Vol. 2, No. (8) Sep. 2026

ISSN: 4556-3489

Arab Journal of Advanced Research and Development (AJARD)

المجلة العربية للبحوث المتقدمة والتنمية

Separation of males and females in education from the teacher's perspective a quantitative survey study: Al-Sayed Muhammad bin Ali Al-Senussi Islamic University

Basma Awad Hassan

Assistant Lecturer in Islamic economics college, Al-Sayed Muhammad bin Ali Al-Senussi Islamic University

Abstract

This research aims to explore teachers' perspective about separating males and female in classrooms in Al-Sayed Muhammad bin Ali Al-Senussi Islamic University. It investigates how this segregation affects teachers' point of view about teaching in single- gender classes. The study explored also the differences between males and females from some aspects, which the teacher should take into account when teaching in these two systems. The research also discussed the arguments about gender segregation in education. To analyze teachers' perspectives towards co-education and non-co-education (single-sex education) in Al-Sayed Muhammad bin Ali Al-Senussi Islamic University, a questionnaire was distributed to the faculty members at the University. The questionnaire comprises three main sections: the first dimension explores the teacher point of view about the separation between males and females, the second dimension highlights the issue of teachers and behavioral/educational gender differences in mixed and non-mixed group and the third-dimension focused education and teachers in mixed/non-mixed Groups. The study adopts a descriptive-analytical methodology utilizing a quantitative approach and a statistical analysis was performed using SPSS. The Kolmogorov-Smirnov test was employed to verify the normality of data distribution, while Pearson correlation coefficients were calculated to examine the relationships between variables. The reliability of the instrument was established through internal consistency metrics. The research concludes that pedagogical and behavioral outcomes are prioritized over the policy of separation itself. Findings suggest a consensus favoring structured, gender-specific settings to enhance instructional efficacy, effectively balancing traditional values with modern educational development. We are examining coeducation and segregation due to their profound impact on behavior, which may either impede or enhance learning efficiency. since the pedagogical process is fundamentally comprised of the teacher, the leaner, and conductive environment, it is impressive to investigate the overall climate in which this process unfolds. Consequently, it is essential to analyze the perspectives of educators operating within these environments, whether mixing or single gender education.

Key words : Gender segregation in education, Sex segregation in education, Single-sex education (or single-gender education), Coeducation, Gender inequality, Gender stereotypes, STEM (Science, Technology, Engineering, and Mathematics)

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
Vol. 2, No. (8) Sep. 2026

الملخص:

يهدف هذا البحث لاستكشاف وجهات نظر أعضاء هيئة التدريس في جامعة السيد محمد بن علي السنوسي عن الفصل بين الذكور والاناث في القاعات الدراسية. ويبحث في كيفية تأثير هذا الفصل على رؤية المعلم للعملية التعليمية في الفصول التابعة لنظام الفصل. كما تقصت الدراسة عن الفروقات بين الذكور والاناث من جوانب عدة، والتي يجب على الأساتذة مراعاتها أثناء العملية التعليمية في هذين النظامين، بالإضافة الي مناقشة الحجج المطروحة حول الفصل بين الجنسين في التعليم. ومن أجل تحليل أراء أعضاء هيئة التدريس حول التعليم في النظامين، المختلط وغير المختلط، في القاعات الدراسية في جامعة السيد محمد بن علي السنوسي، تم توزيع استبيان، تضمن هذا الاستبيان ثلاثة أبعاد: حيث كان البعد الأول حول رأي المعلم حول نظام الفصل، اما البعد الثاني سلط الضوء على رأي المعلم حول الاختلافات السلوكية والتعليمية بين الجنسين في كلا النظامين، وركز البعد الثالث علي المعلم والعملية التعليمية في المجموعات المختلطة وغير المختلطة. واعتمدت الدراسة المنهج الوصفي التحليلي مستخدما الأسلوب الكمي، والتحليل الاحصائي باستخدام تطبيق الحزمة الإحصائية للعلوم الاجتماعية .(SPSS) وتم تم تطبيق اختبار كولم وقروف لتحقق من التوزيع الطبيعي للبيانات واختبار حساب معاملات الارتباط بيرسون لفحص العلاقات بين المتغيرات. كما تم التأكد من ثبات أداة الدراسة من خلال مقاييس الاتساق الداخلي. وقد خلص البحث الي أن النتائج التربوية والسلوكية تحظي بالأولوية لدي أعضاء هيئة التدريس على سياسة الفصل كأجراء اداري في حد ذاته. وقد خلصت نتائج البحث الي أن هناك ميل الي تأييد البيئات المعتمدة على الفصل المنظم من أجل تعزيز كفاءة التدريس مما يحقق توازنا فعالا بين القيم التقليدية والتطوير التعليمي الحديث. أننا نبحث في نظامي الاختلاط والفصل بين الجنسين نظرا لتأثيرهما العميق على السلوك، والذي قد يعيق كفاءة التعلم أو يعززها. وبما ان العملية التعليمية التربوية تقوم أساسا علي المعلم والمتعلم والبيئة الملائمة، فقد بات من الضروري استقصاء المناخ العام الذي تجري فيه هذه العملية. وبناء على ذلك، تبرز أهمية تحليل وجهات نظر التربويين العاملين في هذه البيئات، سوآءا كانت مختلطة او منفصلة.

Introduction

Single-gender education systems, segregation or separation classes system are all the same reflection for the same thing which is separating between males and females in schools or classes. This kind of education has been under study over the time.

- Some factors behind separation:

Separation can be in classes only i.e.; males and females attend separated classes in the same school or the two genders go to different schools. This practice spread before the mid twentieth century, due to the cultural and religious basis of many countries. In the middle east countries; this kind of education was preferable where culture and religion thoughts control many aspects of life. Later this system was adopted basing on studies and researches confirming that there are differences between males and females in brain structure and function. Studies show that males and females' brain work differently; and spontaneously they learn in different way. Scans showed the hypo campus area in the brain is larger and develops earlier in females than males. This has an effect on learning vocabulary and writing. The cerebral cortex in females' brain is responsible on memory, attention and language i.e., the verbal functions, while the cerebral cortex in males' is responsible on spatial and mechanical functions; therefore, females tend to learn by words and explanations, and males tend to learn by movements and pictures. In spite of the fact that males' brains are larger than females', this difference does not affect on intelligence.

