

A study on the importance of cross-class interactions of younger children with older students in co-ed schools in India

Ashim Datta

Teacher Education Department, Nagaland University,
India

Email: aashimdutt@gmail.com

Abstract - The importance of factors in the educational environment is very important to build up a future career. Especially among children environmental interaction makes them learn behaviour of the society. The aim of the study is to show the benefits of cross-class interactions and co-ed education among children in Indian schools. A detailed and critical analysis of the factors responsible for the development of children's education is represented. This includes the reflection of cross-class interactions and co-ed education among the children. It also relates to theory for its practical implementation and gets the best outcome. The presentation of the factors responsible for cross-class interactions and co-ed education among children in Indian schools is collected from the primary source. This consists of a survey among 70 responders of the society. The collection of the information is represented and analyzed through the statistical analyzing tool SPSS. The extracted data by the statistical tool makes the presentation a major amount of responders' opinions based on the relativity of this analysis. It shows all the benefits of the factors implemented for cross-class interactions and co-ed education among the children in Indian schools.

Keywords: co-ed education, cross-class interactions, educational environment, children mindset, social practices, education developing factors

I. INTRODUCTION

The development of any state or country depends on knowledge and the literacy rate of the individuals (Jariwala, 2015). The right to education or to be provided with proper qualified education is one of the vital factors for enhancing knowledge acquisition (Lyles, & Salk, 1996). The best way to spread impactful knowledge among the mass is a commonly known authority as school. This importance of knowledge and all required educational information are provided in the preliminary stage of human life (Tàbara, & Chabay, 2013; Della Porta, & Portos, 2023). This means the provision of education to children makes them mentally strong from a young age. The best ways of making the impactful factors in the schools of India are represented. This includes an elaboration of the cross-class interactions and co-ed education among the young children of the society through the older students and the other education-providing factors.

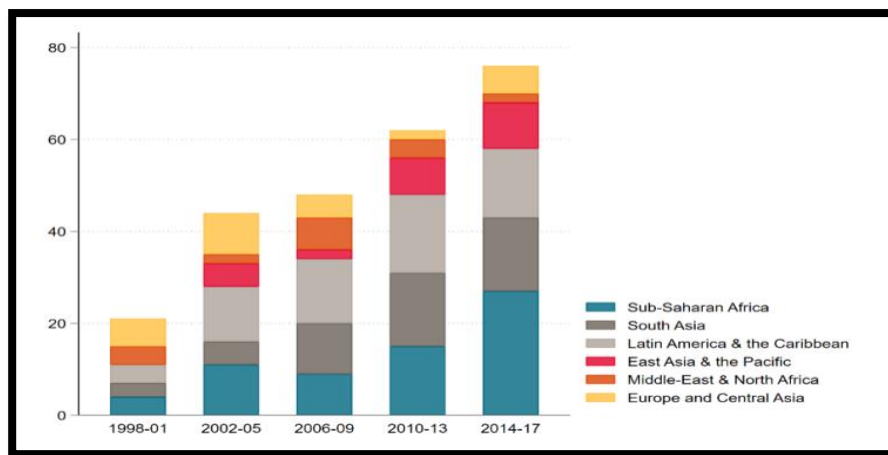


Figure 1 statistical data on the influence of co-ed education in the world
(Source: cgdev.org, 2023)

As shown above, Figure 1 shows the statistical data on the influence of co-ed education in the world. In this, the spread of educational information spread fluently among the sub-African countries by 25 percent in the year 2014 and 2017 (Cgdev.org, 2023; Betthäuser et al, 2020). This gets rapid increase from the beginning of the step to provide education to all genders and all classes. This information shows the best implementation of the educational factors in the environment of the education, in schools. In that environment, the spread and collaboration of the students with every gender and class division help them to get diversified and well-settled mindsets with qualified information.

