

Factors Contributing Towards Level Of Satisfaction Among Female Students In Single And Mixed Gender Education: A Comparative Study Of Two Public Universities In District Peshawar

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Abstract

The study showcased the satisfaction level of the female students studying in single and mixed gender universities in District Peshawar. For this, two universities namely Shaheed Benazir Bhutto Women University Peshawar (SBBWUP) as single gender university and University of Peshawar (UoP) as mixed-gender university were taken as research units. The study was quantitative and explored the satisfaction level and its determinants for female students studying at both the universities. In addition, their satisfaction level was also compared for testing the Null hypothesis that there is no difference in the satisfaction level of female students studying in SBBWUP and UoP. For the purpose of data collection a total of 370 students, 185 each from both the universities was selected by employing stratified random sampling and further by allotting equal-allocation sampling, following the sampling calculator proposed by Grejice and Morgan (1970). Single questionnaire for the respondents of both the universities was administered that was adopted from the work of Neol-Levitz Students Satisfaction Inventory SSI (1994) developed by Schreiner and Juillerat with assistance from Noel-Levitz. The data was spread on 5 variables following the model of Martirosyan (2015) that include faculty services; academic experiences; students' support facilities; campus life; and social integration. The resulted elicited that there was no significant difference in the satisfaction level of female students studying in SBBWUP and UoP, which means their level of satisfaction was on the same level of the inventory. It is recommended that timings of the libraries need to be extended and library groups and activities may be promoted that might interest students. The universities need to focus on creating spaces where students can come together for social integration.

Introduction

Students' satisfaction has been defined diversely based on the kind of research being conducted, and the current study focuses it from an educational perspective. Elliot and Healy (2001) defines students' satisfaction as limited state of feeling based on students' educational experiences and the achievement of their expectations. There are multiple factors that contribute to students' satisfaction in higher

education, states khan et al. (2012), and Aldridge and Rowely (1998) based students' satisfaction on the availability of teaching-learning process and students' experiences about the learning environment. Besides, different models have been used by different educationists and they had used different variables for assessing students' level of satisfaction that include student satisfaction model by Silke et al., 2006; conceptual model

for satisfaction by Halena and Mario, 2010; satisfaction evaluation model by Guo et al., 2014, states (Weerasinghe & Fernando, 2017).

The debate over single-gender and mixed-gender education in Pakistan, as well as in other countries, is a complex and multifaceted one. Both types of educational systems have their own advantages and disadvantages, and the decision of which is best for a particular student or community is often influenced by a variety of factors. One argument in favor of single-gender education is that it can provide a more focused and tailored educational experience. In a single-gender classroom, students may feel more comfortable participating in class discussions and asking questions, which can lead to a more engaging and productive learning environment. Single-gender education may also help to reduce the potential for distractions and social pressures that can be present in a mixed-gender setting.

On the other hand, mixed-gender education can provide students with the opportunity to interact and learn from their peers of the opposite gender. This can help students to develop important social and communication skills and to better understand and appreciate the perspectives and experiences of others. Mixed-gender education can also better prepare students for the real world, where they will be interacting with people of both genders in their personal and professional lives.

Ultimately, the decision of whether to pursue single-gender or mixed-gender education will depend on the individual needs and goals of the student and the resources and capabilities of the educational institution. Both types of education can be effective in preparing students for success in their academic and professional careers, and it is important to consider all factors when making this important decision.

There are two types of educational system around the globe i.e. single gender education and mix gender education. Single-gender or single-sex education offer separate learning opportunities to the students based on the

gender identities; while, mix gender or mixed-gender is the integration of both in to a single educational setup (Anyikwa et al., 2011; Khalil et al., 2011).

