Coeducational VS Single-gender schools

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**Introduction**

Today, according to the US Department of Education, over 1,000 single-gender schools were created in the world (Education, 2017). Although single-sex education has long existed in many private schools, it’s a relatively new option for public schools, especially in Kazakhstan, as there are only few single-sex schools. However, given gender stereotypes and differences between the sexes, the great debate over whether boys and girls thrive together or separately has not yet been resolved, and therefore, my research is about Co-ed versus Single-sex education schools.

My concern over this topic actually started about 4 years ago, when I found out about separate schools for boys and girls in our country, like KTL (Kazakh-Turkish Lyceum), and had invitations from educators to go there. Since then I have always wondered what it is like to study in school only with your own gender, how it is different and whether it is better to study in separate schools. Moreover, one of my friends went to KTL for boys for a short period before coming to NIS, and he talked some things about this school, so it started to interest me even more.

According to my topic, I am going to research the differences of education in both schools and which option is better for students to study in. This means that I should look at the arguments for both education systems, though, I can be biased that co-education is better than single-sex, because all my short life I have studied only in Co-ed classrooms. Consequently, I have never been in single-sex schools. However, to avoid such a bias, I will try to examine all the received information from a neutral position and make it more public opinion.

As for benefits, the research will help to clearly understand the differences of education in co-ed and single-sex schools for students and teachers. For many, sending their children to an independent school is a commitment to give them a better start, so a key consideration when choosing an education is whether to go to a single-sex school or coeducational school and the research can help with it. In addition, it might clear out whether it is better to create more single-sex schools or to stop the constructions of them in Kazakhstan.

**Context**

For some parents, who are trying to make an objective choice and invest in independent education, it seems that there are not so many differences between single-sex or coeducational schools. Thus, there is still a debate about Co-ed versus Single-sex education schools.

Single-sex refers to “for either girls or boys, but not both” (Press, 2021). Coeducational means “having male and female students being taught together in the same school or college rather than separately” (Press, 2021). So, the major difference between them is the students who study there.

On the global level, today coeducation is predominantly a standard in almost all cultures and its amount is much more than single-sex schools’. Nevertheless, in the past decade, several school districts in large cities have opened single-gender schools. For example, in Australia, there are quite a lot single-sex schools and most of them are intended for females rather than males, according to the “Good Schools Guide (2016)” (Leder, 2017). According to the analysis of Australian and New Zealand PISA data from 2015 and 2018, “Girls at single-sex schools outperform girls from co-ed schools on academic measures, social and emotional outcomes, and other aspects of students’ well-being” (Australasia, 2020). However, other research shows that students in coeducational schools are better prepared for higher education and employment. It also introduces men and women and “leaves them with a wider and more diverse network of friends” (College, 2020).

As for Kazakhstan, there are only few single-sex schools. As Nurlan Yermekbayev, Minister of Civil Society of the RK explained, such schools are allowed and are already working, but students are not allowed to teach religious disciplines (Nurseitova, 2018). The best example is KTL (Kazakh-Turkish Lyceum), and in total, we have 21 KTL single-gender schools. There is also one here, in Oskemen. KTL have demonstrated high student performance and are one of the flagships among the country's educational institutions. According to the results of UNT-2016, all KTL entered the top 100 best schools in the republic (РК, 2016). In case of coeducational schools, almost all of our nation’s schools are mixed-gender and some experts say, only in mixed classes children of different genders will learn how to communicate, which is necessary for the future.

There are many different perspectives. From the social perspective, most of parents and students, teachers are on the side of coeducational schools, as it is a worldwide standard and boys and girls would be more socialized. From the scientific perspective, there are people who claim that males and females do learn differently, and by dividing them, you can build a curriculum taking into account their psychological, biological features. When it comes to ethics, majority say that co-ed schools tend to reinforce gender stereotypes, while single-sex schools can break down them, so in single-gender schools students can feel more relaxed. From the futuristic perspective, people mostly are against single-gender, because co-education better prepares pupils for high school, employment and real life, by providing communication opportunities (Kids, 2019).

To conclude, the debate over Coed versus Single-sex education has major effect on the future of children’s lives and both of them have equal advantages and disadvantages.

**Aims**

The research is interested in Co-ed versus Single-sex education schools in Kazakhstan. Its aim is to find out the differences of education in co-ed and single-sex schools and identify which one is better for children to study in. In order to achieve the goal, the following questions will be referred to:

* How single-sex education schools differ from co-education schools?
* What are the arguments for single-sex schools and for co-education schools?
* What is the public perception about making more single-sex schools in our country?

The hypothesis of this research is that public would not be on the side of making more single-sex schools in our country. The reason for this is that Co-ed schools are the proven Soviet’s education system, which is way closer to our society and parents probably would want their child to know how to socialize with other gender for their future, as communication skills are more important nowadays.

**Methods**

The great debate over whether boys and girls thrive together or separately has not yet been resolved, and therefore, the main aim of this research is to determine the differences of education in both schools, which one is better and whether there should be more single-gender schools in Kazakhstan. In order to obtain as much information as possible, three types of primary research tools were used – survey, interview and documentary analysis.

The first research method was documentary analysis, in order to evaluate documents to extract data, analyze for understanding and developing an appraisal theme. In addition, as Bowen said, documents are stable, meaning they remain unchanged and can be read and viewed multiple times (Triad, 2016). Documents that were studied are the reports, reviews, documentations, newsletters, graphs of certain countries from different websites that discovered this research question. This method was mainly chosen to answer following research question: What are the arguments for single-sex schools and for co-education schools? Thus, the most crucial part of document analysis was to find reliable data, and for this, the main criterion was chosen as: “The results of student performances in single-gender and co-ed schools”. First step was to gather up all relevant documents, then explore their agenda, next to ask questions about document (e.g., who produced it? Why? When?), and finally explore content. This method was the most time-consuming, nevertheless had provided the necessary information to answer the research question. However, some websites had biases that could lead to misleading information in further research. To avoid such problems and ensure the reliability, two other main research methods were used, which were found to be authentic.

In the second method, public opinion was taken into account, since in everything that happens in the country, the opinion of society is important, so citizens of Kazakhstan, mostly of Ust-Kamenogorsk, were asked to fulfill a questionnaire, named “Single-gender VS Co-ed schools in Kazakhstan”(Look in appendices). The reason for choosing the questionnaire is the significance of purely independent and unbiased information. Moreover, a survey is the easiest and quickest way to describe the characteristics of a large population and for identifying different viewpoints, as it has a greater statistical power and 90% of the responses can be received within 48 hours (TL Jones, 2013) (Ramshaw). The survey was anonymous, conducted through social media and targeted students and parents, because this topic is more related and important for them than for others. After all, for parents and their children, making objective, right choice can be challenging, as it seems that there are not so many differences and for every point in favor of one model of education there is an equally convincing argument for its opposite. There were two separate questionnaires for students and parents, and surveys asked about their attitude towards mixed and single gender education in general and particular in Kazakhstan. The number of people in both surveys supposed to be 100, because 100 responses are required even for the minimum acceptable accuracy (Brook, 2020), but it did not turn out like that (107 for students and 118 for parents). One of the weaknesses of this method is that it lacks in quality and by doing it online, it cannot fully capture emotional responses or feelings of respondents.