0096893649662 | info@ajard.org | www.ajard.org

The connect between the two hemispheres in females' brains develop earlier than males', the thing provide females with more academic abilities while males have better attention for the environmental aspects around. According to (James, 2007) males are more successful with kinesthetic activities, visual, spatial relationships and competitive activities, while females are better with verbal/linguistic activities and auditory learning. It has confirmed that there are systemic differences between males and females in early communication system and even in language acquisition. One of the reasons behind this fact, girls develop their abilities in learning language faster than boys, is language gene. It exists more in females than boys. Social and biological factors must be taken into account since boys tend to go outside and play with certain toys and fix things, it can be said that boys tend to study scientific subjects later. The area of language can be affected positively also by hormone of estrogen in females' brain while it is affected negatively by testosterone in males' brains.

In general, males differ from females physically. They need to move more than females in the class and they choose specific activities to go with this attitude. According to (Tannen, 2001) males also tend to ignore females' contribution in group activities, even if they are sure of females' correct answers. (Maccoby, 2002) talked about the attitude of boys who prefer to work in groups and this is reflected in kinds of sports they choose, while girls prefer to make relations with one or two members from the same gender. (Maccoby, 2002) explains in research on gender- related cognitive patterns typically indicates that women excel in verbal assessments, whereas men often demonstrate stronger proficiency in spatial reasoning tasks. (Maccoby & Jacklin, 1974) found that females are more engaging in social activities than males but less competitive than males. Over the time, cognitive ability differences have been studied. The results showed that there are no clear differences on this respect, but it has been found that boys are better at math and girls are better in reading and language subjects. (Hyde, 2005)

- Points of views about Separation and co-educational system

According to the previous factors the idea of separation education has been adopted in many countries. It is called single-gender education, where males and females attend classes separately. According to (Salmone, 2006) single-gender education may develop greater self-confidence and broader interests specially among adolescent girls who report that they feel more comfortable interact more with teachers and develop more favorable attitudes towards these subjects (math and science). She adds that this system promotes males' interest in humanities courses, for (Murphy and Whitelegg, 2006) females in single-gender school reported a great sense of belonging and integration than females in mixed schools. For many researchers, single gender education is preferable due to its positive effects. These effects are reflected on girls learning experience. Studies shows that self-esteem of girls in single gender education is higher than in mixed gender education, while it does not have that effect on boys. Boys in their academic achievement are better than in mixed school setting with a high number of girls. It has no impact on

their shared feelings about studying but it has influenced their individual performance. A study by (Boumaza & Rima, 2014) concluded that gender mixing at the University of MSila creates mental distractions that drain students' energy. Instead of focusing on the lecture, students expend their cognitive resources on monitoring mutual social impressions, turning social interaction into a behavioral burden that hinders academic achievement. Gender separation in general can eliminate distractions making students to focus on studying. The supporters of single-gender education view it as an effective learning source. As boys and girls have different learning strategies, this kind of education can aid the teacher in giving information in an appropriate way. (Sax, 2005) who wrote a book about gender separation and its importance in education insists on the idea of separation. He believes that the strategies applied to teach females are not the same best ones for males and verse versa, so in mixed schools' teachers will create various approaches to teach males and females equally. It is universally known, that boys perform better than girls in (STEM) like chemistry, pedagogy, physics or mathematics, so girls will have some problems in the way they perform in the class in front of their male classmates in mixed gender classes. Self-steam is the product of two internal assessment or judgments. The key to self-esteem is the amount of discrepancy between what a person desires and what believes he achieved and the overall sense of support that person feels from people around (Rosenberg, 1965). By separating males and females we create an environment of non-stereotyping where teachers will treat students according to their achievements not to their gender stereotypes.

On the other hand, some studies view single-gender separation as an enhance of stereotyping where males or females spend time with peers who similar to their gender learning behaviors and skills practiced within their own gender group and fail to learn what the other gender tend to. (Leaper, 1994) mentioned that when gender integrated in classrooms and workgroups, students have been exposed to broader activities and problems solving strategies, which has the effect on boarding skills development and reducing gender stereotypic interests and attitudes; and by increasing collaboration in gender integration classes, for example girls will be more interest in STEM related courses and boys will be interest in reading and language. According to (Riordan, 2015, Bigler, Hayes, and Liben, 2014) single-gender schools increase students' motivation and academic achievement by adapting instructions and pedagogical practice according to each gender needs not to the differences in brain functions and learning styles. In contrast, in mixed classes, teachers try to teach all students equally; the problem here is that males and females have different ways of learning, so equality will not be existed in real. In addition, males tend to rise their hands more than females in the class so they receive the teachers' attention which according to (Smyth, 2010) may increase stereotyping. This takes this process into an empty cycle when females scores get lower due to this negative stereotyping specially in STEM classes where males are better than female (Hyde, 2005); in spite of the fact that females can perform perfectly in STEM classes in one gender schools away from the teachers' stereotyping and the fear of other judgment.

Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
ISSN: 4556-3489
Vol. 2, No. (8) Sep. 2026

Literature review

Historically, gender-based education disparity was prominent during the 18th and 19th centuries; while coeducation emerged in primary schools, secondary and higher education remained strictly segregated, with women restricted to literary disciplines. By the mid-19th century, women transitioned into higher education and obtained bachelor's degrees, though segregation persisted through the appointment of female faculty for female students. Following World War II, logistical pressure such as teacher and facilities shortages led to the widespread of institutions into coeducational models. This translation sparked an ongoing debate, proponents of coeducation, such as (Basset and Jackson, 2005) and (Barhoum, 2021), argue that mixed gender environments enhance social skills, emotional intelligence and classroom discipline. Conversely, advocates for single gender education point to research by (Trickett et al, 1982) suggesting that segregated environments may provide a superior academic atmosphere and lead to higher achievement scores.

The Administrative Dimension

The administrative dimension serves as the cornerstone of educational organization; gender segregation is viewed not merely as pedagogical choice but as a comprehensive administrative system requiring meticulous resource planning. This significance is manifested through the cultivation of an organizational climate and the distribution of leadership roles to meet policy goals. Managing both coeducational and single gender institutions present logistical challenges that impact institutional efficiency. In this framework, the educator emerges as a pivotal executive partner. As frontline practitioners, teachers are uniquely positioned to evaluate how organizational structures maintain discipline and foster learning (Al-Mahdy and Alazmi, 2023). Furthermore, (Hayes, 2018) emphasizes the mediating role of administrative support, noting it provides teachers with the confidence to regulate classroom behavior more effectively than traditional authoritative models. This aligns with (Sheokand, 2024) who links professional stability to the symbolic infrastructure and supportive organizational culture. Within the Kuwaiti context (Al-Anezi, 2016) found that single gender environments outperformed coeducational ones in fostering discipline and achievement, attributing this to an administrative capacity that minimizes social distractions and enhances learning efficiency.

The Behavioral Dimension

Classroom Dynamics

The predominance of the behavioral dimension on the other dimensions may go to the fact that teachers often focus on the environment where they feel comfortable, creative and capable of ideal contribution. Teachers see that segregation decreases social distraction. In this regard, a study by (Ben Zaf, 2003) in Algeria, found that mixing

0096893649662 | info@ajard.org | www.ajard.org

education classes may lead to distraction specially in adolescent stage by self-assertion. (Sax, 2009) assures that social construction of gender differences diminishes in single gender classes, so for example making jokes and disorder in the class from the same sex would not be a source of attracting. A study in New Zealand by (Sheree Gibb et al, 2008) Otago university, concluded that single gender schooling could be an effective solution to address male academic underachievement, as it provides an educational environment that breaks down barriers of social distraction and stereotypical pressures often present in coeducational settings, she added that this segregation affect persists even after their enrollment in university. This finding aligns with professor (Linda Sax, 2009), from the Higher Educational Research Institute (HERI) at the University of California who sates that single gender schooling can help students of both genders cope with the numerous demands of the post-school stage, specifically at university level. In Kuwait university study (2015), the results came to confirm the previous studies, they assure that segregation in classrooms in university leads to decrease distraction and increase contribution specially in females' classes.

Academic performance

In 2018 the impact of single-gender environment is examined by (Park et al, 2018) on students' performance in STEM subjects using a natural experiment approach. They found a significant positive effect of all boy school in STEM subjects and no significant effect on females' performance in these subjects. (Oosterbeek and Van Ewijk, 2013) contrasted gender peer effects and used less extreme form of gender variation by exogenously manipulating the share of females in workgroups of first year students major in economics and business at a Dutch university. The authors found only little evidence for academic success of female students. However (Pahlke et al, 2014) found that segregation effects on students desires in studying STEM, especially in females' classes where they contribute more in this private space. The same results were confirmed by a study in Britain 2009 by University of Essex, the study showed that females students in single gender environment were more confident in studying STEM. (Booth and others, 2018) conducted a field experiment at ahigh ranked university in the UK to examine the effect of participation in single-sex versus mixed classes. They concluded that females in single-sex classes achieved high results more than it was expected, and females adopted good manners such attending extra classes and doing more home works; while they did not notice any changes on males' attitudes in single gender classes. A study on the effect of single gender schools through out-of-school activities, by (Hahn and Wang, 2019) focused on the causal impact of single-gender schooling on academic performance; the findings showed that single-gender schools improve students' test performance compared to coeducational schools. Moreover; the study identified that the increased time spent on study related to outside activities is a significant factor explaining this academic advantage. It was conducted that single-gender schools appear to encourage students to dedicate more time and effort to their studies outside the classroom which made the tests scores higher. The behavioral dimension linked to students' confidence in contribution,

teachers in separated classes note that single gender environment gives females safe space for academic behavior away from the other sex evaluation. According to a study on females in single-gender classes and females in mixed-gender classes by (Eisenkopf et al, 2015) females in single-gender mathematics classes had higher scores than females in mixed one but they were nearly equal in performance in language learning classes. The previous result was confirmed in a study by the researcher (Al-khraif, 2011) in King Saud University, they studied the mixed gender education in the university from the student's perspective where they concluded that 71% of students prefer mixing system as a source of contribution environment and achieving higher scores, while 29% regard segregation as the system where females get more private space to improve themselves away from social anxiety. Most researches and studies focused on the impact of segregation on females more than males, because females' students are more influenced than males by their psychological nature. This nature often leads them to think emotionally and act based on what others might think about them, which can hinder their academic advancement. Moreover, in a study about this point, they found that females used negative and positive politeness strategies when they interact with the male teacher, while males tend to ask lots of questions in spite of the teachers' gender (Elturki, 2018). Also, in the University of Al-Asmarya (Al-Kout and El-Hawat, 2020) found that females students in mixed groups tend to use more polite language than males students who take the initial place in conversations. This confirmed by (Hamaid and Al-Kout, 2021) who studied how both genders use vocabularies and speech strategies and they found that males control the conversation in the class while females use intensive formal language as long as males are in the class. The findings of both Arabic and western studies interest in affirming the pivotal role of the teacher as a primary catalyst within the gender segregated educational environment. Educators in both contexts reach a consensus that segregation affords them greater flexibility in tailoring instructional strategies to align with the psychological makeup of female students. There is a convergence between Western and Arabic research findings regarding the benefits of single gender classrooms. (Al-Shammari, 2020) and (Al-Hosani, 2019) focused on the psychological aspect, especially the reduction of social anxiety. This confirms that providing a pedagogically a safe space enhances the overall quality of education. On the other hand, those against segregation believes that mixed environments foster interaction and mutual understanding, ultimately benefiting the public interest students enter the workforce. (Bigler et al, 2014) criticized the single-gender system because it is likely to increase gender-based prejudice, and increased gender stereotyping among students. A study by (Meal, 1998) suggested that mixed education reflect real-life and reduce stereotypes. Thus (Abu Ghazal, 2015) agrees on a common challenge facing the teacher in how to compensate for the deficit in social competencies resulting from the lack of cross- gender interaction, ensuring students; readiness to integrate effectively into the future labor market. Consequently, the teacher remains the cornerstone in balancing the achievement of qualitative academic excellence with the development of a well-rounded personality capable of navigating the challenge of a mixed gender society.