There are different types of claims, and reasons in support and opposition for both single and mix gender education, but the issue of satisfaction with said educational environment needs to be addressed. Researches and Scholar also studied the issue of single gender education and mix gender education from the perspective of academic achievements, performance gender roles, gender identity. Most of the researches support the claim that female students feel more satisfied in single gender education setup (AlSindi, 2013; Gaer et al., 2004; Gillibrand et al., 1999; Herrick, 2009; Robinson & Gillibrand, 2004). A study by Abel (2011) states that females at mixed gender education are more stressed and their emotional performance is low as compared to single gender education.

Besides other factors, cultural sensitivity remains an important factor in the higher education in Peshawar. It has been observed that most of the parents are reluctant to send their daughters in the higher education due to mixed gender universities. To address this issue, Khyber Pakhtunkhwa government established first ever public sector women university in 2004 namely Shaheed Benazir Bhutto Women University Peshawar. Both types of educational system have strengths and weaknesses from female students' perspectives that need to be showcased and addressed; hence, the question underlying in this study is whether or not female students in Shaheed Benazir Bhutto Women University Peshawar and University of Peshawar are satisfied keeping in view the factors that mentioned in the theoretical framework.

Attitudes of students toward studying and involvement in institution have a significant impact on educational programmed performance. However, the institution's qualities also have an impact on student emotional, social, physical, and moral growth.

It does this through providing pupils with academic knowledge and improving their brain functions. As a result, for students to get the most out of their educational activities, they must have positive feelings toward institution. A wide range of personal and familial circumstances influence students' views about institution. Participation in extracurricular activities at institution is one such example, stated Erdogdu (2020).

Coeducation has remained controversial in Pakistan and a large number of people oppose it but for a developing country like Pakistan, in order to establish and maintain separate educational institutions for both the sexes is difficult. Pakistan too has adopted coeducation as the medium of instruction in a lot of institutions, colleges and universities but in most of the institutions and colleges, there is segregation (Coeducation in Pakistan. 2016, July 18).

Study conducted by Ahmad et al. (2014) revealed that there are several hurdles blocking the way of coeducation in Pakistan based on socio-cultural, economic, religious and political impediments. In this study, the patriarchic system, the conservative system of male gender dominancy, female segregation, rigid customs including veil compliance for women and complex social structure, all stand as barriers to coeducation in Pakistan. It concluded that coeducation is the most desired way to the development of the society, modernization, social justice and democracy, also the developed nations pay more emphasis on coeducation because prosperity and economic development can be achieved easily. This study also found that poverty, low economic status proves to be a barrier in coeducation as people were reluctant to spend on female education. It was also revealed that no proper policy making for promoting coeducation was done by the government and also that some religious scholars had done misinterpretations of the religious knowledge. Furthermore, this study has put forward an alarming situation for

consideration that the gaps in coeducation were increasing day by day and suggested to take steps for the solution of the problems related to coeducation.

Shaukat et al. (2014) conducted a study on gender discrimination in higher education in Pakistan and its implications. Gender discrimination is a worldwide phenomenon and it also exists at university level in Pakistan. This research was conducted through a survey on a sample size of 180 faculty members from 10 universities of Punjab. A response rate of 85% was achieved which was analyzed and interpreted. The results revealed that gender disparity existed in managerial positions not only in resources and opportunities but also in rewards, the reasons were better decision-making power of males and strong social interaction skills while females' achievement was based on the sacrifice of their family life. Furthermore, females felt discriminated in matters of promotions especially in lower posts like lectures with the exception of a few females who did not find any inequality in matters of professional development and academic affairs.

According to Erdogdu (2020) institution engagement was found to be strongly correlated with students' attitudes toward learning. According to the findings, institution participation was higher in girls-only institutions than boys-only institutions and mixed-gender institutions. The degree to which a student will participate in institution activities was linked to his or her grades and attitudes toward homosexuality. A strong influence on their children's institution engagement was exerted by the democratic attitudes and educational levels of their parents. As a result, educational policy and curriculum development will need to change significantly in the next years.