Aim: The study aims to show the benefits of cross-class interactions and co-ed education among children in Indian schools

1.1 Research objectives

RO 1: To elaborate on the concept of cross-class interactions among the younger children with older students

RO 2: To describe the importance of qualified information provided through diversified students collaboration

RO 3: To identify some of the challenges faced by the children in the educational environment

RO 4: To state some of the beneficiary advantages of cross-class interactions and co-ed education among the children

Research questions

RQ 1: Why is it necessary to make children get diverse knowledge in the educational environment?

RQ 2: How to get knowledge about the mindset of the younger children of society?

RQ 3: What are the factors required to be implemented by the education-providing authorities in India?

RQ 4: What are the benefits of co-ed education among older students with young children?

1.2 Literature review

Concept of cross-class interactions and co-ed education among the children

The best technique for providing knowledge is to spread education without any gender discrimination or class diversification. As stated by Hanhörster et al (2021), states those society and class diversifications are set by social practices. This in the case of providing knowledge and qualified education to all creates a barrier to getting an equal amount of knowledge. According to a report about 84 percent of students feel comfortable getting an education among the divided genders and classes of students (Greenwoodcollege. org, 2023). It basically helps in providing the best amount of confidence among the children in the educational environment. On the other hand, Kahlenberg et al (2019), argued that the implementation of cross-class interactions makes the students learn about social equality and end racism. The best way of making students gets learned about the importance of equality in all classes and gender of the people and some of the discrimination created by society.

Impact of qualified diverse educational factors or information among the children in school

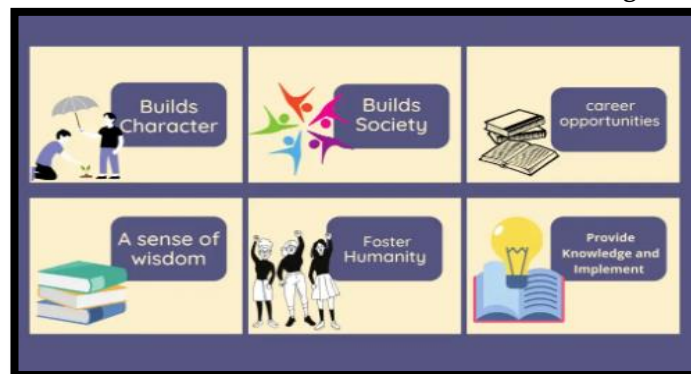


Figure 2: Impacts of educational factors
(Source: Influenced by Fiske & Durante 2019)

The importance of qualified information among children creates a better future career for the children. According to the comments of Fiske & Durante (2019), psychological development in the early stages of life makes them become successful in the future. On the other hand, among the children, the small and impactful changes in the mindset make a huge change. These changes let them become well educated and emit all gender discrimination, racism, and other bad practices made by the social practices. The provision of more qualified information through educational factors makes them become mentally strong and those things in the continuation change society and their thinking approaches as shown in figure 2. As per a study, 72 percent of the students in the co-ed educational system feel comfortable in society and behave friendly with all genders (Parentcircle, 2023). However, as opposed to Fiske & Durante, (2019) the status of the people of the society creates inequality among the society. The provision of cross-class interactions among the children by the schools makes them get psychological support of friendly behaviour from the younger ages.

Advantages of cross-class interactions and co-ed education among the children



Figure 3 Advantages of cross-class interactions and co-ed education among the children
(Source: Influenced by Monti et al, 2023)

Gender inequality in society and racism makes people's relationship and human behaviour get deteriorated. Based on the comments of Monti et al (2023), psychological development among people lets them feel and behave friendly in society as shown in figure 3. The friendly behaviours and the interaction of one human being with others create a better and more cooperative society. The cross-class interactions and co-ed education among the children make them get mentally strong in friendly behaviour without gender discrimination and class variation. Thus they make better cooperative and helpful human behaviour with all classes, gender, skin tone, and earning status people. On the other hand Kahlenberg et al (2019), argued that the social interactions and the behaviours of people in the diversified culture are dependent on their psychological positivity.

The theory of behaviourism states that learning from interactions and the environment around humans (Adolphs, 2003). This is in case of the student's children get to know about the proper behaviour with the people in the society. This includes the qualified and positive interaction with the factors of the society without any discrimination. These things also help in the future of the society by building better culture and equality among all humans. Thus, the right and impactful social behaviour among children at a younger age makes them improve or creates a better society without any type of discrimination and a strong interactive relation among all (Luthans & Youssef, 2004)

II. METHOD

The methods for collecting the relatable and necessary information for setting the connection of cross-class interactions and co-ed education among the students of Indian schools collect information from primary sources (Chidsey, 2017). These sources collected the information through the condition of a survey among 70 people from the society. This mainly consists of teachers and the guardians of the children. Their opinions of them are extracted through 13 questions relating to society. The collected information is processed through the statistical

analyzing software named SPSS. Thus it shows the regression and hypothetical analysis based on the study (Nimon, 2010). The analyzed data from the collection are then presented through inductive philosophy to collect detailed observed information from the environment (Shaw,1999).

III. RESULTS AND DISCUSSION

3.1 Hypothesis testing

Hypothesis 1

H1: The transfer of knowledge among the children gets easier through cross-class interactions in the educational environment

H0: The transfer of knowledge among the children obstructed through cross-class interactions in the educational environment

Hypothesis 2

H1: Positive interactions with all the student in the class makes them feel positive and gain qualitative knowledge

H0: Positive interactions with all the student in the class makes them feel uncomfortable and get the necessary knowledge

Hypothesis 3

H1: The knowledge-acquiring mindset of the children gets enhanced by the environment of co-ed education

H0: The knowledge-acquiring mindset of the children does not get enhanced by the environment of co-ed education

Demographic data

Table 1 Age analysis (Source: SPSS)

What is your age?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between 20 to 35	14	20.0	20.0	20.0
	Between 36 to 45	28	40.0	40.0	60.0
	Between 46 to 55	28	40.0	40.0	100.0
Total		70	100.0	100.0	

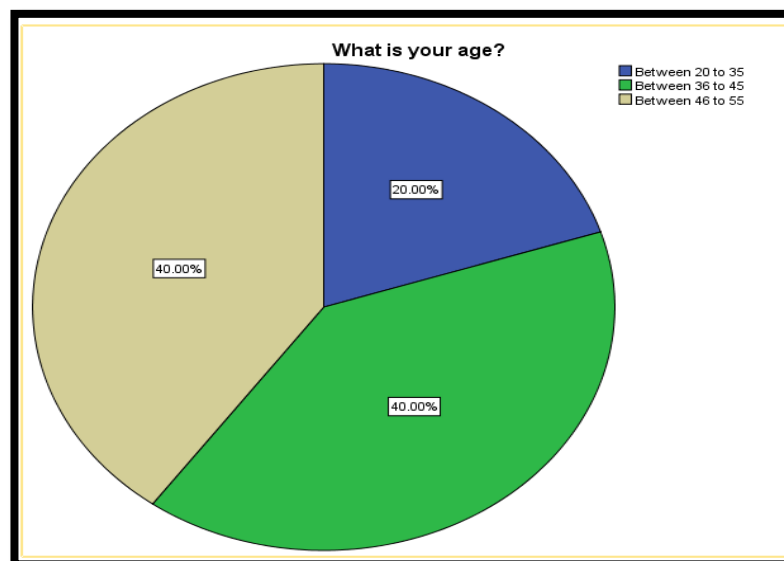


Figure 4: Age analysis (Source: SPSS)

As shown in the above figure 4 and in the table 1 it shows the graphical analysis of the demographical questions. Among the 70 responders the diagram represents the age analysis of responders. The responders were mainly from the age group of 46 to 55 amounting to 28 out of total 70 responders. This analysis shows the opinions from the different aged responders on the hypothetical analysis.

Gender

Table 2 Gender analysis (Source: SPSS)

		What is your Gender?			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	35	50.0	50.0	50.0
	Male	21	30.0	30.0	80.0
	Prefer not to say	14	20.0	20.0	100.0
	Total	70	100.0	100.0	

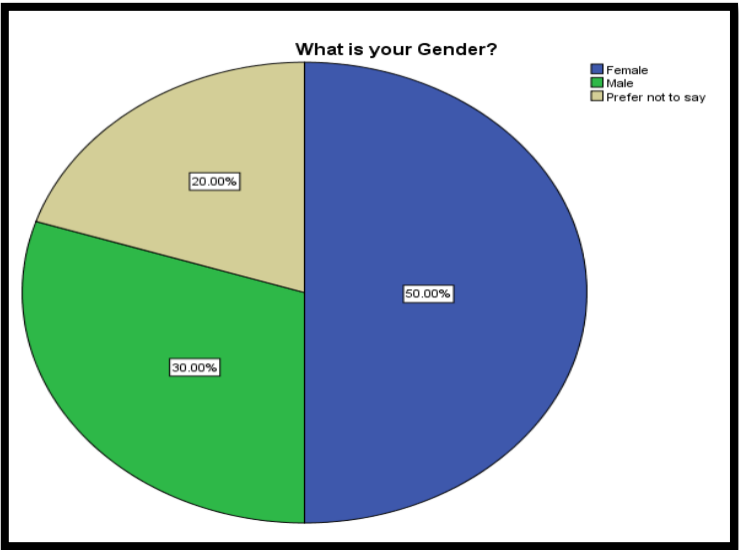


Figure 5 Gender analysis (Source: SPSS)

Table 3 Analysis of monthly income (Source: SPSS)

What is your monthly Income?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Between Rs 15000 to 30000	7	10.0	10.0	10.0
	Between Rs 30000 to 50000	63	90.0	90.0	100.0
	Total	70	100.0	100.0	

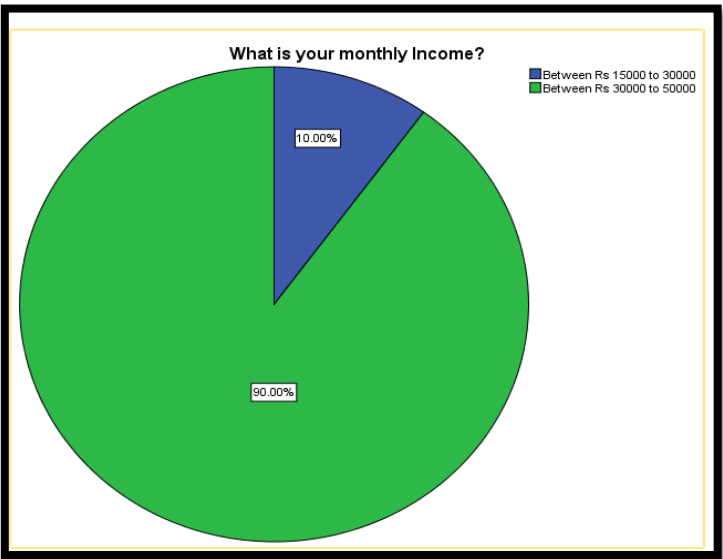


Figure 6 Analysis of income (Source: SPSS)

As shown in figure 5 and table 2 it shows the gender analysis through the graphical analysis. The majority of the responders were from female responders amounting to 35 of them out of 70 responders. This analysis shows the opinions of the different gender responders' opinions on this hypothetical analysis.

Monthly income

As shown in the above figure 6 and in table 3 it shows the graphical analysis of the demographical questions. Among the 70 responders, the diagram represents the earning analysis of responders. The responders were mainly from the earning group of Rs 30000 to 50000 amounting to 63 out of the total 70 responders. This analysis shows the opinions of the different earning status responders on this hypothetical analysis.

3.2 Descriptive analysis

Hypothesis 1

The table 4 shows the regression analysis of the hypothetical analysis made on the topic. It shows the relation of the dependent variable with independent variable 1. The values in this regression analysis show the R and R square value of .573 and .328. This shows the relativity of this variable among them. Along with the value of Durbin Watson 1.738 and significance value of .000 which is less than 0.5 proves the strong relation and significant analysis. Thus, it makes a strong connection among educational environment and cross-class interactions among children

Table 4 Hypothesis 1 (Source: SPSS)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.573 ^a	.328	.319	1.17874	.328	33.265	1	68	.000	1.738

a. Predictors: (Constant), IV1
b. Dependent Variable: DV

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	46.219	1	46.219	33.265	.000 ^b
	Residual	94.481	68	1.389		
	Total	140.700	69			

a. Dependent Variable: DV
b. Predictors: (Constant), IV1

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.102	.640		4.849
	IV1	.349	.061	.573	5.768

Hypothesis 2

Table 5 Hypothesis 2 (Source: SPSS)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.542 ^a	.294	.283	1.20905	.294	28.252	1	68	.000	2.067

a. Predictors: (Constant), IV2
b. Dependent Variable: DV

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.298	1	41.298	28.252	.000 ^b
	Residual	99.402	68	1.462		
	Total	140.700	69			

a. Dependent Variable: DV
b. Predictors: (Constant), IV2

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	3.625	.596		6.081
	IV2	.277	.052	.542	5.315

The table in the above-shown figure shows the regression analysis of the hypothetical analysis made on the topic. It shows the relation of the dependent variable with the independent variable 2. The values in this regression analysis show the R and R square value of .542 and .294. This shows the relativity of this variable among them. Along with the value of Durbin Watson 2.067 and significance value of .000 which is less than 0.5 proves the strong relation and significant analysis. Thus, it makes a strong connection among educational environment and the comparison of mindset of younger children with old students.

Hypothesis 3

The table 6 shows the regression analysis of the hypothetical analysis made on the topic. It shows the relation of the dependent variable with the independent variable 3. The values in this regression analysis show the R and R square value of .416 and .173. This shows the relativity of this variable among them. Along with the value of Durbin Watson 2.191 and significance value of .000 that is less than 0.5 proves the strong relation and significant analysis. Thus it makes a strong connection between the educational environment and Co- Ed education among children.

The physiological developments among the educational career of the children in the schools of India are examined by the collection of primary data. This data are obtained form the opinions of the people from the educational improvement background. This collected data makes the performance of regression and demographic analysis to make the connection between the dependent variable and the independent variables (Paskov, & Weisstanner, 2022). Thus creates as strong presentation oof the women’s opinions on the implementation of improving factors in the educational environment of the children. The valuable information reflects the strategies and methodical impact of anti-discrimination among children. This makes them behave positively in society without making any gender, skin colour and cultural discrimination.

Table 6 Hypothesis 3 (Source: SPSS)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.416 ^a	.173	.161	1.30826	.173	14.206	1	68	.000	2.191
a. Predictors: (Constant), IV3										
b. Dependent Variable: DV										

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	24.314	1	24.314	14.206	.000 ^b
	Residual	116.386	68	1.712		
	Total	140.700	69			

a. Dependent Variable: DV

b. Predictors: (Constant), IV3

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.	
		B	Std. Error	Beta		
1	(Constant)	3.675	.818		4.494	.000
	IV3	.373	.099	.416	3.769	.000

IV. CONCLUSION

The investigation of the detailed information about the importance of cross- class interactions and co-education among the children in the schools of India shows some of the advantages of this culture in the educational environment. This also includes a detailed presentation of the impact of this process among the character building situation of the children. Therefore, by the numeric data relating to the progress of the improvement among children mindset makes the guardians or the teaching staffs provide the positive factors among the children. This makes them become well behaving humans in the future of the society those who cooperates and interacts without any gender, skin tone and cultural discrimination.

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