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

Research Gap

Despite the abundance of educational literature regarding the impact of gender segregation, there remains a dearth of studies addressing this impact from the perspective of the university faculty; this indicates a research gap that warrants investigation to understand how such environment influences the teacher's capacity for creativity.

Problem statement

Although Al-Sayed Muhammad bin Ali Al-Senussi Islamic University maintains the policy of gender segregation, there remains a significant knowledge and practical gap characterized by an emphasis on the organizational aspects of segregation while overlooking its impact on instructional efficacy and behavioral outcomes. The problem lies in the continued implementation of segregation as an administrative procedure without a deep understanding of the gender-specific pedagogical needs, which may lead to a decline in educational quality. As a result, the lack of scientific studies determining faculty perspectives on these dynamics, leaves current educational policies without a basis in empirical evidence, thereby threatening the balance between preserving institutional identity and achieving academic excellence.

Significance of the study

The significance of this study lies in its methodological strictness, which present a strong validated instrument that ensures the representation of faculty members' perspectives about the issue of segregation at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University. It provides an important sight about the efficiency of teaching in separation education system through the pedagogical and behavioral outcomes, which establishes an empirical basis takes into account the gender-specific in classrooms.

Research objective

This study investigates faculty perspectives at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University on gender-segregated education, focusing on pedagogical efficacy and behavioral outcomes over structural policy. The research also aims to assess how experienced faculty perceive the impact of gender-specific settings on classroom dynamics and learning strategies.

Questions of the study

1- What is the point of view of the teacher about gender segregation in education and how does it effect on learning process?

2- What are the behavioral differences between males and females in mixed or single gender classes from the teacher's perspective?

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

3- How does the experience of the teacher and his behavior in classrooms effect on students in mixed or single education systems

The scope of the study

This study does not aim to pronounce a judgment about the validity of segregation but to analyze how the teacher sees the effect of this system on his behavior with students, and on teaching process, self-steam, social interaction and academic performance of both genders. The study is restricted to the faculty members at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University in Albayda city, Libya, during the year 2025. Data were collected through a structured questionnaire, and results were analyzed by SPSS program.

Methodology

The study adopts a descriptive-analytical methodology utilizing a quantitative approach to investigate the impact of gender segregation on the educational process at the Islamic University of Al-Sayyid Muhammad bin Ali al-Senussi in Al-Bayda, Libya, for the year 2025. This investigation is conducted from the perspective of faculty members across various colleges, including Islamic Economics, History, Foundations of religious, and Arabic Language. A random sample was selected to ensure maximum objectivity and statistical representation of the faculty population at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University and to provide every potential respondent an equal opportunity for selection, thereby mitigating selection bias and enhancing the generalizability of the findings. Furthermore, random sampling facilitates the rigorous application of parametric statistical tests, bolstering the study's external validity and ensuring that the conclusions accurately reflect the prevailing trends within the university environment. With 45 questionnaires distributed; 43 valid responses were retrieved for analysis. The respondents' ages ranged from 25 to 55 years. The research instrument consisted of a questionnaire structured around three primary dimensions: the teacher and the separation between males and females, Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group, and Education and Teachers in Mixed/Non-Mixed Groups. To ensure academic rigor, data were processed using SPSS ,employing the Kolmogorov-Smirnov test to verify Normal Distribution ,Pearson Correlation ,and T-tests .Furthermore, emphasis was placed on measuring Internal Consistency and Relative Importance ,while analyzing statistical significance and Standard Deviation (S.D.) to enhance the reliability of the results and their representativeness of the study population, leading to a discussion of the findings in light of existing literature.

Results

This chapter presents the empirical findings obtained through the study instrument (the questionnaire), which targeted faculty members at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University. The study aims to investigate their perspectives on the impact of gender segregation on the educational process. This presentation includes a description

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

of the demographic characteristics of the sample, verification of the psychometric properties of the study instrument (validity and reliability), and the results of the normality distribution tests. Furthermore, it analyzes the linear correlations between the various study dimensions and provides a statistical analysis of the arithmetic means and standard deviations for each dimension. These analyses serve to address the research questions and test the hypotheses in accordance with established statistical standards.

1-Description of the Study Sample

1-1 Response Rate:

Table 1: illustrates the sample size for a study targeting the faculty members of Al-Sayed Muhammad bin Ali Al-Senussi Islamic University. The study aims to examine the impact of gender-based separating (male and female) regarding the teacher's perspective. A total of 45 questionnaires were distributed to the study sample, of which 43 were recovered, representing a response rate of 96%. Consequently, the study's findings are based on a final sample size of 43 questionnaires. This 96% recovery rate is considered statistically appropriate and sufficient for the requirements of this research.

Table 1: Distribution and Recovery Rates of the Study Questionnaires

Reliability Coefficient	Validity Coefficient	Statement number	Dimension	
0.872	.762	7	the teacher and the separation between males and females	1
0.946	.895	10	Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group	2
0.876	.768	9	Education and Teachers in Mixed/Non-Mixed Groups	3
0.872	.760	26	Gender Segregation at The Islamic University of Al-Sayyid Muhammad bin Ali al-Senussi and its Impact on the Educational Process from the Teacher's Perspective	

1-2 Demographic Characteristics:

Table 2: Frequency Distribution and Percentages by Age Groups This table details the age distribution of the study sample. Out of 45 distributed questionnaires, 43 valid responses were retrieved. The sample was divided into specific age intervals: The Majority Group (35-45 years): This group represents the highest frequency with 16

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

respondents, accounting for 37.2% of the sample. The Second Group (45-55 years): This interval followed with 15 respondents, representing 34.9%. The Third Group (25-35 years): This group consisted of 10 respondents, or 23.3%. The Minority Group (Over 55 years): This represented the smallest segment with only 2 respondents or 4.07%.

Table 2: Frequency and Percentages by Age Groups

Percentage (%)	frequency	Age
23.3	10	25-35
37.2	16	35-45
34.9	15	45-55
4.7	2	More than 55 years
100.0	43	total

Table 3: Distribution of Faculty Members by College/Specialization The distribution of the 43 respondents across various colleges at the university is as follows:

1. Islamic Economics: The highest representation with 24 respondents (55.8%).
2. Arabic Language: Followed by 7 respondents (16.3%).
3. History: Consisted of 5 respondents (11.6%).
4. Law: Followed by 3 respondents (7.0%).
5. Usul al-Din (Foundations of Religion): The smallest representation with 1 respondent (2.3%).

The data indicates that the majority of the sample belongs to the Colleges of Islamic Economics and Arabic Language then history then law and English language then foundations of religious.

0096893649662 | info@ajard.org | www.ajard.org

Table 3: The distribution of teacher's specializations

%	frequency	specialization
55.8	24	Islamic Economics and Political Science
16.3	7	Arabic language
7.0	3	Law and Islamic Jurisprudence
11.6	5	History
2.3	1	Foundations of Religion
7.0	3	English Language
100.0	43	Total

2 Preliminary Data Quality Tests

2-1 Normality Test:

Table 4: Normality Distribution Test for the questionnaire Data, illustrates the results of the Kolmogorov-Smirnov test, which determines whether the study data follows a normal distribution, establishing normality ensures the reliability of the data and allows the study to be replicated or re-tested with consistent methodology. The results for the study's dimensions are as follows: First Dimension (the teacher and the separation between males and females): The test value reached 0.170, indicating a normal distribution. The second Dimension (Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group): The test value was recorded at 0.199, also confirming normality. The third Dimension (Education and Teachers in Mixed/Non-Mixed Groups): The test value reached 0.085. Since all recorded values are greater than the significance level (0.05), it is evident that the data across these dimensions is normally distributed.

Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
ISSN: 4556-3489
Vol. 2, No. (8) Sep. 2026

Table 4: Normality Distribution Test for the Study Data

Sig	Test value	Dimension
.003[c]	.170	the teacher and the separation between males and females
.000[c]	.199	Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group
.200[c, d]	.085	Education and Teachers in Mixed/Non-Mixed Groups
.053[c]	.133	Gender Segregation at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University and its Impact on the Educational Process from the Teacher's Perspective

2-2 Validity and Reliability:

Table 5: This table presents the results of the reliability and validity tests for the data collected from faculty members via the questionnaire. The first dimension (the teacher and the separation between males and females: For this section, which consists of (7 items) (statements), the validity coefficient ranges between 0.7 and 0.8, while the reliability coefficient reached 0.87. These results indicate high levels of both validity and reliability for this dimension, with an accuracy rate exceeding 60%, confirming the suitability of the instrument for the study's objectives. The second dimension (Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group) consists of (10 items) :The validity coefficient for this dimension reached 0.895 while the reliability coefficient was recorded at 0.946, These are very high values, indicating excellent reliability for this specific dimension. The third dimension (Education and Teachers in Mixed/Non-Mixed Groups) (9 items) consists of nine statements. The validity coefficient is 0.768 ,and the reliability coefficient is approximately 0.876 . These are also considered high and acceptable rates for academic validity and reliability. Total Study Instrument (Gender Segregation in the Educational Process) across all dimensions comprising 26 items, the overall validity coefficient reached 0.77. The high rates of both validity and reliability across all variables confirm that the study instrument is highly stable and suitable for scientific investigation. Furthermore, a significant relationship exists between all study variables, supporting the overall integrity of the research.

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

Table 5: Reliability and Validity of the Study Instrument

Validity	Reliability	Number of statements	Dimension	
0.872	.762	7	the teacher and the separation between males and females	1
0.946	.895	10	Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group	2
0.876	.768	9	Education and Teachers in Mixed/Non-Mixed Groups	3
0.872	.760	26	Gender Segregation at The Islamic University of Al-Sayyid Muhammad bin Ali al-Senussi and its Impact on the Educational Process from the Teacher's Perspective	

3- Correlation and Descriptive Analysis

3-1 Correlation Matrix:

Table 6: illustrates the linear relationship between each dimension and the others. The results show that all dimensions have a significance level of less than 0.05, confirming a statistically significant linear relationship between them. The correlation values are as follows: First Dimension (the teacher and the separation between males and females) (and other dimensions): Correlation coefficient of 0.835. The second Dimension (Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group): Correlation coefficient of 0.659. The third Dimension (Education and Teachers in Mixed/Non-Mixed Groups): Correlation coefficient of 0.659. These three dimensions are interrelated, exhibiting a positive linear correlation. The first dimension shows a somewhat strong positive linear relationship, while the second and third dimensions demonstrate a moderate to strong correlation.

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
Vol. 2, No. (8) Sep. 2026

Table 6: illustrates the Pearson Correlation Coefficient used to measure the construct validity of the study instrument.

Significance Level Sig	Pearson Correlation Coefficient	Dimension
0.000	.835**	the teacher and the separation between males and females
0.000	.669**	Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group
0.000	.659**	Education and Teachers in Mixed/Non-Mixed Groups

3-2 Descriptive Statistics:

Table 7: Statistical Analysis of the Study Dimensions: This table provides the Arithmetic Mean, Standard Deviation, T-test values, and P-values for the study dimensions, ranked by relative importance: Dimension 1(the teacher and the separation between males and females): The mean was 2.29 with a standard deviation of 0.43 and a T-value of 43.9. The mean indicates that the majority of respondents chose "Neutral." This dimension ranked second in relative importance o.76. Dimension 2 (Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Groups): Recorded a mean of 2.44 (tending from "Neutral" toward "Agree") and a T value of 44,07 with a standard deviation of 0.36. This dimension ranked first in relative importance 0.86. Dimension 3 (Education and Teachers in Mixed/Non-Mixed Groups): Recorded a mean of 2.95 with a standard deviation of 0.39, and a T value 33.7 This dimension ranked third (lowest) in relative importance at 0.69.

Table 7: Arithmetic Means, Standard Deviations, T-values, and Ranking of Relative Importance for the Study Dimensions

order	Relative Importance	S. D	Mean	Statement	
2	%0.76	.43128	2.29568	the teacher and the separation between males and females	1
1	%0.86	.36409	2.44703	Teachers and Behavioral/Educational Gender Differences in Mixed and Non-Mixed Group	2

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

3	%0.69	.39899	2.05581	Education and Teachers in Mixed/Non-Mixed Groups	3

Discussion

The organization of the educational environment is a fundamental pillar for academic institutions striving to enhance their outcomes. As Al-Senussi University keeps pace with the pedagogical advancements of 2025, the faculty's vision has crystallized around a gender segregation model that serves as more than just an administrative procedure; it is an integrated system designed to bolster academic focus. This discussion aims to review the dimensions of the adopted "Pedagogical-Behavioral Model" and its role in improving the educational climate while transcending traditional challenges associated with educational formats.

1- The primary of Behavioral and Pedagogical Dimensions (Dimension 2)

The results demonstrate that the dimension regarding (teachers and behavioral/educational gender differences) ranked first with a relative importance of 0.86 and mean 2.44, this indicates that faculty concern is not direct toward segregation as a rigid administrative procedure, but rather its impact on the educational climate. This finding aligns with (Gurian et al, 2009) and (James, 2007) who argue that gender differences in learning and behavior require a pedagogical environment that accommodates these specificities. It also reinforces (Al-anezi, 2016) who found that teachers support segregation when it improves the interactive context and reduce social distraction, a concept supported by (Maccoby, 2002) theory on gendered group processes.

2- A pragmatic view of physical separation (Dimension 1)

The dimension of (the teacher and gender separation) ranked second with a mean of 2.29 reflecting a state of positive neutrality. This suggests that faculty members at Al-Senussi University view segregation as a procedural too to facilitate classroom management rather than an ideological end in itself. This pragmatic shift mirrors (Pahlke et al, 2014) whose metanalysis suggested that the academic benefits of segregation are varied, leading teachers to prioritize tangible outcomes over structural policy. Furthermore, it aligns with (Al-Kout and El-Hawat, 2020) at Asmarya Islamic University, where the religious institutional context establishes segregation as a normative environment to which faculty adapt to achieve specific educational goals.

3- Interconnectivity between environment and outcomes (Dimension 3)

Although the dimension of (education and teachers in mixed or separated groups) ranked last in relative importance 0.69, person's correlation revealed a strong positive relationship 0.835 between it and the teacher's role. This indicates that faculty link educational success to the teacher's ability to manage the classroom effectively within the segregated system. Studies by (Park et al, 2018) and (Booth et al, 2018) support this noting that peer effect in single sex environments can enhance achievement, particularly in specialized field like Islamic Economics, which represents majority of this study's sample 55.8%.

0096893649662 | info@ajard.org | www.ajard.org

4- Significance of consensus and academic experience

The low standard deviation 0.36- 0.43 and the concentration of the sample in the 35-55 age bracket reflects a high level of professional maturity and consistency in views. This consensus reinforces the reliability of the results, suggesting that the organizational culture of the Islamic University as described by (Sheokand, 2024) plays a role in shaping a unified vision. Segregation is not viewed as a constraint, but as a symbolic infrastructure that supports professional and pedagogical stability.

It is evident that Al-Senussi University's vision for 2025 presents a unique approach that goes beyond the traditional debate over coeducation by adopting the (Pedagogical-Behavioral Model). Viewing physical separation merely as a supporting factor while placing educational quality and behavioral discipline at the forefront reflects a sophisticated academic management style. This approach prioritizes the students' best interests and the scholarly atmosphere above all else. Consequently, the university's educational experience stands as a model that seeks to balance pedagogical values with modern academic requirements.

Limitations of the study

The quantitative study is limited to specific institutional context of Al-Sayed Muhammad bin Ali Al-Senussi Islamic University which may constrain the generalizability of its findings to another educational environment. Temporal limitations also represent a significant factor as the results reflect the faculty members' perspectives during a specific year 2025 which may not account for future shifts in educational policies. Furthermore, the reliance on a quantitative questionnaire may produce a deep qualitative exploration of pedagogical experience. The research is restricted to teacher viewpoints and responses may be subject to social desirability bias influenced by the prevailing organizational norms at the time of the study. With a noted spatial limitation regarding response rates, faculty members at the college of economics were significantly more accessible and cooperative than those in other colleges. Consequently, the findings may disproportionately represent the perspectives of this specific faculty. Accordingly, future research is recommended to adopt qualitative or mixed methods approaches and expand the sampling frame to include diverse educational institutions to ensure greater comprehensiveness.

Conclusion

In conclusion, this study offers a robust and statistically significant validation of faculty perspectives at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University regarding gender dynamics in education. With a 96% response rate and a reliability coefficient of 0.946, these figures not only confirm the instrument's consistency but also signify a high level of engagement within the academic community regarding this topic. The findings reveal a sophisticated shift in academic discourse, the faculty primary concern is not the structural or administrative policy of separation itself, but rather the pedagogical and behavioral outcomes that arise from it. By prioritizing student behavior and the

educational climate over physical segregation, the experienced faculty members largely representing the Islamic Economics department emphasize that the quality of the learning environment must remain the central focus. Furthermore, while there is no difference in intelligence between genders, there are some specific differences in learning strategies, attitudes, and behaviors inside the classroom exist; therefore, a degree of segregation may ease the teacher's mission by allowing for focus on gender-specific needs rather than being distracted in mixed-gender classes. Ultimately, the low dispersion of opinions suggests a strong institutional consensus that gender-related policies should be evaluated through the lens of educational efficacy and student development, ensuring that traditional values and academic excellence continue to evolve in harmony. The broader debate on gender segregation highlights the complex interplay between tradition, culture, and modern development, suggesting that while specific contexts may benefit from gender-specific settings, a holistic view recognizes the imperative for integration and constructive interaction to address challenges and leverage talents collectively. Islamic teachings support this balance, advocating for modesty and defined social boundaries that allow for necessary, purposeful interaction for noble causes like seeking knowledge or righteous work, ensuring engagement in society while upholding distinct roles and fostering a morally upright community. The path forward for society lies not in segregation, but in promoting a balanced coexistence that acknowledges the distinct roles and natural differences between genders. Effective separation, though sometimes necessary for cultural or traditional values, should not hinder collaboration in shared goals like education and community development; ultimately, fostering mutual respect and equal opportunities is essential for building a stronger, more diverse, and prosperous society where each gender contributes its unique strengths for the common good.

Recommendations

The study concludes that faculty members at Al-Sayed Muhammad bin Ali Al-Senussi Islamic University hold a sophisticated perspective on gender segregation, where findings showed a high consensus (with a reliability of 0.946) that the primary priority lies in managing behavioral and educational dynamics to ensure academic quality, rather than the structural separation itself. Managing gender expectations and challenging strategies should be taken in consideration, teachers in segregated education environments should develop special skills to manage gender expectations with full awareness, this constantly challenging gender stereotypes; that is, avoiding the reinforcement of any traditional image associated with the single gender being taught. Practically, the teacher should encourage students to pursue interests non-traditional for their biological sex. It is essential to develop participation strategies that account for the gender characteristics of the group to ensure healthy and constructive interaction among peers. Consequently, the university administration shifts its focus from purely structural segregation policies toward enhancing the quality of the pedagogical and behavioral environment, as faculty concern is primarily driven by educational outcomes rather than the physical act of separation. To support this transition, the university should implement targeted

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية

professional development workshops on gender-responsive pedagogy, leveraging the expertise of its experienced mid-career professionals. Furthermore, strengthening academic advisory units to provide behavioral support for managing classroom dynamics is essential to addressing the faculty's primary concerns, while the adoption of this study's validated research instrument for periodic, longitudinal assessment will allow for the continuous monitoring of shifting faculty perspectives as institutional and demographic contexts evolve. Furthermore, 'behavioral differences' ranked first in terms of importance, the university should strengthen the role of academic and pedagogical counselors to support faculty members in addressing the unique social and behavioral challenges that arise in gender-segregated Islamic academic environments.

Acknowledgement

the researcher would like to thank the participant teachers for their contribution.

References

Abu Ghazal, M. (2015). The impact of school type on academic self-concept and academic achievement among a sample of eighth-grade students in Jordan. *International Journal of Educational Research*, *38*, 1–25.

Al-Anezi, N. S. (2016). The interactive school context: A study of teachers' views in public schools in the State of Kuwait. *Educational Journal*, *30*(120), 13–48.

Al-Hosani, M. (2019). *The impact of single-sex schooling on students' academic achievement and social skills in the UAE*. [Publisher/Journal info may vary based on specific institutional report or publication].

Al-Khraif, R. M. (2011). Attitudes of male and female medical students toward co-education: A case study at King Saud University. Journal of Humanities and Social Sciences, King Saud University.

Al-Kout, A., & El-Hawat, A. (2020). Gender differences in language use among EFL students: A case study of the English Department at Asmarya Islamic University. Journal of Humanitarian and Applied Sciences.

Al-Mahdy, Y. F. H., & Alazmi, A. A. (2023). Principal support and teacher turnover intention in Kuwait: Implications for policymakers. *Leadership and Policy in Schools*, *22*(1), 44–59. https://doi.org/10.1080/15700763.2021.1879168

Barhoum, A. M. (2021). Schools without mixing: Gender segregation in schools raises questions about the feasibility of the decision .*Ultra-Syria*.

Ben Zaf, K. (2003). The impact of co-education on academic achievement: A field study [Unpublished master's thesis]. University of Oran, Algeria.

Boumaza, H., & Rima, A. (2014). The impact of gender mixing on academic achievement: A field study of the opinions of professors and students at the University of M'Sila. Journal of Humanities and Social Sciences, Mohamed Boudiaf University - M'Sila, Algeria.

Bigler, R. S., Hayes, A. R., & Liben, L. S. (2014). Analysis and Evaluation of the Rationales for Single-sex. Schooling. In Liben & R. S. Bigler (Eds). Advances in Child Development and Behavior (The Role of Gender in Educational Contexts and Outcomes) (Vol. 47, pp. 226-260) Elsevier Academic Press.

Booth, A., Cardona. Sosa, L. & Nolen, P. (2018). Do Single Sex Classes Affect Academic Achievement? An Experiment in a Coeducational University. Journal of Public Economics, 168, 109-126.

Gibb, S. J., Fergusson, D. M., & Horwood, L. J. (2008). Effects of single-sex and coeducational schooling on the gender gap in educational achievement. *Australian Journal of Education*, *52*(3), 301–317. doi.org

Eisenkopf, G., Hessarni, Z., Fischbacher, U., & Ursprung, H.W. (2015). Academic Performance and Single-sex Schooling: Evidence from a Natural Experiment in Switzerland. Journal of Economic Behavior & Organization, 115: 123-143.

Elturki, E. (2018). The impact of lecturer gender on students' interaction and politeness strategies in Libyan higher education English classrooms. International Journal of Linguistics and Communication.

Gurian, M., Stevens, K., & Daniels, T. (2009). Successful single-sex classrooms: A practical guide to teaching boys and girls separately. Jossey-Bass. [1, 2, 3, 4, 5]

Hahn, Y & wang, L. C. (2019). The effectiveness of Single-sex Schools Through Oat-of-School Activities: Evidence from South Korea.

Hamaid, N., & Al-Kout, A. (2021). Gender differences in English language use: A sociolinguistic study of students at Asmarya Islamic University. Journal of Humanitarian and Applied Sciences, 7(2).

Hyde, J, S. (2005). The Gender Similarities Hypothesis. American Psychologist, 60 (6), 581-592.

Hayes, D. (2018). The mediating role of administrative support in classroom management and school discipline. *International Journal of Educational Management*. [Emerald Publishing]. doi.org

James, A. N. (2007). Teaching the Male Brain: How boys Think, Feel and Learn in School. Thousand Oaks: Corwin Press.

James, A. N. (2009). Teaching the female brain: How girls learn math and science. Corwin Press.

Jackson, C & Bisset, M. (2005). 'Gender and School Choice: Factors Influencing Parents When Choosing Singl-Sex or Co-educational Independent School for their Children'. Cambridge Journal of Education, 35(2). Dol: https://doi.org/10.1080/0305764050014856.