Mix-gender education system is good and necessary condition to demolish the stereotyped concept. Institution is a place that has potential to play a vital role in eliminating the gender stereotypes. Establishment of mixed-gender

institutions is not just sufficient to bring gender equality until and unless it gives equal opportunity of education to both girls and boys. Institution is a social institute and it can be influenced by multiple factors which shape the systems and organization of the institute, stated Narwana and Rathee (2019).

As from past decades a tradition is followed that mixed-gender is a source of problems for girls and girls are not allowed to mixed institutions. Families having girls are really worried to send their girls to mixed-gender institutions. These families are confused in the selection of institutions which will suit them best in all aspects without any gender biases and ensure of their security. Due to this there is a gender inequity in enrollment of girls in mixed-gender institutes in this area (Bennett, 2015).

According to Mburu (2013) girls are more confident in single-gender institutes and are more efficient and have more leadership abilities. In single-sex institutions girls got more high grades than in mixed-gender institutions. Similarly boys also are better at single-sex education institutions. They feel very free to explore and participate in every activity without any distraction compared to have girls in class room. They do not show stereotype gender roles there which has been inculcated in them by the society. Teachers themselves also had made mixed-gender institutions a difficult place to teach. Only some of the teachers agree to teach in mixed-gender institutions most of the students said that girls are more distractive in class. Students' participation and girls remain behind shying and quiet. Boys are freer to participate without being conscious of opposite gender. This study showed that boys are more volunteer in participating in class and are confident enough as compared to girls who are passive and hesitant to perform. They cannot exchange words with boys during class discussions. Study's findings are that these mixed institutions are not suitable for girls but as

compared to them boys can perform better in mixed-gender institutions. Moreover boys also prefer single sex education for more ease in learning.

Ngila and Makewa (2014) highlighted that a little effect of negative correlation between girl's performance and female teachers a role model. We can improve their environment as a secure place, free of violence, abusing behavior, clean facilities and sanitary services. Government should work on safety at ground levels. Community members should be informed about the right environment for the girls for improving academic participation and achievement. They should be educated on girls' education value moreover researcher's conclusion says that boys and girls should be given proper training of how to live in a mixed institution environment, how to interact and respect each other.

Sari (2017) identified that mostly teachers don't support single gender they are in a favor of mixed education. When it came to encouraging mixed education, religion lecturers/teachers received the lowest ratings. Similarly, British research discovered that when admission differences between institutions were taken into account, single-gender institution girls did not reach significantly higher educational levels (Thomas et al. 1994). Women at women institutions had a more likelihood of passing State O-level (Ordinary level) exam when they were 16 years old. When all other conditions were equal, Sullivan et al. (2010) discovered that women in single-gender institutions had better likelihood of passing the exam of states O-level at the age of 16.

According to Pahlke et al. (2014) impacts of same gender institutioning compared with mixed-gender institutioning on students using meta-analysis. Advocates of single gender education are of the opinion that providing education to student in single gender institutions results in an increase of students' educational achievement and interests. Also, there exist arguments that boys in

coeducational settings receive more teacher attention in subjects like mathematics and science, while single-gender classrooms provide girls with support in building confidence in mathematics and science subjects.

According to Kuh (2001) when it comes to successful educational procedures, female students in single-gender institutions were more involved compared to their male peers, females reported higher amounts of support and made more progress in college. Students who started and graduated at the same institution were more involved than transfer students in women's institutions, although students of colour were less engaged than White students. Female college students receive bachelor's degrees in the physical, biological, and social sciences at a rate that is more than 1.5 times that of male college students. There is a statistically significant difference in academic advancement, intellectual self-confidence, and self-perceived academic aptitude between women who attend coeducational colleges and universities and those who attend women's institutions. When compared to male-dominated institutions, female-dominated institutions have a less paternalistic culture and traditions that encourage students to take on leadership roles, recognize the value of teamwork, and challenge gender stereotypes. Female who attend female's colleges had better non-cognitive results, such as self-esteem and confidence, as well as leadership development and professional success. In the end, female college students are more pleased with their whole college experience as well as their interactions with their teachers.

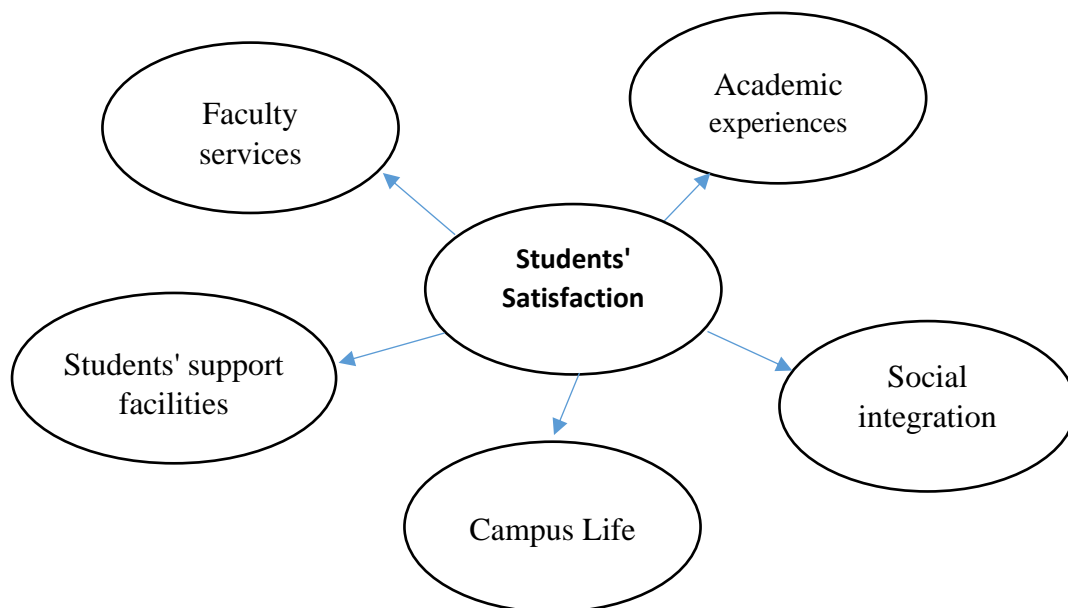
According to Hussain (2020) the advantages of single-gender education and mixed-gender learning are considered a hot topic after the increase in co-operative institutions in Pakistan. The countries where teaching is more common, same-sex benefits and shared learning are still being discussed.

The majority of research findings in the preceding texts indicated that individuals were more engaged in effective educational activities which are attending single-gender educational organization, they have more positive feelings of support, and reported great earning in the institution and community. Students in single-gender environments are more academically engaged than those in mixed-general environments. Researchers mentioned above also discovered that agreement on whether single-sex education is beneficial to the intellectual attainment of either girls or boys is of very little amount. Researchers have explored a variety of statistical strategies to handle the difficulty of comparison when the two sectors are so diverse, but none of them have proved successful. Single-gender institutions are the most conducive to academic success and other educational activities. There are a number of factors that can contribute to student satisfaction with university administration, including: Responsiveness: Students may be more satisfied if they feel that their concerns are being heard and addressed by the administration. Communication: Clear, timely, and effective communication can help build trust and foster a positive relationship between the administration and students. Respect: Students may be more satisfied if they feel that they are treated with respect and fairness by the administration. Support: Students may be more satisfied if they feel that the administration is supportive of their needs and goals, and provides the resources and support they need to succeed. From the above discussion on mix gender or coeducational setup at university level with special reference to Pakistan, it can clearly be concluded that coeducation is an inevitable need of today and its importance can't be ignored. Pakistan as a developing country faces the problem of weak economy and less resources, in such a situation, coeducation at university level can reduce the burden on our higher education as it's difficult to establish separate universities for women. Furthermore, coeducational system is fruitful in building self-confidence of students and

provides practical experience for professional life but there are some reservations of students regarding coeducation which are based on socio-cultural values, false interpretation of religious beliefs and low economic status of the parents who are not in favor of spending money on female education. It can clearly be stated that coeducation is undoubtedly holding meaningful grounds but as a developing country Pakistan's university student face problems in coeducational setup.

Theoretical Framework

Conceptual Model



Statement of the Problem

It has been observed that environment conducive to learning makes visible changes in increasing students' level of the satisfaction. The bifurcation of single gender and mix gender universities in Khyber Pakhtunkhwa is primarily done keeping in view the cultural aspect in addition to parents' choices to feel comfortable with single gender education. Afterwards, certain educational complexities are involved which cannot be seen superficially and proper investigation of the problem is required. Nonetheless, both types of universities have educational, cultural, and emotional pros and cons, which could only be

The study lays its foundation on the work of Martirosyan (2015) who used students' satisfaction model that include faculty services, academic experiences, students' support facilities, campus life, and social integration. The current study adopts the same satisfaction model and execute the same in single gender and mix gender universities (Shaheed Benazir Bhutto Women University Peshawar, and University of Peshawar, respectively). From now onwards, students' satisfaction in the current study includes only the aforementioned 5 variables.

showcased after a thorough investigation. To this effect, this study unfolded the satisfaction level of the students in both types of universities keeping in view five variables that have already been discussed in the theoretical framework.

Significance of the Study

The study showcased the differences between the facilities and services provided by Shaheed Benazir Women University (single gender education) and University of Peshawar (mix-gender education) and female student's satisfaction level in these two types of educational institutions. In addition, the study

surfaced as how both types of universities differ and how female students look at the availability of learning environment in both types of universities. Results also extended help to parents and students in choosing right choice of a university as per their academic and learning requirements. Besides, the teachers and the administrative head of both the universities be able to understand the reasons of choices that female students make while selecting a university for their future academic endeavors.

Hypotheses of the Study

- H₀ There is no significant difference between the responses of the students on “Importance to me...” and “...My level of satisfaction of female students studying in Shaheed Benazir Bhutto Women University Peshawar, and University of Peshawar
- H₀ There is no significant difference in the satisfaction level of female students studying in Shaheed Benazir Bhutto Women University Peshawar, and University of Peshawar

Population and Sample of the Study

Population comprised all the female students studying at undergraduate levels in University of Peshawar and Shaheed Benazir Bhutto Women University Peshawar. The total number of female students in the universities is 7221 and 3781, respectively (University of Peshawar, 2019-20; SBBWUP Admission Section/Financial Aid Department, 2020). Sample comprised 370 students, 185 each from both the universities, by employing equal allocation sampling, following the sampling calculator proposed by Grejice and Morgan (1970). The sampling is made on stratified random sampling by making strata from both the universities including the academic faculties to ensure the maximum randomized participation of the female students.

Pilot testing

The convergent validity and reliability of the adopted instrument have already been assessed by the authors. The Cronbach alpha is .97. The pilot testing of the SSI was done in 1993 and was available in 1994.

Data Collection Procedure

The tools for the data collection is the SSI (Student Satisfaction Inventory). Same inventory for the respondents of both the universities was administered that was adopted from the work of Schreiner and Juillerat with assistance from Noel-Levitz entitled Students Satisfaction Inventory SSI (1994) 4-year college and university version Form B. The researcher personally visited both the universities time and again for administering and collection of the questionnaire. Since the questionnaire was unique is a sense that each item in the questionnaire asked two sets of responses on left and right sides of the items that is why most of the time the researcher explained the respondents how to attempt the questionnaire besides explaining the items. The entire process of data collection took more than a month. The collection of data was based on 5 variables that include faculty services; academic experiences; students’ support facilities; campus life; and social integration that cover the 45 items in the questionnaire. The response option on the left side of the inventory entitles “importance to me...” ranges from “not important at all” to “very important”; whereas, the response option on the right side of the inventory entitles “...My level of satisfaction” ranges from “not satisfied at all” to “very satisfied”.

