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Effect Of Female Students In Mixed Class On The Educational Achievement Of The Class At Mechanical Techniques Department – Basrah Technical Institute – Southern Technical University

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Abstract

The present study aimed to identify the effect of the presence of female students in the mixed class on the level of general achievement in the Department of Mechanical Techniques at the Technical Institute in Basra, and is there any statistically significant differences in general judgment. The research community consisted of (216) students from the Mechanical Production Department who were successful in the first to second grades of the two sexes, and were divided into four equal divisions but there was 2 divisions mixed and other separated. The overall success rate for the academic year 2017 - 2018 for both groups was extracted from the exam committee records, after the names were withheld for the confidentiality of the exam committee. average in the mixed group (62.65) which is less than average success in single sex which was (63.75%) and females in the mixed classes (74.04) were found to be close and did not make a statistically significant difference after the T test. In light of its objectives, the present research has reached the following results: 1 - The presence of female students does not lead to raising the level of overall achievement of the Mixed Education Division, and the success rates are similar. 2 - There are no statistically significant differences between the two types of co-educational and single sex. 3 - The mixed education has advantages and disadvantages of both sexes in the same division, and was addressed in the main body of research. 4 - Co-education does not constitute a burden on the teaching and administration of the department Send feedback.

Key words: Achievement , co-education . academic education, mechanical dept.

Efecto De Las Alumnas En Clase Mixta En El Logro Educativo De La Clase En El Departamento De Técnicas Mecánicas - Instituto Técnico Basrah - Universidad Técnica Del Sur

Resumen

El presente estudio tuvo como objetivo identificar el efecto de la presencia de alumnas en la clase mixta en el nivel de logro general en el Departamento de Técnicas Mecánicas en el Instituto Técnico de Basora, y hay diferencias estadísticamente significativas en el juicio general. La comunidad de investigación consistió en (216) estudiantes del Departamento de Producción Mecánica que tuvieron éxito en los grados primero a segundo de los dos sexos, y se dividieron en cuatro divisiones iguales, pero hubo 2 divisiones mixtas y otras separadas. La tasa de éxito general para el año académico 2017-2018 para ambos grupos se extrajo de los registros del comité de examen, después de que los nombres fueron retenidos para la confidencialidad del comité de examen. promedio en el grupo mixto (62.65) que es menor que el éxito promedio en el sexo individual que fue (63.75%) y las mujeres en las clases mixtas (74.04) se encontraron cercanas y no hicieron una diferencia estadísticamente significativa después de la prueba T. A la luz de sus objetivos, la presente investigación ha alcanzado los siguientes resultados: 1 - La presencia de alumnas no conduce a elevar el nivel de logro general de la División de Educación Mixta, y las tasas de éxito son similares. 2 - No existen diferencias estadísticamente significativas entre los dos tipos de educación mixta y sexo único. 3 - La educación mixta tiene ventajas y desventajas de ambos sexos en la misma división, y se abordó en el cuerpo principal de investigación. 4 - La coeducación no constituye una carga para la enseñanza y la administración del departamento Enviar comentarios

Palabras clave: Logro, coeducación. educación académica, departamento mecánico.

Research problem :

In university education, there are two types of education, one of which is coeducational and separate education. In countries where separate education is increasing (Euro News: 2007), specialists emphasize that separating males from females gives better results and contributes to personal

development. This system is based on the idea that gender segregation in education achieves better success because the focus on lessons is more. Gender presence in education M together leads to the distraction of the other's attention with ease, and the admiration of the student is running his mind or concern of the opposite sex look to him make him think of his appearance more than his performance.

Parents also fear that their children will be in romantic relationships with the students. (Tamimi and Samrin, 1985, p: 145).

Mixing is old and was first used in 1774 in the United States of America (Free Encyclopedia, 2017, p. 7), where the Industrial Revolution forced women out of the labor market because of the urgent need for labor to increase production, but women found themselves deficient and unable to perform Her job because of the lack of learning Vtjt to education to fill the imbalance and lack.

