200	200

nts give me confidence to depend on myself	Pearso												
fact with both sexes	n	.0	-	.24	.30	.18							1.0
	Correlatio	12	.047	7**	6**	8**	.021	-.123	-.033	-.215**	.353**		.00
	n												
	Sig. (2-	.8	.50	.00	.00	.00	.772	.084	.643	.00	.000		
	tailed)	69	6	0	0	8				2			
	N	2	200	200	200	200	200	200	200	200	200	200	20
		00											0.000

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

4.2.5 Comparison and Discussion

This academic discussion focuses on gender expectations and their correlation with education, specifically between seventh-grade and twelfth-grade students in various school types. The study excludes certain questions that do not contribute to the understanding of gender expectations. The findings reveal significant changes in gender expectations, with twelfth-grade students demonstrating greater egalitarianism than seventh-grade students, supporting the idea that education promotes gender equality, in line with Shu's theory [33]. However, specific questions show differing results. For instance, students in single-sex schools strongly disagree with certain gender role limitations, aligning with the enlightenment theory. Additionally, younger coed students reject patriarchal views in some cases. In summary, the research emphasizes education's role in promoting gender equality but acknowledges lingering gender stereotypes. In this analysis, the study compares egalitarian and patriarchal perspectives based on gender, age, and school type. Gender and school type emerge as more influential factors than age. Male perspectives tend to be more patriarchal, while females are more egalitarian, with coeducational schools fostering more egalitarian views overall. Understanding students' home backgrounds is vital, as females tend to have more egalitarian home environments than males. Coeducational schools generally promote egalitarian views, but both school types show instances of egalitarian home backgrounds. In conclusion, gender and school type significantly shape gender perspectives, with schools playing a crucial role in promoting gender equality. This analysis compares the home backgrounds of seventh-grade and twelfth-grade students in single-sex and coeducational schools, particularly concerning gender perspectives. Seventh-grade students in single-sex schools generally have more patriarchal backgrounds, but twelfth-grade students exhibit more egalitarian backgrounds, aligning with their perspectives. In coeducational schools, both seventh-grade and twelfth-grade girls have more egalitarian home backgrounds. Seventh-grade boys in coeducational schools show egalitarian backgrounds, except in one area. Twelfth-grade students generally have more egalitarian home backgrounds but exhibit some patriarchal and conservative traits. Overall, the impact of school on perspectives and home backgrounds is inconclusive, with surprising contrasts among seventh-grade boys in coeducational schools. This analysis highlights differences in home backgrounds and perspectives among students in different school types and grades.

Conclusion

In this comparative study of seventh-grade and twelfth-grade students in coeducational, single-sex schools for girls, and single-sex schools for boys, qualitative findings consistently indicate a shift towards greater gender equality. This shift is observed across all school types, supporting the research hypothesis that education can promote changes in gender expectations, in alignment with the enlightenment approach [4]. However, it's important to note that some gender inequality persists among younger students, albeit gradually diminishing. Additionally, instances of unequal treatment of teachers are observed, with a minor presence in coeducational and girls' schools but more significant in boys' schools. This observation aligns with the reproduction approach, suggesting that education can perpetuate existing inequalities [11]. This study's results demonstrate positive changes in gender expectations towards greater gender equality in various school settings. However, some gender inequality remains among younger students. Furthermore, certain aspects of gender-based treatment in schools may still perpetuate inequality, especially in boys' schools. The quantitative data findings in this study indicate that females generally hold more egalitarian perspectives compared to males. Additionally, older students tend to have more egalitarian

views than younger students, and students in coeducational schools demonstrate more egalitarian perspectives, suggesting that coeducation promotes gender equality.

Comparing seventh-grade and twelfth-grade students' perspectives in different schools reveals a positive shift towards gender equality across all school types, underscoring education's role in shaping adolescents' views on gender equality. Surprisingly, a similar trend is observed when aligning students' perspectives with their home backgrounds. Those with patriarchal perspectives typically come from patriarchal homes, while those with egalitarian views originate from egalitarian households. However, an exception exists in the basic coeducational school, where younger students' backgrounds conflict with their perspectives, diminishing education's impact on their views. School preference, whether single-sex or coeducational, is predominantly shaped by parental choices and beliefs, aligning with Robinson and Smithers' [24] assertion that personal, social, cultural, and religious factors impact these decisions. In Kurdish society, not all parents opt for coeducational schools, especially in later stages, due to religious, traditional, conservative, and patriarchal considerations that discourage gender mixing. However, students' perspectives highlight the benefits of coeducational schools, including improved gender interactions, reduced anxiety, and smoother university transitions.

The study also reveals that girls are perceived as equally intelligent as boys, indicating parity in academic capabilities. These findings underscore the positive influence of education on reshaping gender expectations towards increased equality. While home backgrounds exert noticeable influence on students' perspectives, coeducational schools stand out as facilitators of egalitarian views. Nonetheless, societal and cultural factors, including parental beliefs and preferences, significantly impact school choices, especially in the context of single-sex and coeducational schools within Kurdish society.

In summary, the school environment, often regarded as a second home for students, wields considerable influence in shaping daily gender-related interactions among teachers and students and among peers. Thus, it is imperative to acknowledge the school setting's impact on gender-related matters. The researcher suggests further exploration in the realm of gender studies and education, with a specific focus on Hawler and the broader Kurdistan region. Further research endeavors in this domain hold the potential to yield valuable insights for advancing gender equality within educational settings.