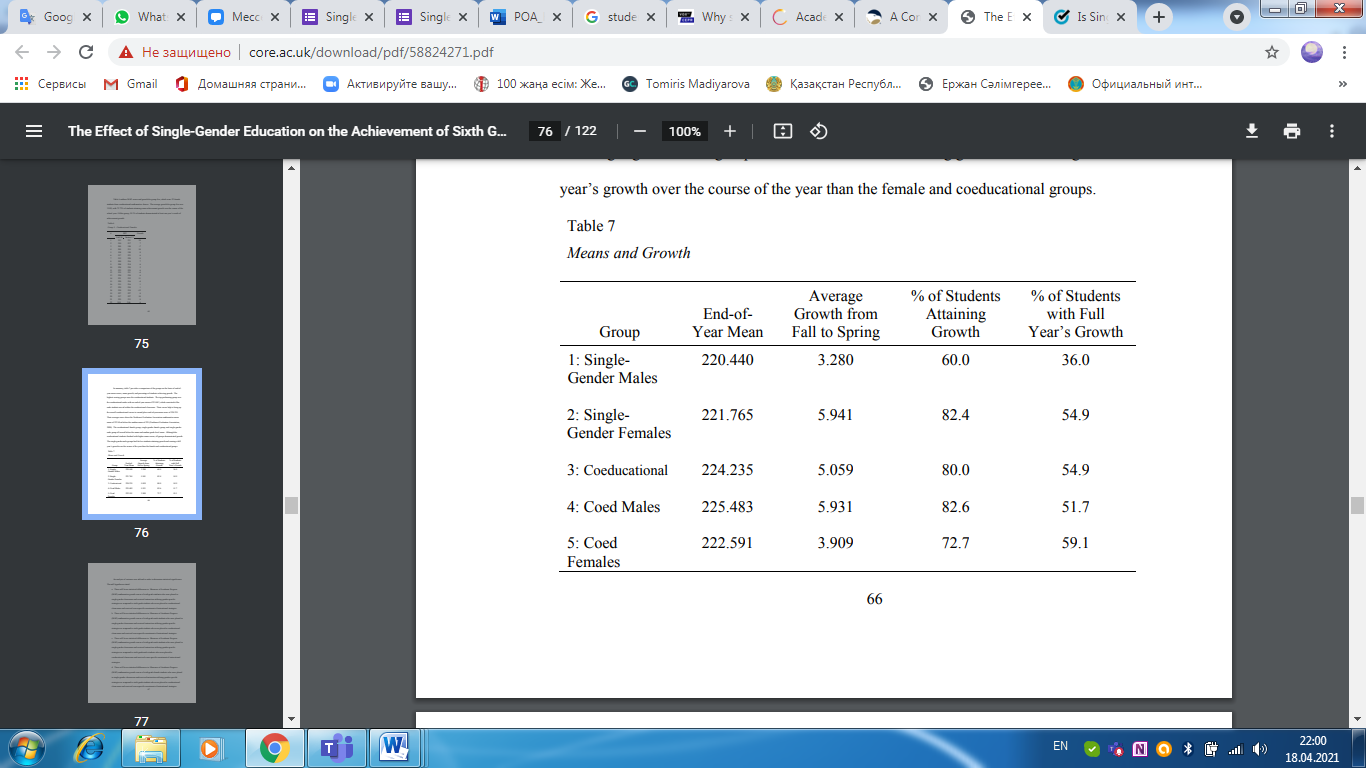
In order to validate the results of the questionnaires and collect more detailed information with better quality about the differences of education in co-ed and single-sex schools and which one is better, interviews were conducted with 2 students, who studied in both single-gender and co-ed school, and their parents. The reason for choosing these people is that they have experience of both education systems and can tell the differences they saw themselves, say their personal perspective on which was better for them. The reason for this number of people is that it is necessary to conduct a minimum of 3-5 interviews (Sushil, 2017). The interview was the semi-structured interview, because it allows interviewer to ask open-ended and personally tailored questions for more details in a more conversational manner (Houlis, 2019). In contrast to survey, interview is focused on personal reflection, outlook and data. Because of the current situation with covid19, interviews were also conducted through online platform with video camera. The interviews included questions about differences, consequences, pros and cons, and overall picture of mixed and single gender education in Kazakhstan. There were some challenges such as deciding on the date and time of the interview, especially with parents, as they have little free time. Furthermore, semi-structured interviews take longer than other types of interview (Houlis, 2019).

In conclusion, all three research methods that were used help in answering main research questions and collecting most of necessary information without much biases.

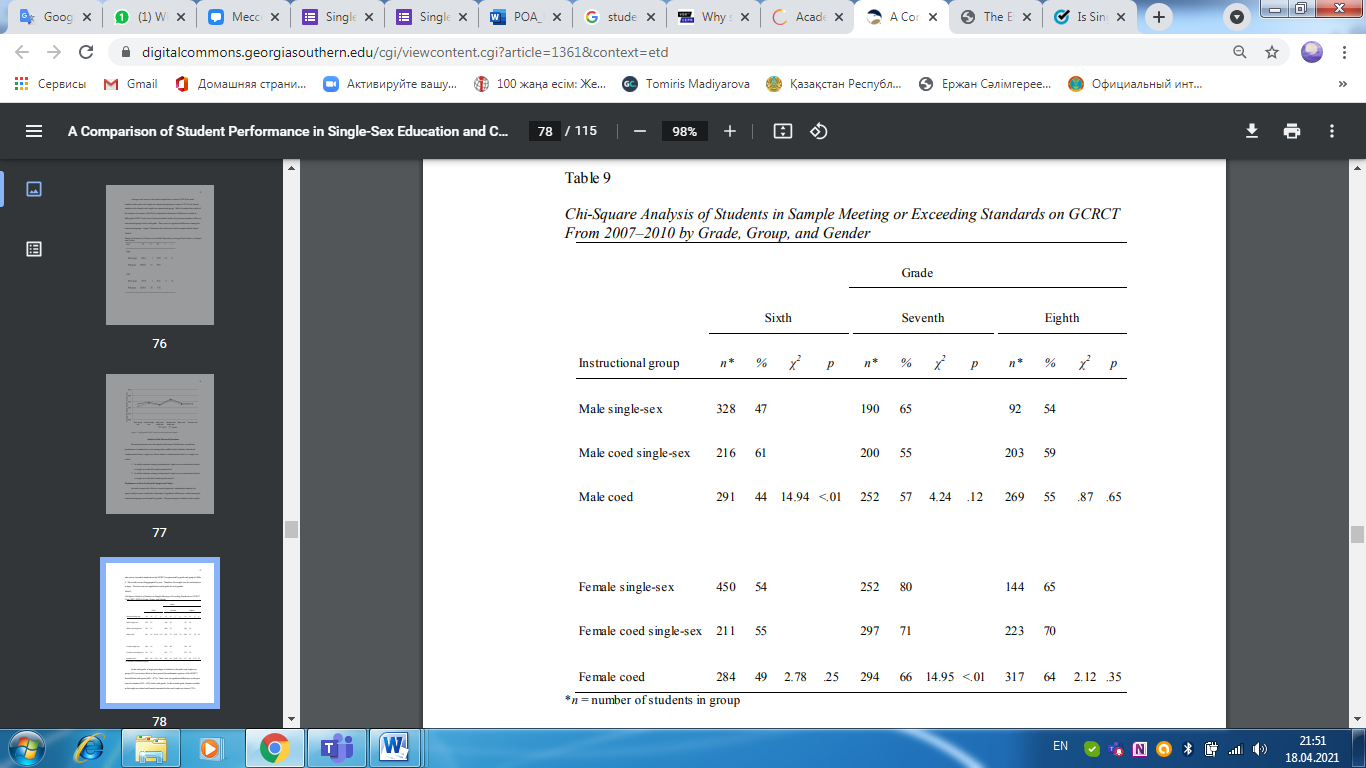
**Results**

Method 1

According to the results of document analysis, in early years before 2010, most of the researches showed that “pupils in single-sex schools outperform their counterparts in co-ed schools, by 5–10% of a standard deviation for boys and 4–7% for girls” (Christian Dustmann), and that “Female students in same-sex classes scored higher in math than female students in coeducational classes, with an average increase in performance of about 7-10% in the range in which most students reach” (College).

 (Hill, 2011)

However, in 2010-2011, more researches found out that conversely, students from coeducational schools perform better that from single-gender.

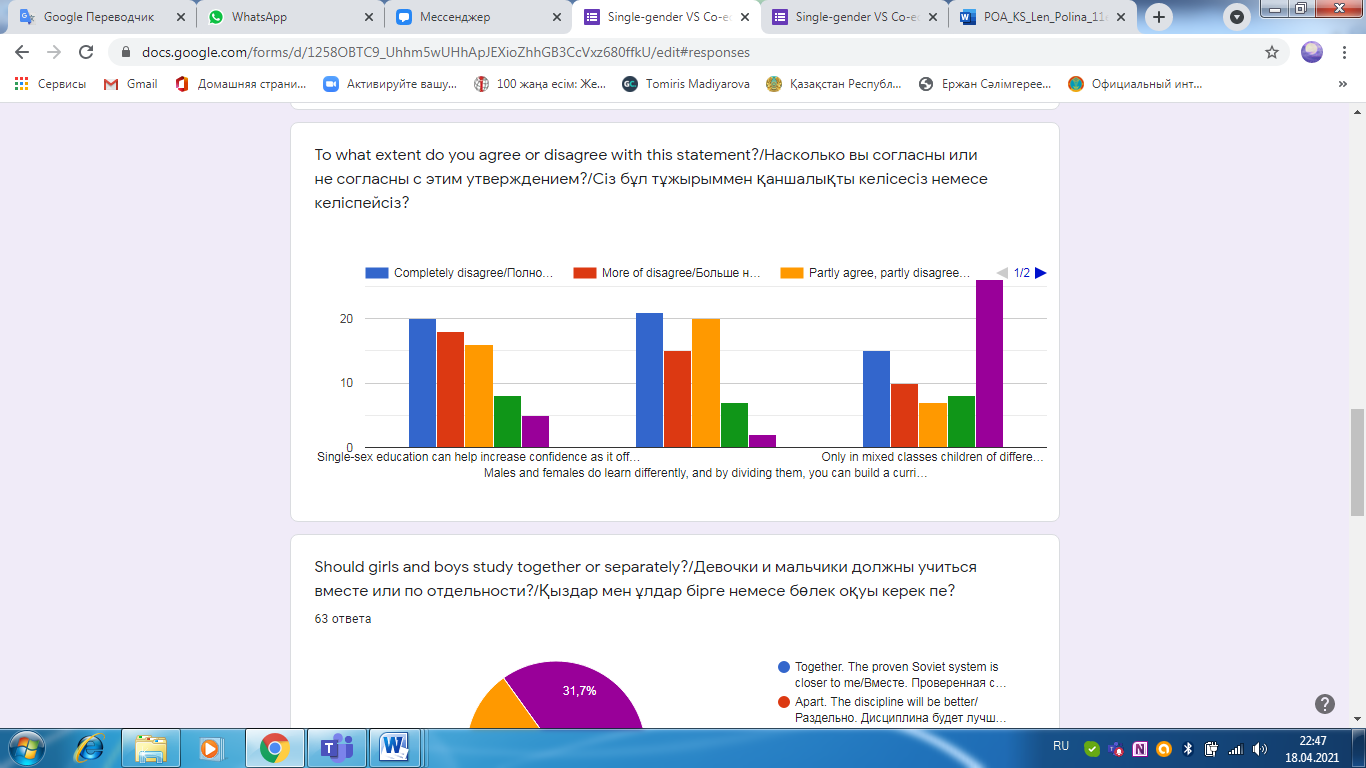
 (Ogden, 2011)

But after these years, as it is seen in this table 9, the difference in the academic performance of two schools becomes less significant. Further years, most researches reveal that actually, “Girls or boys in same-sex K-12 schools or gender-segregated classes in certain subjects DOES NOT perform better or worse than in coeducational settings" (Williams).

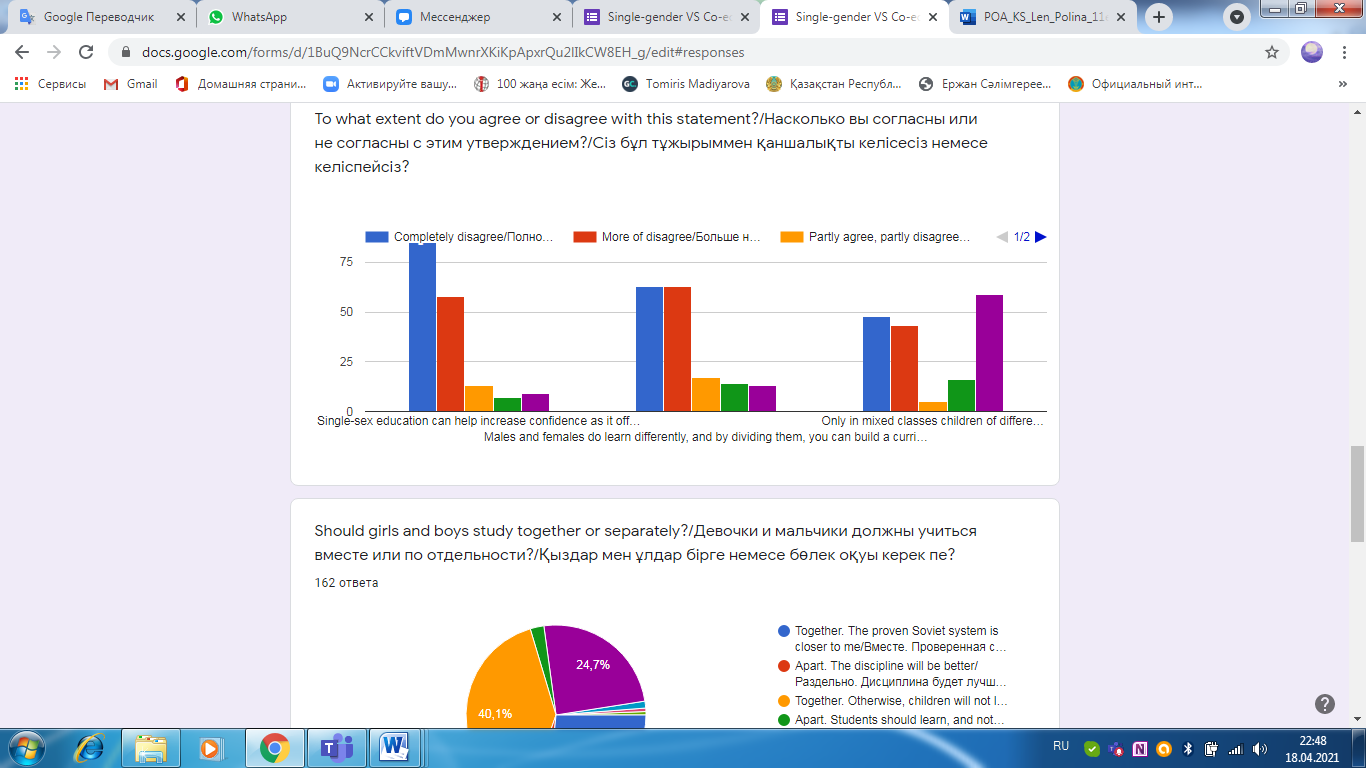
Method 2

There were a total of 225 respondents for both surveys together: 63 for students and 162 for parents. They were asked about their attitude towards mixed and single gender education in general and particular in Kazakhstan, in order to answer the research question: What is the public perception about making more single-sex schools in our country?

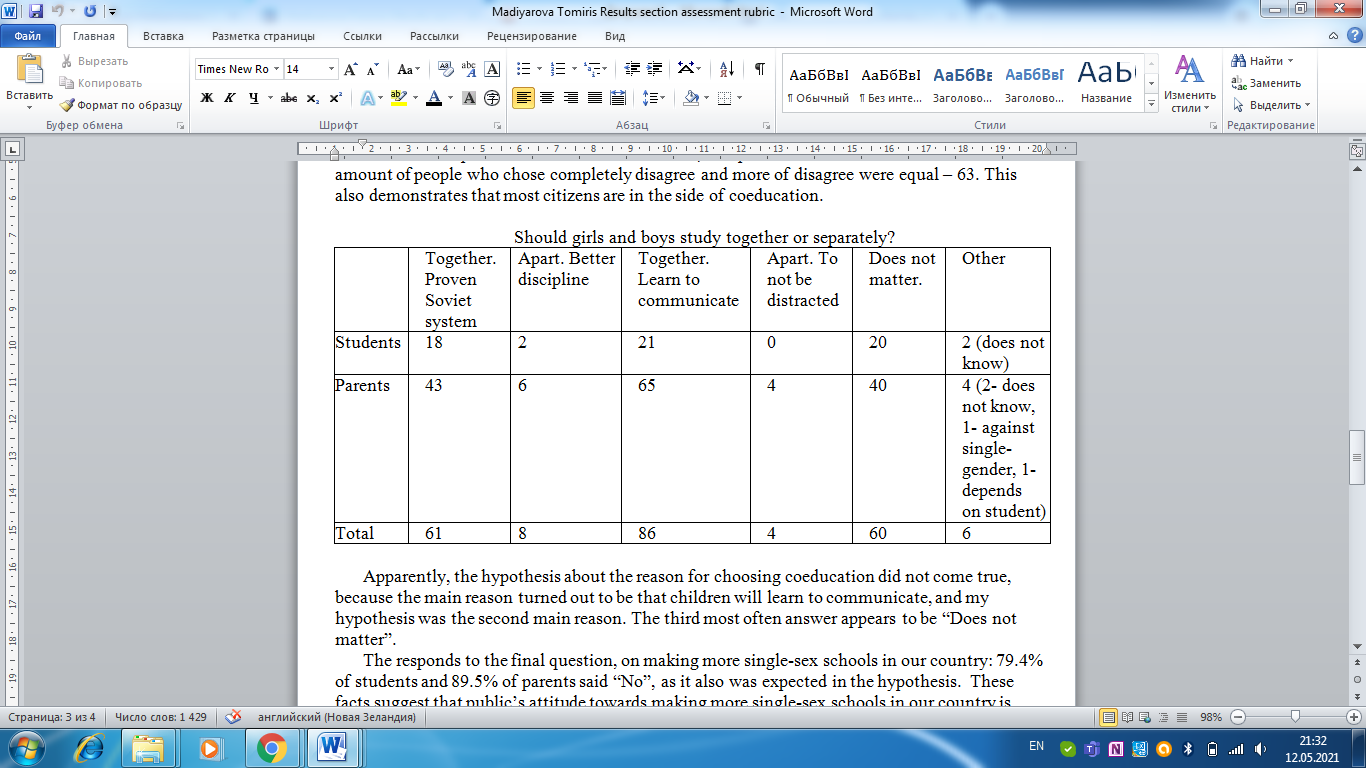
According to the results of survey, 96.8% of students and 97.5% of parents did NOT study in single-gender school, which means that there can be some bias that co-education is better than single-sex, because majority of people have never been in single-sex schools. Therefore, as expected, more than 90% of people in each survey answered that they would choose coeducation rather than single-sex. Also over 60% of them think that boys and girls are not distraction to each other, and just under 30% were of the opinion both genders distract each other (Look in appendices).



Turning to the question with scale, in the survey for students, majority completely disagreed with the 1 and 2 statements about single-gender schools, although many also partly agreed, partly disagreed (50/50) in the 2 statement, and conversely, most completely agreed with the third statement about co-ed schools. Thus, average and median value were similar, and accounted 2, 2 and 3 for 1, 2, 3 statements respectively.



Results from parents were not much different, except the fact that in the 2 statement the amount of people who chose completely disagree and more of disagree were equal – 63. This also demonstrates that most citizens are in the side of coeducation.



Apparently, the hypothesis about the reason for choosing coeducation did not come true, because the main reason turned out to be that children will learn to communicate, and my hypothesis was the second main reason. The third most often answer appears to be “Does not matter”.

The responds to the final question, on making more single-sex schools in our country: 79.4% of students and 89.5% of parents said “No” (Look in appendices), as it also was expected in the hypothesis. These facts suggest that public’s attitude towards making more single-sex schools in our country is actually negative.

Method 3

There were 2 students (boys from KTL) and 1 parent (mother) who were interviewed and all of them had an experience with both schools. Two of the interviewed (student and a parent) said that the main difference between segregated schools and coeducational schools was that in single-gender school they had more discipline, especially in terms of respect for elders, and had more freedom, confidence, because they felt more bounded, felt that in front of other gender it would be a shame to make a mistake or do something wrong (by the opinion of other gender). Another student said that the difference he noticed was that in same-sex schools, there is more spirit of rivalry among peers. Interestingly, all respondents answered that in single-gender schools the academic performance was better than in co-ed schools, because you do not get distracted from your studies, have a common goal, as a result, learning becomes a priority for everyone and pupils can be very focused on their studies for a long time with particular interest. Fortunately, no one among interviewed had any bad consequences after studying in single-gender school. Surprisingly, only 2 of them (parent and student) said that from their perspective, single-sex schools were better, because a competitive environment is created there, because of this, the level of class rises and many of them have the same interests, which creates a more friendly team, where everybody support each other. However, 1 student answered that coeducation is better, as he heard that some KTL alumni have problems in terms of starting a family in the future due to the lack of communication with girls, and in addition, he studied in KTL only for 1 year, so he did not manage to fully feel the atmosphere of single-gender schools and the differences between co-ed and single-sex schools.

All things considered, my hypothesis was only partly correct and apparently, each method had really different results.

**Conclusion**

The research project’s aim is to find out the differences of education in both schools and identify which one is better. So, the methodology I used to gather the information helped me to come up with the following conclusions:

1. What are the arguments for single-sex schools and for co-education schools?

According to interviews, arguments for single-gender schools are that there, an academic performance was better than in co-education, because you do not get distracted and pupils can be more focused on their studies. Referring to the context, as Alliance reported, girls at single-sex schools outperform co-ed schools on academic measures and other aspects of students’ well-being (Australasia, 2020). However, according to document analysis, the difference in the academic performance of two schools is NOT significant. Moreover, there is an argument that without studying in co-ed schools, person can have problems in terms of starting a family due to the lack of communication with other gender, and referring to context, coeducational schools leave students with a wider and more diverse network of friends (College, 2020). Additionally, surveys revealed that mostly, boys and girls are NOT distraction to each other. Therefore, it can be said that my findings are confirmed by other studies.

1. How single-sex education schools differ from co-education schools?

The main differences between segregated and coeducational schools are that in single-gender there is more discipline, especially in terms of respect for elders, and more confidence in students, because they are not concerned of making a mistake in front of other gender like in co-ed schools. Furthermore, in same-sex schools, there is more spirit of rivalry among peers, but many of them have the same interests, which creates friendlier environment. However, survey shows that in mixed-classes children are better prepared for higher education, employment and have better communication opportunities.

1. What is the public perception about making more single-sex schools in our country?

According to surveys, a great majority of people is negative about making more single-sex schools in Kazakhstan, because only co-ed schools teach students to get on well with other gender, also it is the proven Soviet system. But there are some opinions that it all depends on student and teachers in each school, as 27% of people replied like this. Nevertheless, most citizens are in the side of coeducation.

The hypothesis of this research was that public would be against making more single-sex schools in our country, because first of all, co-ed schools are the proven Soviet’s education system, which is way closer to our society, and only secondly, parents would want their child to better socialize with other gender. So, my hypothesis was partly correct, except the main reasons that were in another order of significance, because in results, the first main reason turned out to be that children will learn to communicate, and the reason about Soviet system became the second.

To conclude, it is suggested that co-ed schools are better than single-sex schools for most children. However, I am not confident about all countries, so it is mostly related to the Kazakhstan, precisely speaking to Oskemen, as my research embraced only residents of this city. Moreover, some moments of research are controversial, as each method had quite different results such as, if in survey main part of people were on the side of coeducation, in interviews most were in the side of single-gender.

**Evaluation**

The main focus of this study was to identify the differences of education in both schools and which one is better. Research questions related to this goal were chosen correctly, as they determine the public’s attitude towards mixed and single-gender education, define how two schools differ and identify the main reasons for choosing for each school.

The selected methods fitted and helped to answer all of the main research questions. Questions such as multiple-choice and the scale in the questionnaire for Oskemen residents made it possible to identify a contradiction between the respondents' answers and draw conclusions at the local level. The interview questions were aimed at the research goals and allowed to analyze public opinion.

However, even though all the research aims were achieved, I am unsure of my conclusion for several reasons:

1. The uneven distribution of ages among the survey respondents. As I have already mentioned, there were a total of 225 respondents for both surveys together: 63 for students and 162 for parents. This may be due to the fact that the survey was conducted online and I do not have contacts of that many pupils and have a lot more contacts of elders, the distribution was not equal. Thus, I should have had more contacts of students.
2. There could be some bias that co-education is better than single-sex in the surveys, as majority of respondents have never been in single-sex schools. Therefore, I should have asked more people who studied in single-gender.
3. It was originally planned to conduct an interview with the teacher who have worked in both schools, however I did not receive an answer from them, so did not conduct an interview. Although I had not enough time at that period before deadline, it could be better to find another teacher or ask more teachers.

Overall, I would rate the generalizability of the study results as 3 on a scale of 1 to 5, so they should be interpreted and applied with caution.

**Further Research**

The first thing that can be fundamental to amplifying the output is to continue the document analysis, because by this time there are still few facts included and more research should be done. For example, documents should be studied related to Kazakhstan, then in other countries and finally they should be compared, which can give clearer picture of these schools.

Second, there should be used the method of observation in both schools. This method would help to see directly how students in each school perform, more clearly identify differences, as only the natural behavior will be shown, and collect data at the time they occur, which can also make conclusions more reliable.

Moreover, as interviews were conducted with students who studied in both single-gender and co-ed school, it was revealed that after switching from coeducational to single-gender school, one of them had better study performance, while other student had lower results in marks. This raised another question, which should also be researched one day: How the switching from co-ed to single-sex and vice-versa exactly affects students? Besides, more people should be interviewed, particularly specialists like teachers and psychologists in order to present more specified information.

Personally, while doing this research, I realized that mixed and single-gender schools have lots of differences, but at the same time in a way have also many similarities. However, my expectation that majority of people in Kazakhstan will be on the side of co-ed schools was proved.

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**Appendices**

The Questionnaire

Single-gender VS Co-ed schools in Kazakhstan/Однополые школы VS Школы с совместным обучением в Казахстане/Қазақстандағы бір жынысты VS бірлескен мектептер

The purpose of this questionnaire is to determine which school, single-sex or coeducational, is better and whether there should be more same-sex schools in Kazakhstan. Single-sex refers to “for either girls or boys, but not both”. Coeducational means “having male and female students being taught together in the same school or college rather than separately”.

Цель этой анкеты - определить, какая школа, однополая или с совместным обучением лучше, и должно ли быть больше однополых школ в Казахстане. «Однополые» означает «либо для девочек, либо для мальчиков, но не для обоих». Совместное обучение означает «совместное обучение учащихся мужского и женского пола в одной школе или колледже, а не раздельно».

Бұл сауалнаманың мақсаты - қай мектеп, бір жынысты немесе бірлескен мектеп, жақсырақ екенін және Қазақстанда бір жынысты мектептер көбірек болуы керек пе екенін анықтау. Бір жынысты - "ерлер мен қыздардың бөлек оқуы" дегенді білдіреді. Ал бірлескен оқыту - "ерлер мен әйелдер бір мектепте немесе колледжде бірге оқиды" дегенді білдіреді.

1. How old are you? /Сколько вам лет?/Сіздің жасыңыз нешеде?

* 12-15(for students)
* 16-19(for students)
* 20-34(for parents)
* 35-50(for parents)
* 51-65(for parents)
* 66 and over /66 и старше/66 және одан жоғары (for parents)

1. Do you or did you go to a single sex school?/Вы ходите или ходили в однополую школу?/Сіз бір жынысты мектепке барасыз ба немесе бардыңыз ба? (for students)

* Yes /Да/Ия
* No /Нет/Жоқ

1. If you had the choice, which school would you choose?/Если бы у вас был выбор, какую школу вы бы выбрали?/Егер сізде таңдауыңыз болса, қай мектепті таңдар едіңіз? (for students)

* Single-sex /Однополую/Бір жынысты
* Coeducational /Совместную/Бірлескен

1. Do you think boys are a distraction to girls in the classroom /Думаете ли вы, что мальчики отвлекают девочек в классе?/Сіздің ойыңызша, ұлдар үшін сыныптағы қыздардың көңілі басқа жаққа бөлінеді ме? (for both)

* Yes, boys distract girls /Да, мальчики отвлекают девочек/Ия, ұлдар қыздарға кедергі келтіреді
* No, girls distract boys /Нет, девочки отвлекают мальчиков/Жоқ, қыздар ұлдарға кедергі жасайды
* Both of them distract each other in the classroom /Оба отвлекают друг друга в классе/Екеуі де сыныпта бір-бірінің көңілін алаң етеді
* Boys and girls do not distract each other in the classroom /Мальчики и девочки не отвлекают друг друга в классе/Ешқайсысы сыныпта бір-біріне бөгет жасамайды

1. (for both)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| To what extent do you agree or disagree with this statement/Насколько вы согласны или не согласны с этим утверждением?/Сіз бұл тұжырыммен қаншалықты келісесіз немесе келіспейсіз? | Completely disagree/Полностью не согласен/Толығымен келіспеймін | More of disagree/Больше не согласен/Көбірек келіспеймін | Partly agree, partly disagree (50/50) /Частично согласен, частично не согласен/Ішінара келісемін, ішінара келіспеймін | More of agree/Больше согласен/Көбірек келісемін | Completely agree/Полностью согласен/Толығымен келісемін |
| Single-sex education can help increase confidence as it offers an environment where students feel more comfortable in without expectations that they should fulfill traditional gender stereotypes./Однополое образование может помочь повысить уверенность в себе, поскольку оно предлагает среду, в которой учащиеся чувствуют себя более комфортно, не ожидая, что они должны соответствовать традиционным гендерным стереотипам./Бір жынысты мектептегі оқыту сенімділікті арттыруға көмектеседі, өйткені бұл ортада оқушыларға гендерлік стереотиптерді ұстанудың қажеті жоқ және олар өздерін жайлы сезінеді. |  |  |  |  |  |
| Males and females do learn differently, and by dividing them, you can build a curriculum taking into account their psychological, biological and other features./Мужчины и женщины учатся по-разному, и, разделив их, вы можете составить учебную программу с учетом их психологических, биологических и других особенностей./Ерлер мен әйелдер әр түрлі оқиды және оларды бөлу арқылы сіз олардың психологиялық, биологиялық және басқа ерекшеліктерін ескере отырып оқу бағдарламасын құруға болады. |  |  |  |  |  |
| Only in mixed classes children of different genders will learn how to communicate with each other, which will be necessary in the real life and future./Только в смешанных классах дети разного пола научатся общаться друг с другом, что будет необходимо в реальной жизни и в будущем./Аралас сыныптарда ғана әртүрлі жыныстағы балалар бір-бірімен қарым-қатынас жасауды үйренеді, бұл шынайы өмірде және болашақта қажет болады. |  |  |  |  |  |

1. Should girls and boys study together or separately? /Девочки и мальчики должны учиться вместе или по отдельности?/Қыздар мен ұлдар бірге немесе бөлек оқуы керек пе? (for both)

* Together. The proven Soviet system is closer to me/Вместе. Проверенная советская система мне ближе/Бірге. Дәлелденген кеңестік жүйе маған жақын
* Apart. The discipline will be better/Раздельно. Дисциплина будет лучше/Бөлек. Тәртіп жақсы болады
* Together. Otherwise, children will not learn to communicate/Вместе. Иначе дети не научатся общаться./Бірге. Әйтпесе, балалар сөйлесуді үйренбейді
* Apart. Students should learn, and not be distracted by classmates/Раздельно. Студенты должны учиться, а не отвлекаться на одноклассников/Бөлек. Оқушылар оқуы керек, сыныптастарының назарларын бөлмеуі керек
* Does not matter. The main thing is to have good teachers/Не важно. Главное, чтобы учителя были хорошими/Маңызды емес. Ең бастысы - жақсы мұғалімдер болу керек
* Your own version/Добавить вариант/Сіздің жеке нұсқаңыз

1. Should there be more same-sex schools in Kazakhstan or not? /Должно ли быть больше однополых школ в Казахстане или нет?/Қазақстанда бір жынысты мектептер көбірек болуы керек пе, жоқ па? (for both)

* Yes /Да/Ия
* No /Нет/Жоқ

For parents:

1. Did you go to a single sex school? /Вы ходили в однополую школу?/Сіз бір жынысты мектепке бардыңыз ба?

* Yes/Да/Ия
* No/Нет/Жоқ

1. Do you support the ability to have the option of sending your child to a single-sex school? /Поддерживаете ли вы возможность отправить ребенка в однополую школу?/Сіз балаңызды бір жынысты мектепке беру мүмкіндігінің болуын қолдайсыз ба?

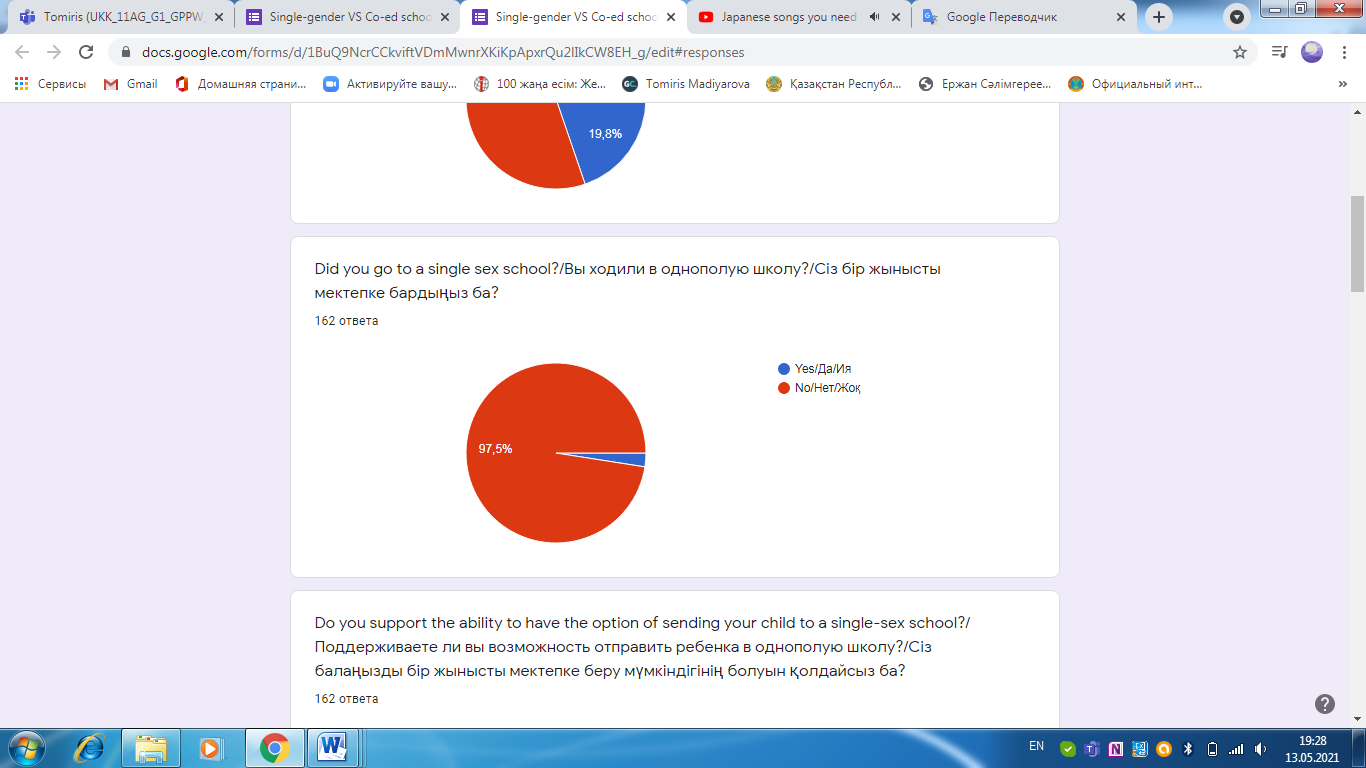
* Yes/Да/Ия
* No/Нет/Жоқ

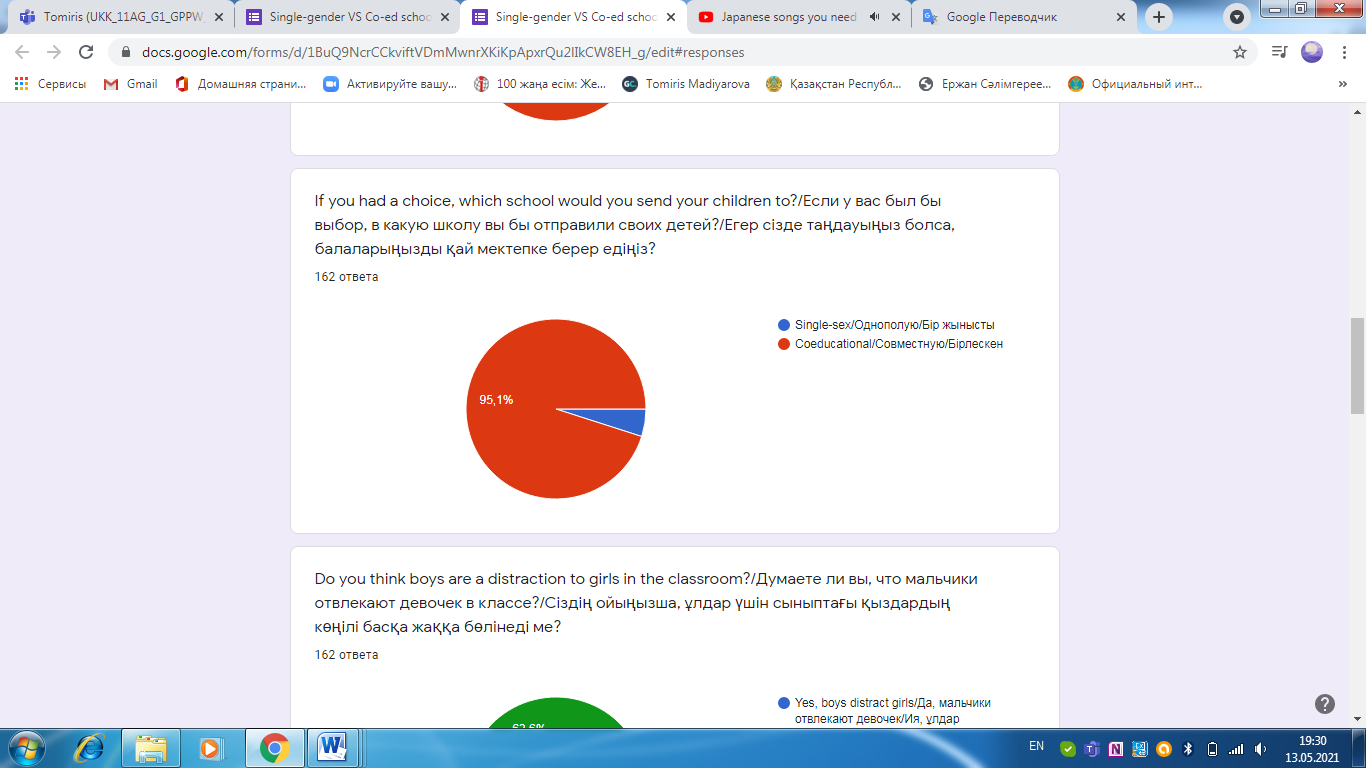
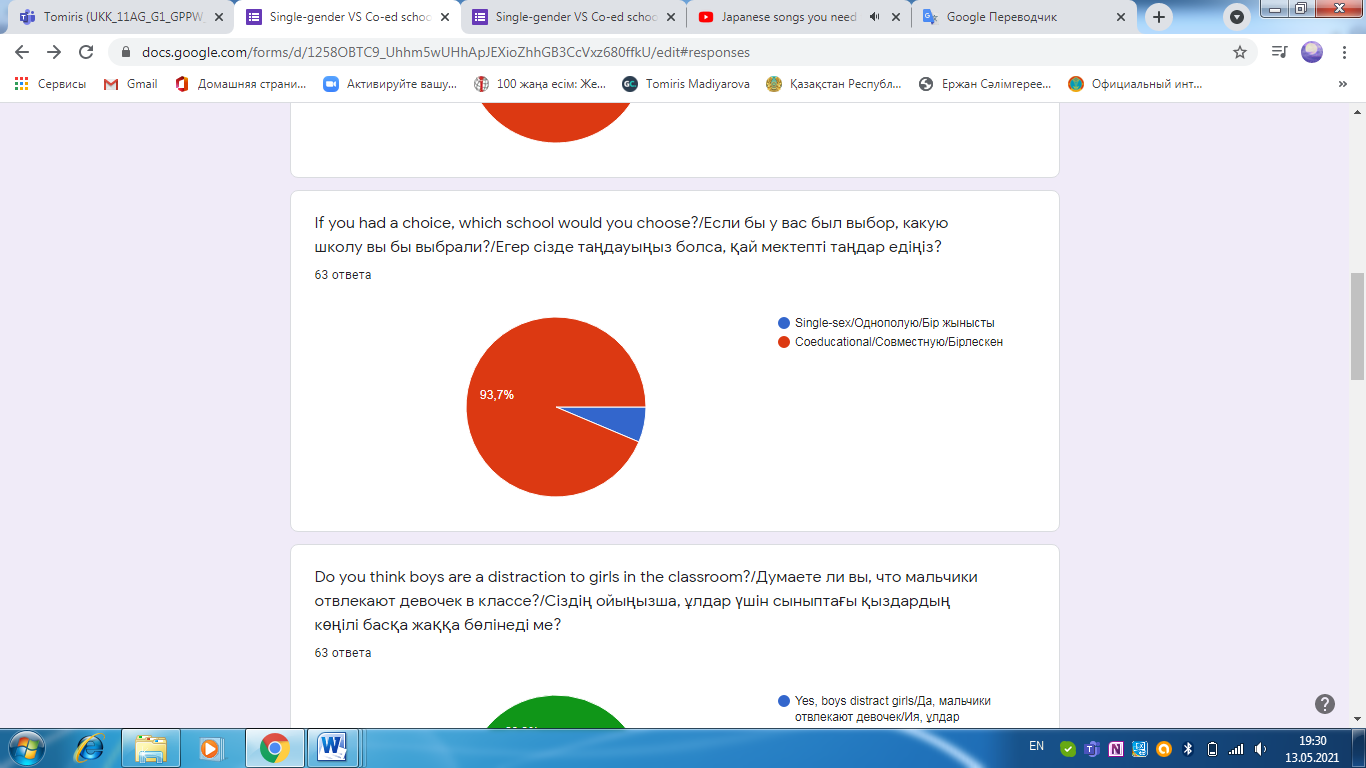
1. If you had a choice, which school would you send your children to?/Если у вас был бы выбор, в какую школу вы бы отправили своих детей?/Егер сізде таңдауыңыз болса, балаларыңызды қай мектепке берер едіңіз?

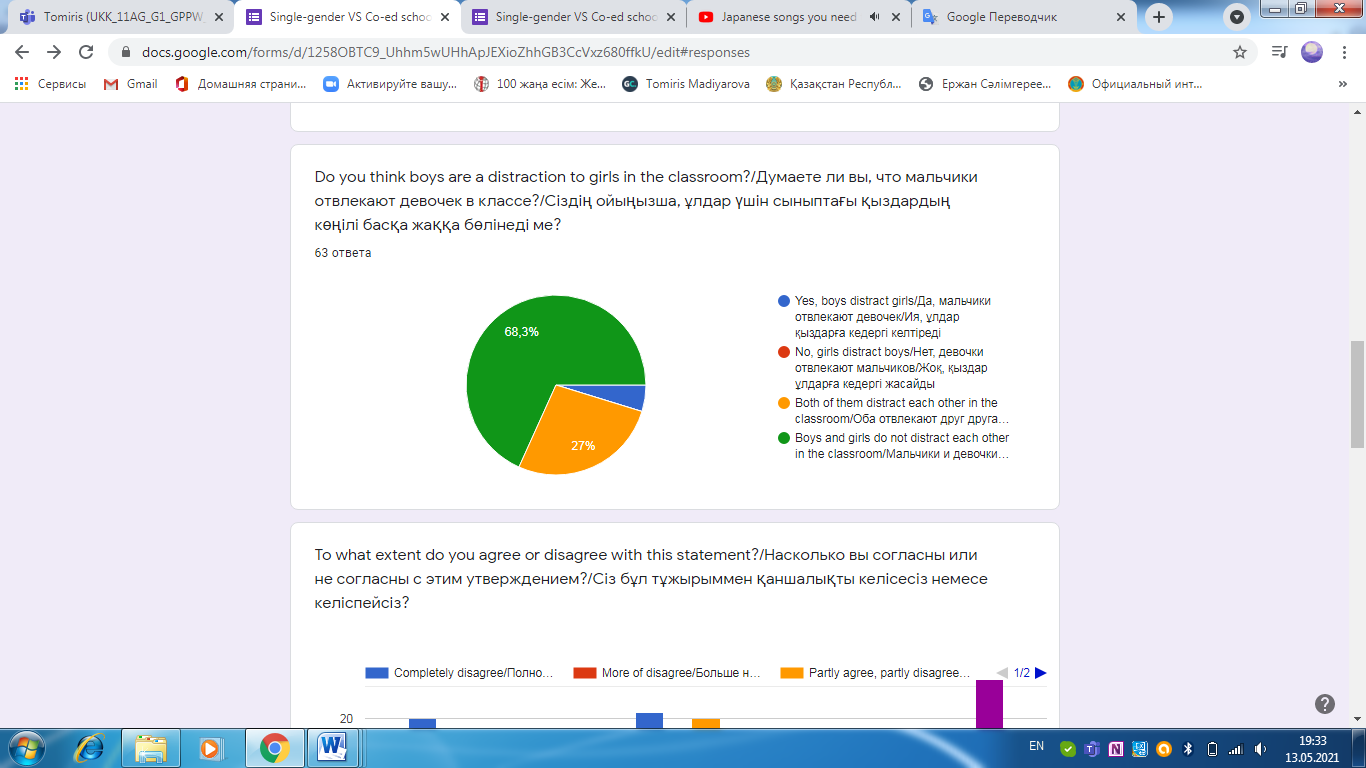
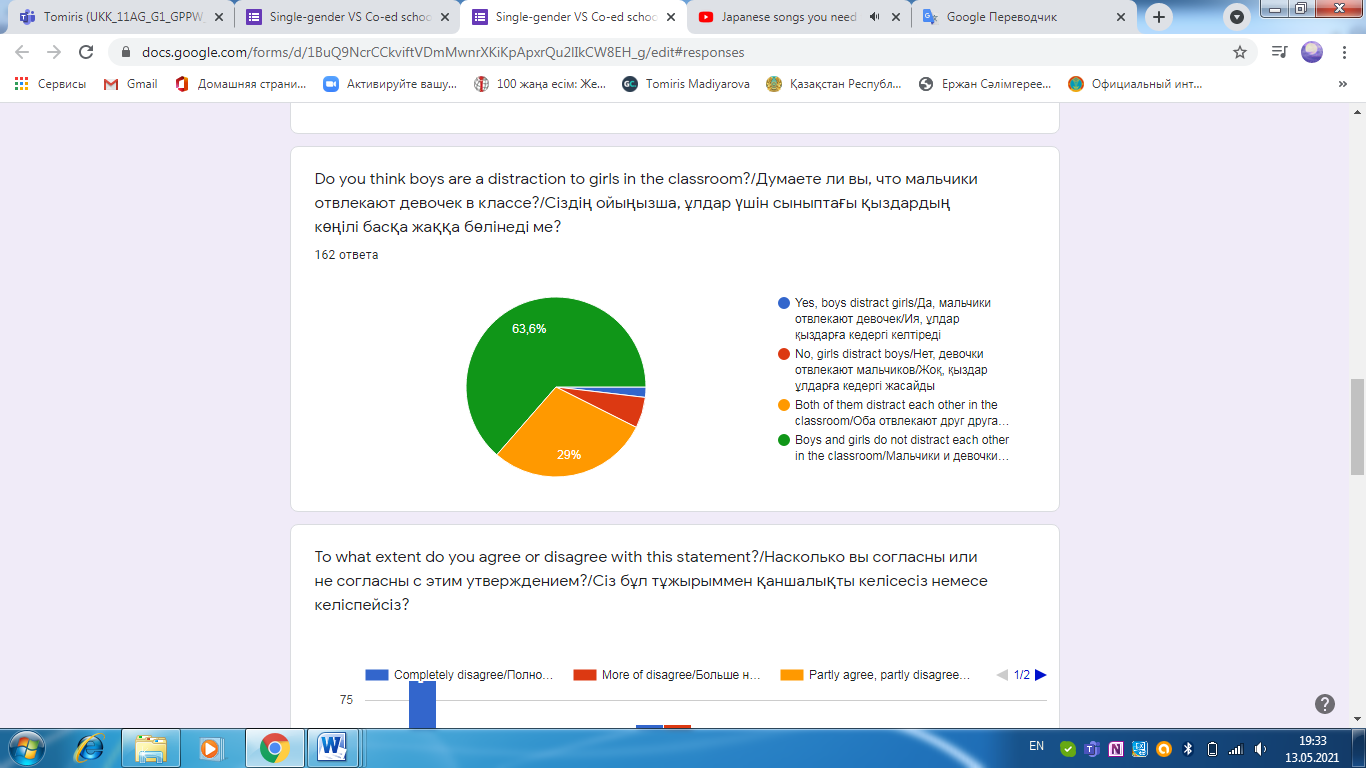
* Single-sex/Однополую/Бір жынысты
* Coeducational/Совместную/Бірлескен

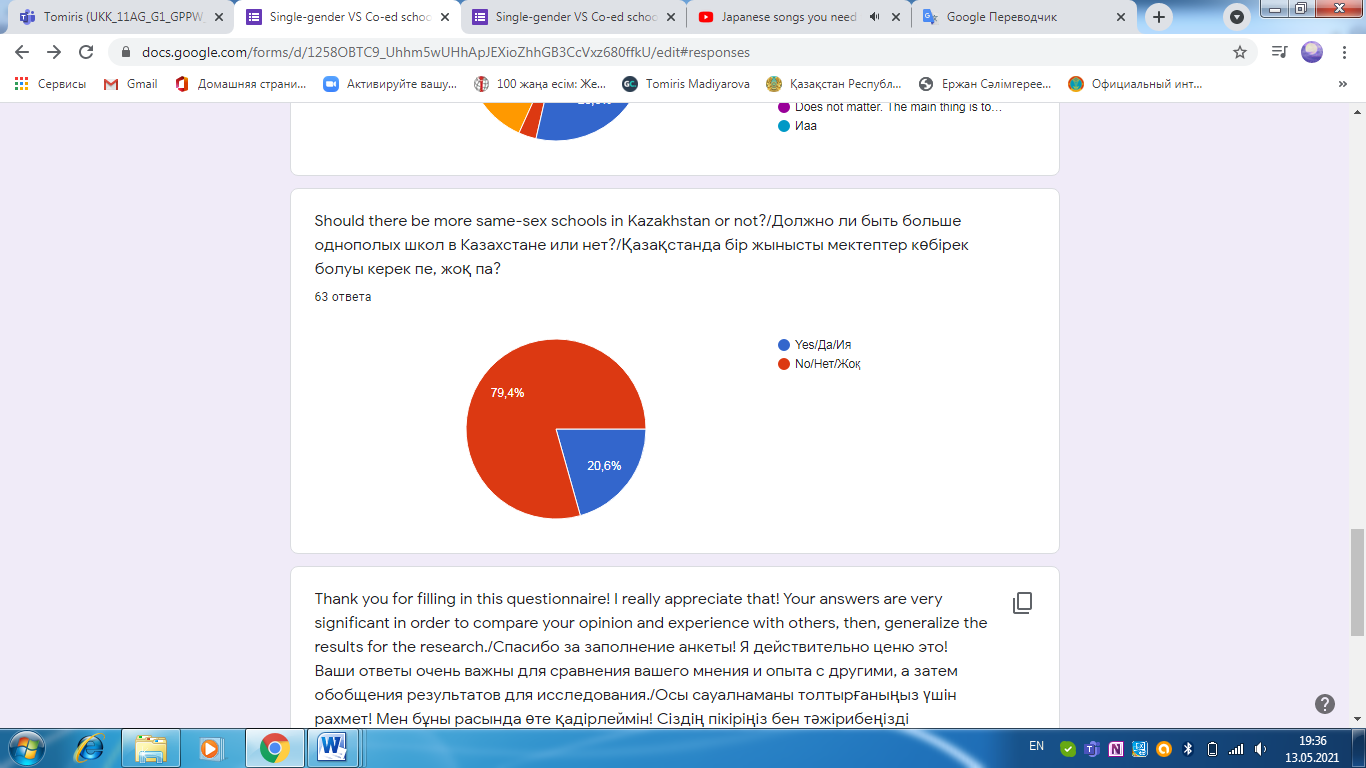
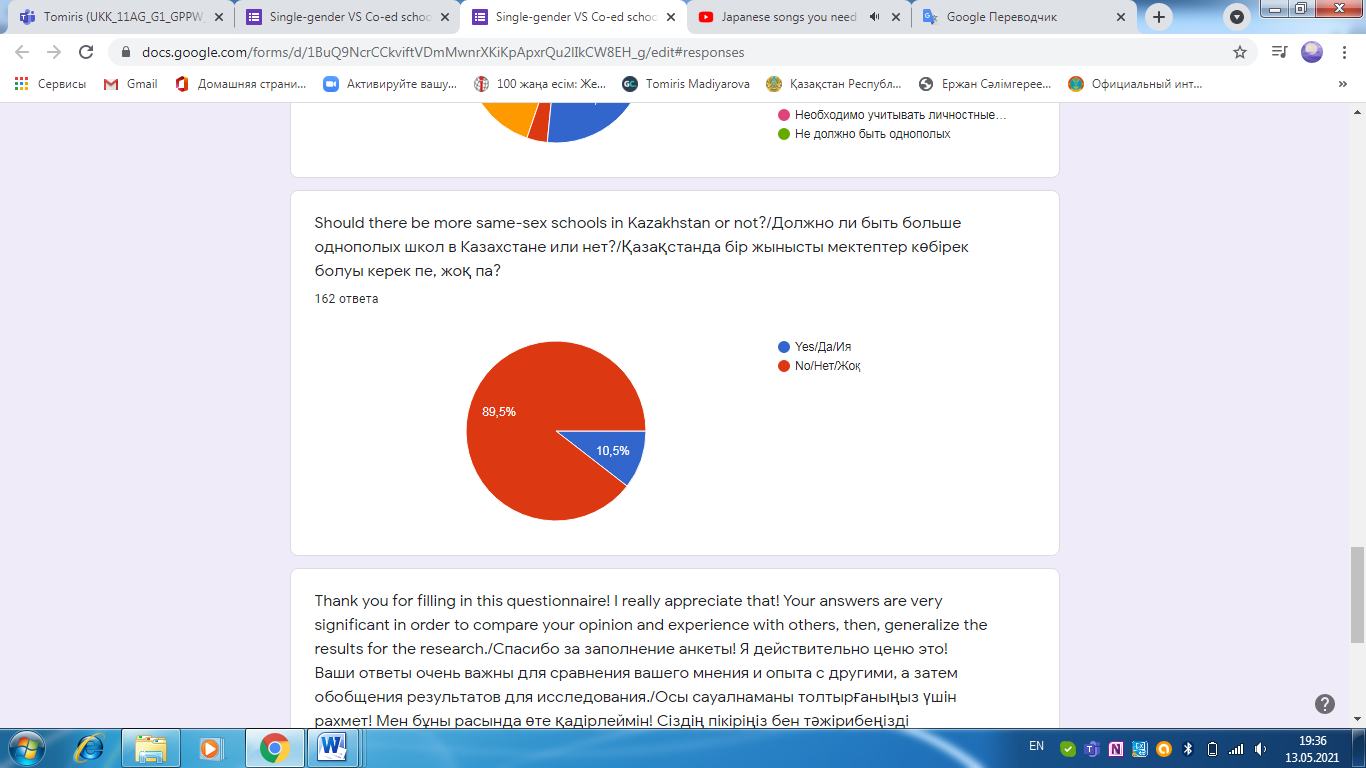
Thank you for filling in this questionnaire! I really appreciate that! Your answers are very significant in order to compare your opinion and experience with others, then, generalize the results for the research./Спасибо за заполнение анкеты! Я действительно ценю это! Ваши ответы очень важны для сравнения вашего мнения и опыта с другими, а затем обобщения результатов для исследования./Осы сауалнаманы толтырғаныңыз үшін рахмет! Мен бұны расында өте қадірлеймін! Сіздің пікіріңіз бен тәжірибеңізді басқалармен салыстырып, зерттеу нәтижелерін жалпылау үшін бұл жауаптарыңыз өте маңызды.

Results of survey (Method 2)





Interviews transcript

Hello, \_\_\_! I am glad to see you and grateful that you took the time to meet me today, to become a participant of my research! The aim of this interview is to find out the differences of education in co-ed and single-sex schools and identify which one is better for children to study in. Be open and comfortable to say your opinion, it will be very helpful!

1. Share your experiences with both schools: How are segregated schools different from coeducational schools?

First student: In mixed school I felt more bounded, felt that in front of other gender it would be a shame to make a mistake or do something wrong (by the opinion of other gender), but in KTL I did not feel that.

Second student: In my opinion, the difference is that in same-sex schools there is more spirit of competition among peers and more freedom, confidence.

Parent: In single-gender school my child had more discipline, especially in terms of respect for elders, than in coeducational schools.

1. Which school had the most excellent students? (Are students doing better in single-gender or coeducational schools?) Why?

First student: Students do better in single sex schools, since there is no distraction in the form of communication with the opposite sex.

Second student: There were more excellent students in same-sex school, because there was competition among all boys in terms of grades, and in mixed schools, grades were not in the same priority as in same-sex ones.

Parent: In single-gender schools the academic performance was better than in co-ed schools, because there, pupils have a common goal, as a result, learning becomes a priority for everyone and pupils can be very focused on their studies for a long time with particular interest.

1. Were there any consequences, problems after studying in a same-sex school?

First student: Did not have. I only studied there for six months. I didn't really have time to change.

Second student: In my case, there were no consequences.

Parent: My child did not have any bad consequences, only great, as after studying in KTL, he truly opened all his potentials and now has many diplomas.

1. And the final question, which school do you think is better and why? (What are the pros and cons of them according to your experience?)

First student: Most likely it is best to study in a mixed school. Since I heard that some KTL graduates have problems in terms of starting a family in the future due to the withdrawal from communicating with girls.

Second student: In my experience, studying in same-sex schools is better because it creates a competitive environment, and because of this, the class level rises and many students have the same interests, which creates a friendlier team.

Parent: From my perspective, single-sex schools are better, because children who graduate from same-sex school achieve more in life, and in these schools students support each other more.

Again, THANK YOU VERY MUCH for contribution in this work! Your answers will help a lot for my research. :-D

(First student: You are welcome!

Second student: I hope your work will be a success!

Parent: Much obliged to you, too!)