Since the purpose of education is to qualify to work in the areas of men, there is no objection to sitting in schools next to men to hear lectures because their work abroad is the same.

So far, there is no scientific evidence to support the idea of separating males from females and contradicting the idea that boys and girls learn differently. (Qa'dan, 2013, p: 1).

Perhaps one of the most important problems of separate schools is that they create an artificial environment, as the world is not composed of a single race, and if we want to have a real partnership between men and women, they must develop together.

It is noticeable that the separate schools tell students indirectly that the gender difference is so profound that they cannot study and be in one work environment or in the same classroom and the students are feeling that this is required and that there is a difference between the female and male brains. Recent studies have shown that there has been no clear effect on students' academic achievement at the time of sexual separation (this is consistent with the results of the current research).

Based on the above, the problem of the current research unite in trying to identify the impact of students in the level of academic achievement in the second grade produced by the Department of Mechanical Techniques at the Technical Institute in Basra.

Keywords: Achievement, Coeducational Education, Academic Study, Department of Mechanics
research importance :

The academic achievement is the result of studying the student at

the technical institute and its level is determined by a number of factors. The decision on the validity of the chapter or the mixing authority to be changed after that the plan for the admission of students in the Department of Mechanical Techniques or not,

From the foregoing, the importance of the current research comes from:

- 1 - The importance of educational attainment
- 2 - The importance of determining the impact of sex on the level of educational attainment
3. Recommendation of increasing mixing or not.

research goals :

The current research aims to:

1. To know the impact of co-education on the level of overall achievement for the whole grade
2. Compare the achievement of male students in separate education with male students in coeducational education.
3. Identify whether there are individual differences statistically significant in the two types of education

Current search limits:

Current search is limited to:

- 1 - First grade students produce (males - females).
- 2 - Department of Mechanical Techniques
- 3 - Technical Institute - Basrah / Southern Technical University

Define terms:

1. University education:

It is a higher level of education taught at universities, vocational universities, or at any other university institution, offering a university degree. Higher education differs from school education, where students in higher education study a specialized field to work in one of the fields of work after obtaining a certificate in a particular specialization during his university study. (Wikipedia, 2017, p: 1).

- 2 - Southern Technical University:

Is a public technical university founded in the academic year 2014 - 2015 AD includes a number of technical colleges and technical institutes in the province of Basra and affiliated to technical colleges and technical institutes in Maysan and Dhi Qar, and grant a technical diploma, and bachelor of technical specialization (engineering, medical, administrative) and specialized master (University Guide 2016).

- 3 - Technical Institute - Basrah:

The Technical Institute - Basra was opened in 1973 to grad-

uate advanced technical staff that can meet the country’s need for engineering, administrative and medical specialties, and currently includes 17 different scientific departments (technological - medical - administrative) (Technical Institute Guide, 2016, p: 50).

4 - Department of Mechanical Techniques:

It is one of the largest technological departments in the Technical Institute and includes large workshops and scientific laboratories and the number of students exceeds many sections, the year of preparation of the research about 500 students, and includes the production branch.

5 - Production Branch:

The production branch aims to prepare technical staff that will be the link between the specialist and the skilled worker.

6 - Collection: defined by:

1. (Samara): is the amount achieved by the learner of educational objectives in a particular subject as a result of passing in the experiences and attitudes of teaching and learning (1989, p: 16).
2. (Obeidi): Behavioral skills obtained by the student in a study subject after the conduct of the experiment and this is done after the tests (2000, p: 18).
3. (worship): It is the level reached by the student in the collection of study materials. (2001, p: 146).

Search procedures :

1. Research community:

The current research community consists of the second grade students (216) students who succeeded from the first grade in the Department of Mechanical Techniques Technical Institute of Basrah - Southern Technical University. Students are almost equal in the four divisions.