REFERENCES

- [1] T. F. Liao and Y. Cai, "Socialization, life situations, and gender-role attitudes regarding the family among white American women." *Sociological Perspectives*, vol. 38, no. 2, pp. 242-260, 1995.
- [2] C. Koca, "Gender Interaction in coed physical education: A study in Turkey," *Adolescence*, vol. 44, no. 173, Spring 2009.
- [3] I. Forbes, "Equal opportunity: Radical, liberal and conservative critiques," In *Equality Politics and Gender*, edited by Elizabeth Meehan and Selma Sevenhuijsen, Sage, 1991.
- [4] E. W. Kane, "Education and beliefs about gender inequality," *Social problems*, vol. 42, no.1, pp. 74-90, 1995.
- [5] D. A. Kinney, "From Nerds to Normal: The Recovery of Identity among Adolescents from Middle School to High School," *Sociology of Education*, vol. 66, no. 1, pp. 21-40, 1993.
- [6] H. J. Alasadi, "The role of Iraqi women in social development," Master Thesis, Department of Sociology, University of Baghdad, 1989.
- [7] A. Z. Kadir, "The role of women centers in solving their social problems: A field study in Kurdistan Region- Iraq, Master thesis, Department of Sociology, University of Sallahaddin, 2006.
- [8] N. O. Kaka-sur, "The role of Kurdish women in Kurdish media," Master Thesis, Department of Sociology, University of Sallahaddin, 2004.
- [9] Santosh, "Advantages and disadvantages of co-education," 18 Jan 2009, Available: www.Indiastudychannel.com
- [10] D. Tyack and E. Hansot, "Silence and policy talk: Historical puzzle about gender and education" *Educational Researcher*, vol. 17, no. 3, pp. 33-41, 1998.
- [11] N. Pillard, "What's sex got to do with it? Sex equality and the single-sex schools movement," April, 2007, Available: <http://law.usc.edu/assets/docs/pillard.pdf>
- [12] A. Brah and A. Phoenix, "Ain't I a woman? Revisiting Intersectionality," *Journal of International Woman's Studies*, vol. 5, no. 3, pp.75-86, May 2004.
- [13] R. W. Connell, "The question of gender," In *Gender*, Polity Press, 2002.
- [14] J. B. Armstrong, "Seminde still: The manifesta of fredonia woolf," *Women writers: Azine*. Editor Kim Wells. Online Journal, 2002. Available: <http://www.womenwritersnet/doc2001/articles/woolf.html>
- [15] R. T. Hare-M, "Family change and gender differences: Implications for theory and practice," *Family Relations*, vol. 37, no.1, pp. 36-41, 1988.
- [16] S. M. McHale, A. C. Crouter and S. D. Whiteman, "The family context of gender development in childhood and adolescence," Blackwell Publishing, 2003.

- [17] M. M. Marini, "Sex and gender: What do we know?" *Sociological Forum*, vol. 5, no. 1, pp. 95-120, 1990.
- [18] S. Walby, "Theorizing Patriarchy". Blackwell, 1990.
- [19] F. J. Bangura, "What is gender?" *Sierra Leone Newspaper*, June 12th, 2009.
- [20] S. Bhuiyan, "Shaping a child's gender identity: The role of school," 16 August, 2007, Available: www.countercurrents.org
- [21] M. Singh, "Gender issues in language arts classroom," *World of education*, November 1998.
- [22] E. Hansot and D. Tyack, "Gender in American public schools: Thinking institutionally," University of Chicago Press, *Signs*, vol. 13, no. 4, pp. 741-760, 1988.
- [23] P. Carpenter and M. Hayden, "Girl's academic achievement: Single-sex versus coeducational schools in Australia," *Sociology of Education*, vol. 60, no. 3, pp. 156-167, 1987.
- [24] P. Robinson and A. Smithers, "Should the sexes be separated for secondary education-comparisons of single-sex and co-educational schools?" *Research Paper of Education*, vol. 14, no. 1, pp. 23-49, 1999.
- [25] R. C. Salomone, C. Riordan and J. Weiman, "Single-sex schooling: Law, policy, and research," *Brookings papers on Education Policy*, no. 2, pp. 231-297, 1999.
- [26] S. Washburn, "Single sex schools build on boy-girl differences," March 2005, Available: www.MetroKids
- [27] H. Brutsaert, "Pupils' perceptions of discipline and academic standards in Belgian coeducational and single-sex schools," *Evaluation and Research in Education*, vol.16, no. 2, 2002.
- [28] A. Asthana, "Single-sex schools 'no benefit for girls,'" *The Observer*, June 2006, Available: www.guardian.co.uk
- [29] E. Jones, "Single-sex schools", *International debate education association*, August, 2009.
- [30] J.L. Lupart, E. Cannon and J. Telfer, "Gender differences in adolescent academic achievement, interests, values and life-role expectations," *High Ability Studies*, vol. 15, no. 1, June 2004.
- [31] A. Carroll, "At-risk and not at-risk adolescent girls in single-sex and mixed-sex School settings: an examination of their goals and reputations," University of Queen land, Australia. *Westminster Studies in Education*, vol. 25, no. 2, 2002.
- [32] C. Robson, "Real World Research," (2nd edition), Blackwell, 2002.
- [33] X. Shu, "Education and Gender Egalitarianism: The case of China," *Sociology of Education*, vol. 77, no. 4, pp. 331-336, 2004.
- [34] V. E. Lee, H. M. Marks and T. Byrd, "Sexism in single-sex and coeducational independent secondary school classrooms," *Sociology of Education*, vol. 67, no. 2, pp. 92-120, 1994.

DOI: <https://doi.org/10.15379/ijmst.v10i2.3016>

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial License (<http://creativecommons.org/licenses/by-nc/3.0/>), which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited.