

Psychological Influence on the Maturity of Boarding School Students in Mixed Secondary School

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Abstract

Co-education basically refers to providing education to both girls and boys together, without any discrimination (specifically gender discrimination). This is the actual meaning of co-education explained in simple terms. Observation method is being used. Co-education provides an opportunity for the opposite genders to get to understand each other's nature. The understanding developed in early age helps them in their practical married lives. We've long recognised that women and men work alongside each other more effectively in partnership across all areas of the socio-political landscape, rather than segregated from each other. Co-education is a more natural reflection of society; our schools better reflect the diversity of our culture. Coeducational schools reflect the world that our young men and women will live in so in this case Co-education is good for student and it should be supported continually in all part of the world.

Keyword: Psychological influence, maturity, boarding student, mixed secondary school.

Introduction

When it comes to school we have mixed school and single sex schools. Mixed school is also referred to as co-educational school while the single sex school is also referred to as exclusive school. Mix school is a school that admits both boys and girls. In mix school boys and girls are not deprive the privilege of studying in the same class. The teachers in such school teach both the girls and boys together except the subject is not offered by all.

Sending your child to a school with boys and girls will encourage their self-esteem, social skills and better prepare them for a diverse world where both genders play important roles. Co-education (co-ed) environments teach students to have respect for their opposite sex peers, expose them to different viewpoints, and some say help to break down the gender stereotypes. Real life is co-ed because the student will also learn how to study their environment which are the opposite gender. In co-ed the number of student that look clean are much because they will try to keep their selves clean to be noticed by their opposite gender.

Co-education improves both education system and education quality. Friendships develop in a very natural way in co-educational schools. This happens because there are so many activities, societies and clubs in the school in which girls and boys take part in a pleasant, well supervised environment. Healthy friendships develop between genders through the course of their schooling, because boys and girls share in the triumphs and the disappointments, the humour, the sadness and the challenges of adolescence. Girls and boys interact with each other as contemporaries in all aspects of everyday school life. In doing so, they build a sound platform for personal growth, peer connectedness, relationships with others and the development of appropriate value systems. Co-education in adolescence helps to moderate and balance the gender specific behaviours.

Psychological Influence

Psychology is said to be the study of human mind. Influence is the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself. Psychological influence is the study of how the human mind is being affected. Psychological influence on the maturity in co-educational schools is the way co-ed influence the mind. The mind is really influenced by the environment. Mixed secondary school makes the mind mature so fast. In mix secondary school the students are influenced by the environment as I said earlier in my introduction the environment when it comes to this is the opposite gender peers. They may be influenced positively or negatively by the opposite genders but because they have a guardian that will advise them to improve and work harder to correct their mistakes so that they won't be affected by them in the future. This guardian help the negative aspect of it to reduce by making mistakes turn to lesson and not way of life.

Maturity

The age of maturity is the threshold of adulthood as recognized or declared in law. It is the moment when minors cease to be considered and it assume legal control over their persons, action and decision. Thus terminating the control and legal responsibilities of their parent and guardian.

Wikipedia documents that in psychology, maturity is the ability to respond to the environment in an appropriate manner. Maturity also encompasses being aware of the correct time and location to behave and knowing when to act, according to the circumstances and the culture of the society one lives in.

According to English Dictionary “maturity is the state of being mature, ready to ripe”. There’s a popular saying that says “maturity is not by age but by action”. According to biology maturity is how ripe you are physically and in psychology it is how ripe you are mentally. It is seen in the way you respond to your emotions. Age doesn’t count but the way you react to your environment determines how mature you are. While older persons are generally perceived as more mature and to possess greater credibility, psychological maturity is not determined by one's age. However, the relationship between psychological maturity and age is a difficult one, considering its subjective nature, relativity to the current environment and/or other factors, and especially regarding social issues such as religion, politics, culture, laws etc.