2 - Research sample:

Due to the determination of the size of the research sample, it was intentional.) next one :

Table (1)

Sample distribution

| Total | Students | | | | group | |
|-------|----------|--------|-----|------|-----------|-------|
| | % | female | % | Male | | |
| 56 | %8 | 4 | %92 | 52 | Mixed 1 | 1 |
| 53 | %11 | 4 | %89 | 49 | Mixed 2 | 2 |
| 54 | | | | 54 | Seperate1 | 3 |
| 53 | | | | 53 | Seperate2 | 4 |
| 216 | | 8 | | 208 | | Total |

Search Tool:

In order to achieve the current research goal and to obtain the necessary information to study the status of students and their scientific, social and cultural backgrounds for the purpose of conducting the reward among students, the following forms have been prepared

First: the scientific status of the parents of the student - the student in the mixed grades II: The scientific situation of the parents of the student in the separate classes

Third: The student's rate (mixed grade) in the first grade with the age in months and the branch that graduated middle school and the location of the fourth place

The information has been downloaded from the previous forms in Table 2 (a - b - c - d) as follows:

Table(2-A)

The Scientific Status of the father of the Student of Mixed People (1st Division)

| Phd. | master | bachelor | diploma | Secondary | intermediate | Primary | Read & write | Illiterate | Total no. |
|------|--------|----------|---------|-----------|--------------|---------|--------------|------------|-----------|
| | | | 5 | 5 | 7 | 15 | 15 | 4 | 56 |

Table (2-b)

The Scientific Status of the mother of the Student of Mixed People 1st. Division)

| Phd. | master | bachelor | diploma | Secondary | intermediate | Primary | Read & write | Illiterate | Total no. |
|------|--------|----------|---------|-----------|--------------|---------|--------------|------------|-----------|
| | 1 | 2 | 7 | 7 | 7 | 13 | 10 | 6 | 56 |

Table (2-c)

The Scientific Status of the father of the Student of Mixed People (2nd. Division)

| Phd | master | bachelor | diploma | secondary | intermediate | primary | read&write | illiterate | total |
|-----|--------|----------|---------|-----------|--------------|---------|------------|------------|-------|
| | | 1 | 5 | 9 | 8 | 9 | 14 | 7 | 53 |

) Table (2- d

The Scientific Status of the mother of the Student of Mixed People (2nd. Division)

| Phd | Master | bachelor | Diploma | secondary | intermediate | primary | Read&write | illiterate | total |
|-----|--------|----------|---------|-----------|--------------|---------|------------|------------|-------|
| | | 1 | 3 | 8 | 9 | 15 | 12 | 5 | 53 |

ولجريت نفس الاجماليات بالنسبة للتعيب المتفصلة وكما يلي في الجداول (3: ا-ب-ج-د)

The Scientific Status of the father of the Student of separate (1st. Division)

| Phd | Master | bachelor | Diploma | secondary | intermediate | primary | Read&write | illiterate | total |
|-----|--------|----------|---------|-----------|--------------|---------|------------|------------|-------|
| | | 2 | 5 | 6 | 12 | 15 | 11 | 3 | 54 |

Table (3 -b)

The Scientific Status of the mother of the Student of separate (1st. Division)

| Phd | Master | bachelor | Diploma | secondary | intermediate | primary | Read&write | illiterate | total |
|-----|--------|----------|---------|-----------|--------------|---------|------------|------------|-------|
| | | | | 7 | 7 | 12 | 19 | 9 | 54 |

Table (3 - c)

The Scientific Status of the father of the Student of separate (2nd. Division)

| Phd | master | bachelor | Diploma | secondary | intermediate | primary | Read&write | illiterate | Total |
|-----|--------|----------|---------|-----------|--------------|---------|------------|------------|-------|
| | | 3 | 4 | 8 | 11 | 15 | 10 | 2 | 53 |

Table (3 - d)

The Scientific Status of the mother of the Student of separate (2nd. Division)

| Phd. | master | bachelor | diploma | Secondary | intermediate | Primary | Read & write | Illiterate | Total no. |
|------|--------|----------|---------|-----------|--------------|---------|--------------|------------|-----------|
| | | | 4 | 4 | 5 | 15 | 13 | 10 | 53 |