Kuwait University. (2015). Report on evaluating the experience of gender segregation in classrooms and academic performance. Deanship of Admission and Registration, Kuwait.

Leaper, C. (1994). Exploring the Consequences of Gender Segregation on Social Relationships.

Maccoby, E. E. & Jacklin, C. N. (1974). The Psychology of Sex Differences. Stanford University Press.

Maccoby, E, E. (2002). Gender and Group Process: A Developmental Perspective Journal of Current Directions in Psychological Science.

Meal, F. A. (1998). Single-sex and Coeducational Schooling: Relationships to Socioemotional and Academic Development. Review of Educational Research, 68, (2), 101-129.

Murphy, P., & Whitelegg, E. (2006). *Girls in the physics classroom: A review of the research*. Institute of Physics.

Oosterbeek, H. & Van Ewijk, R. (2013). "Gender Peer Effects in University: Evidence from a Randomized Experiment." Economics of Education Review, 38: 51-63.

Pahlke, E., Hyde, J. S., & Allison, C. M. (2014). The effects of single-sex compared with coeducational schooling on students' performance and attitudes: A meta-analysis. Psychological Bulletin, 140(4), 1042–1072.

Park, H., Behrman, J. R., & Choi, J. (2018). Do Single-sex Schools Enhance Students' STEM (Since, Technology, Engineering, and Mathematics) Outcomes? Economics of Education Review, 62, 35-47.

Rosenberg, M. (1965). Society and the Adolescent Self-Image. Princeton University Press, Princeton, Nj.

Salmone, R. (2006). Single-sex Schooling and Language of Difference, Teachers. C. REC. (Nov. 20, 2006), hpttps://www.tcrecord.org.

Sax, L. (2005). Department of Education Study is "Seriously Flawed." Retrieved from. https://www.singlesexschools.org/EdDept-study.htm.

Sax, L. J., Arms, E., Woodruff, M., Riggers, T., & Eagan, K. (2009). *Women graduates of single-sex and coeducational high schools: Differences in their characteristics and the transition to college*. University of California, Los Angeles, Higher Education Research Institute. https://www.heri.ucla.edu/PDFs/Sax_FINAL%20REPORT_Sing_1F02B4.pdf [1, 2, 3]

Sheokand, S. (2024). Teachers' professional stability and the school's symbolic infrastructure: A study of organizational culture. *Academic International Journal of Faculties Research (AIJFR)*, *6*(5), aijfr.com

Smyth, E. (2010). Single-sex education: What does research tell us? *Revue française de pédagogie*, *171*, 47–55. doi.org

Tannen, D., Sehiffin, D. & Hamilto, H. (2001). The Handbook of Discourse Analysis.

Trickett, E. J., Trickett, P. K, Castro, J. J., & Schaffner, P. (1982). The Independent School Experience: Aspects of the Normative Environment of Single-sex and Code Secondary schools. Journal of Education Psychology, 74, 374-381.

Vol. 2, No. (8) Sep. 2026

ISSN: 4556-3489

Arab Journal of Advanced Research and Development (AJARD)

المجلة العربية للبحوث المتقدمة والتنمية

Questionnaire

A Questionnaire on Gender Segregation at the Islamic University of Al-Sayyid Muhammad bin Ali al-Senussi and its Impact on the Educational Process from the Perspective of [Teachers/Faculty Members]

Disagree	Neutral	Agree	Statement	No	Dimension 1
			You have a background in the history and reasons for gender segregation at the university level.	1	The teacher and segregation
			You have a background in behavioral differences between males and females in the learning process.	2	
			You have a background in the differences between males and females during the learning process.	3	
			You believe there are advantages to gender segregation in certain university stages.	4	
			You believe that gender segregation in some stages may affect the educational process.	5	
			You believe that scientific subjects are more suitable for males than females.	6	
			You believe that literary subjects are more suitable for females than males.	7	

0096893649662 | info@ajard.org | www.ajard.org

Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
ISSN: 4556-3489
Vol. 2, No. (8) Sep. 2026

Disagree	Neutral	Agree	Statement	No	Dimension 2
			You have previously taught mixed-gender groups.	1	teachers and behavioral/educational gender differences in mixed and non-mixed group
			You believe that males perform better than females in mixed groups.	2	
			You have previously taught unmixed-gender groups.	3	
			You believe that the male group performs better than the female group.	4	
			Males in mixed groups are less focused than males in non-mixed (single-sex) groups.	5	
			Females in mixed groups are less focused than females in non-mixed (single-sex) groups.	6	
			You believe that the behavior of male and female students in non-mixed groups is better than in mixed groups.	7	
			It is easier for you to manage/interact with males and females when they are in separate groups.	8	
			It is easier for females to interact with and answer your questions without hesitation in separate groups compared to females in mixed groups.	9	
			Interaction and competition among students in non-mixed groups are better than the interaction between students of different genders in mixed groups.	10	

0096893649662 | info@ajard.org | www.ajard.org

ISSN: 4556-3489
Arab Journal of Advanced Research and Development (AJARD)
المجلة العربية للبحوث المتقدمة والتنمية
Vol. 2, No. (8) Sep. 2026

Disagree	Neutral	Agree	Statement	No	Dimension 3
			Your educational experience and abilities are better when teaching non-mixed groups than mixed groups.	1	education and teachers in mixed/non-mixed Groups
			You believe that social and religious upbringing influences your performance while teaching non-mixed groups.	2	
			You believe that your age may affect your teaching performance.	3	
			You believe that male students are more affected by the professor's age than female students.	4	
			You sometimes have to adjust your behavior and natural teaching style based on the gender of the group (in non-mixed settings) or with specific individuals (in mixed settings).	5	
			You find it necessary to exert more effort to convey information to male students.	6	
			You tend to employ a punitive approach when dealing with male students.	7	
			You tend to employ a punitive approach when dealing with female students.	8	
			The punitive approach has a greater impact on female students than on male students.	9	
			The punitive approach has a greater impact on female students than on male students.	10	

0096893649662 | info@ajard.org | www.ajard.org