American psychologist Jerome Bruner proposed the purpose of the period of immaturity as being a time for experimental play without serious consequences, where a young animal can spend a great deal of time observing the actions of skills others in coordination with oversight by and activity with its mother. For youth today, the steadily extending period of 'play' and schooling going into the 21st century comes as a result of the increasing complexity of our world and its technologies, which too demand an increasing intricacy of skill as well as a more exhaustive set of pre-requisite abilities. Many of the behavioural and emotional problems associated with adolescence may arise as children cope with the increased demands placed on them, demands which have become increasingly abstracted from the work and expectations of adulthood.

In mix boarding school the student have this fast sense of maturity. A male student will not what to dress scattered so that the females won’t desert him and the same goes to the female. This is to show you that a boy of 12years that went to a mix school can tolerate a girl because they spend time studying their female student while they also pay much attention to their books so that there’s high rate of competition in mix school especially the boarding schools.

Boarding Students

Boarding student are those student that leaves the comfort of their parent to experience another environment with people from different family and tribe and also to make new friends in the absence of their parents, that will help them interact with their environment so that they can create easy learning. A boarding school provides education for student who live on the premises, as opposed to a day school. The word "boarding" is used in the sense of "room and board", i.e. lodging and meals. As they have existed for

many centuries, and now extend across many countries, their function and ethos varies greatly. Traditionally, pupils stayed at the school for the length of the term; some schools facilitate returning home every weekend, and some welcome day pupils.

In some times and places boarding schools are the most elite educational option (as in the classic UK rivals, Eton and Harrow, which have produced many prime ministers), whereas in other contexts, they serve as places to segregate children deemed a problem to their parents or wider society.

Mixed secondary school

Mixed secondary school is the schools that admit both male and female to learn together in the same classroom. It is the school that grooms both sex to understand their selves and compete among themselves. It is another way of enhancing education in Nigeria. Though it is not only practice in Nigeria it is also practice in other part of the country.

Co-education is a system where both the genders (male and female) participate in the same learning centre or an educational institution. In this process, both the genders would benefit equally in learning or attaining knowledge from the institution. This method of education even though is becoming common all over the world, there are still few parts of the country who feel sometimes segregation is for the betterment of the learning process.

However, there are few who feel, segregation of the genders causes trouble to the learning process and makes it more complicated.

Advantages of mixed Secondary School (co-education)

A good education system is said to be progressive only if it respects both the genders and giving the same education under a single roof.

Co-education institutions help in laying the foundation for both the genders to learn how to co-exist with respect and dignity. Here are the few points that explain the advantages of the co-education system.

1) **Develops mutual respect:** Co-education allows both the genders to mingle with each other and to know how to co-exist with respect. By this process of getting mingled under one learning institution, they develop a mutual understanding towards each other. And there is no place of hesitation or partiality among the genders when it comes to performing activities like cultural, academics or sports. People get to know how to respect each other and their emotional level. You get to know each other's strength and weaknesses and develop the ability to accept them as they are.

2) **Helps to overcome the fear of opposite gender:** In general, there are a lot of differences in behaviour of both the genders which brings in fear and hesitance in striking a conversation, this fear can be for a boy or a girl. This kind of shyness, hesitation or fear can be overcome when they are put up in a co-education system where they will be compelled to talk and create a friendly environment without any fear. It is the very natural phenomenon where both the genders have to be together to face the world, your senior could be a male or a female and you would have to create a friendly environment and must be at ease with the opposite sex. Hence, co-education would help them to know the opposite sex better, creating a comfort zone where the communication is easier.

3) **Healthy competition:** Competition is always an essential part in any kind of challenges in life be it personal or professional. And especially in education, it is good to have a healthy competition among the peers which lets you learn how to cope with your failures early in life no matter who the winner is. When it comes to opposite genders it would be more competitive because of your ego, and this is one good way to improve the personal standards so that you don't get personal on every failure. So, co-education systems nurture challenges among the opposite genders in a healthy way that helps you to maintain your dignity. It also educates you to face your failures and learn from them rather than turn them into the revengeful act.