Thus, the necessary information has been compiled from the previous tables in addition to the appendices mentioned, and the following paragraph has been moved:

Statistical means:

The following statistical methods have been adopted to fulfill the research requirements:

1. Arithmetic mean (adjusted).
- 2 - Standard deviation
- 3 - Percentage
- 4 - T test for one sample
- 5 - T test for two samples equal in number

View and discuss results:

The researcher presents the results of the research in the light of its objectives as follows:

First: With regard to the first objective: (To know the impact of coeducational education on the level of overall achievement of the whole grade). It was found that mixing in technical education in the Department of Mechanical Techniques did not raise the level of overall achievement of mixed

people compared to people with separate education (single sex) where the overall success rate of the mixed (62.5%) compared to (63.75%) for single sex, and note that the difference in the rate Even though it is less than 1.25%, it tends to favor unilateral people.

Second: Regarding the second objective: (Comparing the achievement of male students in separate education with male students in coeducational education).

The rate of male students in the same-sex population was equal to (63.75%) as we mentioned, whereas the rate of male students in the mixed population was (62.65%), which tends to be lower than the separate people, although the difference is slightly (1.1%), but it is an indicator.

Third: Regarding the third objective: (Identify whether there are individual differences statistically significant in the two types of education).

This was implicitly answered earlier in the objectives. There were individual differences that were not statistically significant in the quality of education and did not constitute a clear milestone in the preference or strength of the effect of coeducation.

When calculating the T value of the grades was not statistically significant, ie, coeducational education did not positively affect raising the level of achievement, which is contrary to what was expected (according to previous studies and research) and may be due to the quality of females in the study population and the specificity of technical education in the Department of Mechanical Techniques.

The researcher believes that the presence of the female element did not positively affect the overall level of achievement in mixed people, but had a negative impact (albeit slightly) compared to the separate people as shown from the previous, and this was really an unexpected result as the expected opposite, and attributed the researcher to the accepted females In the Mechanical Technology Department at the Technical Institute, they did not constitute a source of competition among male students to excel and attract their attention, especially since almost everyone in their teens, or because students (and most of them graduates of vocational schools) feel that these girls are not of the high scientific type, because everyone is accepted in the same specialization There may be another reason: the student was admitted in a section filled with male students because of her rate which did not allow her to be admitted to a higher college. This resulted in frustration and lack of community participation (although the rate of female students in the mixed classes was 74.04%), which is much more than the rate of students in the same class (62.65%).

On the other hand, we find that the male students in the separated people did not have the problem of attracting the attention of the students to them or compete with special excellence, but acted on their temper without distraction, and there is no side-pull of their ideas and focus, we see that the average amounted to (63.75%) compared to the average of their colleagues (62.65) Although the difference is small, the balance tends to favor them.

Conclusions:

In the light of the results of the research, the following conclusions can be drawn:

1. The mixed education in the Department of Mechanical Techniques did not raise the level of general achievement
2. Single-sex education increases the level of educational attainment for the reasons mentioned above
3. These results cannot be judged once and for all in another year.

Recommendations:

In the light of the results of the current research and what has been concluded, the researcher makes the following recommendations

1. Increase the number of students admitted to the Department of Mechanical Techniques so that the study is mixed in all divisions to unify the psychological and social effects.
2. Change some vocabulary of practical lessons to suit the physical abilities of female students to innovate and excel because the practical side is a weakness in front of them, allowing them to excel and thus increase the element of competition and raise the level of achievement.
3. Conducting guiding sessions that bring together the sexes to be familiar with them and go the element of alienation and away and anonymity of the other party.

Proposals:

1. Repeat the exact same study for several years in the same department so that a decisive decision can be made about the effect of mixing positively or negatively.
2. Conducting a study similar to the current one in the other technical sections for the purpose of conducting the debate and making the necessary decision.
3. Conduct a study in the same subject and in the same section, but from the perspective of all students to complete the picture

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