4) **Develops self-esteem among the gender:** Self-esteem is very essential and has to be built in a good way and the best place to start with it is the learning institutions where you can face all types of personality early in your life. Co-education learning centres help to lay the early foundation for maintaining dignity and self-esteem. Many institutions give extra attention to students who feel that they are less worthy than the others and offer counselling sessions that help in building up their personality and making them stronger to face the world. Co-education helps both the genders to respect each other's self-esteem and build a confidence about their own self, helping them to step out in the open without feeling intimidated.

5) **Encourages the survival in the future:** Survival in the future for any of the gender in today's world can happen only when we learn to co-exist. From working together to making a marriage successful is all about teamwork and the effort given by both male and female. Team building activities in early stages help both the genders to learn how to co-exist and this can only be provided in the co-educational system. By this way, co-education is an essential part in the education system which pushes the genders to work together and blend with each other to survive in this brutal world.

6) **Character enhancement:** A recent study reveals that children tend to behave very decently in a civilized manner in the presence of other gender provided they have been in this scenario for long. This is very essential in an institution set up as well as it will have a huge impact on their personal front for the people of opposite sex to behave well with each other. Hence, co-education plays an important role in character building. They emphasize the fact that they have to respect and listen to the opposite sex as they listen and respect one from their own.

7) **No space for discrimination:** Quarrel among the peers is very common be it at home, workplace or educational institutions. This may happen due to no proper understanding, misconceptions, miss-communications, uncomfortable, no respect for other sex and ignorance. All this can only be improved when there is a good understanding between the two. This is very much reduced in a co-education system as they understand better each other and hence, reducing the bad behaviour and harsh reactions from each other. So, the co-education system reduces any kind of discrimination and increases respect towards the opposite sex.

8) **Resource handling:** Be it any country there will be a shortage of lecturers, if there are separate institutions or centres for genders right from school to college. It might be very difficult to fill in, even if there would be the huge demand for teachers. It also breeds monetary loss to the government or a private institution when they invest huge amount for separate lecturers teaching the same thing to students across institutions. Hence, the co-education system has an advantage of proper resource handling.

9) **Promotes a controlled environment:** When both the genders are put up in the same environment, there are more possibilities of following good ethics, disciplined use of language, and proper dressing etc. You would know what the needs are of the opposite sex and how they behave helping you to avoid unfavourable situations. Co-education supports good decent environment with more value-based education emphasizing on respect and love for each other.

Let us not forget, that through education, boys and girls, maturing young women and men, learn not just about curriculum. They also spend some years learning about themselves, learning who they are. Professor Simon Baron-Cohen, from the University of Cambridge, stresses that "Separating children for a number of year's means they will not be mixing and learning about each other". One's understanding of self is inherently shaped by the relationships formed with those around them and an awareness of how they fit into the fabric of their world. With this in mind, co-education promotes a far more authentic understanding of one's self and

one's potential to make valuable contributions to society as a respectful, resilient and collaborative adult. Choose co-education; it is a natural choice.

History of Co-Education

The history of co-education is not very long; it emerged after the World War II in the majority of European countries, and after 1970 in many other countries (Eurydice, 2010). After the 1949 Revolution in China, all schools started to provide co-education with the purpose of providing everybody with equal education opportunities (Okçabol, 2013a). As for Turkish education system, as stated by Kurnaz (2011, pg. 25), girls could attend only to Sibyan Schools (Primary Schools) until the declaration of Imperial Edict of Reorganization on 3rd of November, 1839. Daughters of top level executives could receive tutoring, but those tutoring were mainly about preparing for housewifery and motherhood. These schools taught reading and writing and religious knowledge (Önder, 2014). In 1869, Primary schools were made compulsory for boys aged between six-ten and for girls aged between seven-eleven. With this regulation, it was projected that separate schools would be opened for girls and boys in every region. Until these schools were opened, girls were allowed to attend the same schools with boys, on condition that they were in separate classes or sat in separate desks (Kurnaz, 1999).

In the Ottoman era, women's education at secondary school level started with "Kız Rüştiyeleri" (Girls' Junior High schools), which was opened in 1859 (Kurnaz, 1999; 2011 & Önder, 2014). The teachers working in these schools were female, too. However, at first, until female teacher deficit was met, older and knowledgeable male teachers could also teach in these schools (Kurnaz, 1999). Rüştıyes made it necessary to educate female teachers, which led to the opening of Darülmualimat (teacher's training school for women) in 1870 (Tümer-Erdem, 2007). In the year 1910, the number of high schools which were opened for boys and girls separately was 458 for boys and 80 for girls (Önder, 2014). Girls' receiving education at high school level started with the first Girls' Idadi (High school in Ottoman era), which was opened in 1880 and whose name was changed as Sultani later (Kurnaz, 1999, 2011 & Önder, 2014). Although in time various girls' schools were opened for vocational training, girls still continued having education in separate schools.

Women had the chance to have higher education with "Inas Darülfünunu" (University for women in Ottoman era), which was established in 1916. When in 1918-1919 this institution was moved to Istanbul Darülfünun building where boys were educated, girls started to

receive education in the same building with boys for the first time. Although it was decided that girls and boys would receive education at separate times, this development was considered a prominent step for co-education (Tümer-Erdem, 2007). In time, the problems caused by the fact that girls and boys were educated in 36 Mediha Sarı Acta Didactica Napocensia, ISSN 2065-1430 the same school at different times made the authorities seek solutions. After years of debates, it was approved on 16th of September, 1921 that girls and boys could receive education together in the same classrooms, which started co-education. After transition to co-education in Science and Literature departments, Law and Medical schools started to have female students in the years 1921-1922 and 1922-1923 respectively (Kurnaz, 1999, 2011 & Tümer-Erdem, 2007).

With the Law on Unification of Education launched in 1924, firstly primary schools (Akyüz, 2011) and then secondary schools started co-education in 1926 (Güven, 2010, p. 213). Then, with the Basic Law of National Education No. 1739 of 197, co-education was adopted as one of the fundamental principles of Turkish National Education and “It is fundamental to have co-education at schools with boys and girls” sentence was added to the law. However, it was also added that “some schools could be allocated only to girls or only to boys, depending on the type of education, facilities, and obligations”. The latest revision about co-education was making co-education compulsory in all schools in the 2000-2001 education year (Okçabol, 2013a). However, Girls’ Vocational High Schools, Girls’ Anatolian Religious Vocational High schools and general high schools, and Technical Schools for girls and boys separately continue to give single-sex education practically.

Conclusion

There is no educational system in the world that has eradicated the negatives of the society but a co-educational system can definitely work towards mending the gap between the genders and building a bridge of friendship. In this promising era of empowerment. Taking everything in account, it is evident that co-ed prepares the kids to step into their practical lives. As far as moral depravity is concerned, sooner or later, there’ll have to interact with the colleagues from opposite gender. It is far better that they mature at young ages and learn the dos and don’ts and the limit of their interactions, so they have no curiosities left, and it will be easier to mould them accordingly. At young age, parents and teachers are there to guide the students and if any forbidden activities are noticed, their guardian can guide them not to do the same in the future. But if they get freedom for the first time in their older age, it will become difficult for anyone to set limits

for them or hold them back. So apparently, co-ed is a better choice keep up with the advancements made in 21st century, only if proper supervision is provided. But still parents are the ones to decide their priorities and make the best decision for their kids.

Recommendation

Co-education should be implemented in Nigeria as it provides a more realistic way of shaping young people to take their places naturally in the wider community of men and women. It helps to break down the misconceptions of each sex about the other and provides an excellent foundation for the development of realistic, meaningful and lasting relationships in later life. It is very essential to have a co-education system to fit the survival of environment where both the genders have their place.

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