Data Analysis

The collected data from both the universities were analyzed for testing the hypothesis and achieving the objectives by employing z-test. The test analyzed ‘the importance to me’ and ‘my level of satisfaction’ within the questionnaire and also tested significance level

between the satisfaction levels of the respondents of both the universities. The formula for the z-test is:

$$Z = (x - \mu) / \sigma$$

The data was analyzed keeping in view all the 5 variables. The responses received from both the universities were tested for the significance under those 5 variable mentioned in 3.5. Each

variable suggested the significance level and level of students' satisfaction in the category, and it further helped in categorizing the 5 variables based on the responses of the students.

Data analysis

Table-1.1.1 Overall Result of Students' Responses in SBBWUP

	Mean	N	Std. Deviation
Left side of the inventory	5.4912	185	.80654
Right side of the inventory	4.9173	185	.82894

Table-1.1.2 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Left-Right	.57396	1.09967	.08085	.41445	.73348	7.099	184	.000

Tables 1.1.1 and 1.1.2 state the overall responses of 185 female students of SBBWUP. The responses were solicited on two sides (left & right) of the inventory. The left and right sides of the inventory asked the students about the overall facilities on campus. The left side entitled "Importance to me..." whereas, the right side entitled "...My level of satisfaction". The data was interpreted for testing the hypothesis by employing t-test and level of significance i.e. 0.05. The data in the table has t-value 7.099 with the significance level of .000 showing a significant difference between the

responses of the students on left and right sides of the inventory.

The overall result shows that the Null hypothesis, "There is no significant difference between the responses of the students on "Importance to me..." and "...My level of satisfaction of female students studying in Shaheed Benazir Bhutto Women University is hereby **rejected**, which means that students' satisfaction level on what they considered important for their selves was not corresponded by the university.

Table- 1.2.1 Overall Result of Students’ Responses in University of Peshawar

	Mean	N	Std. Deviation
Left side of the inventory	5.4327	185	.93352
Right side of the inventory	4.5422	185	1.10390

Table-1.2.2 Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Left-Right	.89045	1.34281	.09873	.69567	1.08523	9.019	184	.000

The data presented in Tables 1.2.1 and 1.2.2 explain the overall responses of 185 female students of University of Peshawar. The responses were solicited on two sides (left & right) of the inventory. The left and right sides of the inventory asked the students about the overall facilities on campus. The left side entitled “Importance to me...” whereas, the right side entitled “...My level of satisfaction”. The data was interpreted for testing the hypothesis by employing t-test and level of significance i.e. 0.05. The data in the table has t-value 9.019 with the significance level of .000 showing a significant difference between the

responses of the students on left and right sides of the inventory.

The overall result elicits that the Null hypothesis, “There is no significant difference between the responses of the students on “Importance to me...” and “...My level of satisfaction of female students studying in University of Peshawar is hereby **rejected**, which means that students’ satisfaction level on what they considered important for their selves was not corresponded by the university.

Test of Significance: SBBWUP Vs UoP

Table-1.3.1 Comparison of Students’ Responses: “...My level of satisfaction”

Right side of the inventory	N	Mean	Std. Deviation
SBBWU	185	4.9173	.93352
University of Peshawar	185	4.5422	.80654

Table-1.3.2 Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2.555	.111	-.646	368	.519	-.05855	.09070	-.23691	.11981
Equal variances not assumed			-.646	360.405	.519	-.05855	.09070	-.23692	.11982

The data presented in the Table 1.3.1 and 1.3.2 elucidate the comparison of the students' responses of both the universities on the right side of the inventory entitled "...My level of satisfaction". The data was interpreted for testing the hypothesis by employing t-test and level of significance i.e. 0.05. The data in the table has t-value $-.646$ with the significance level of $.519$ showing an insignificant difference between the responses of the students on the right side of the inventory.

This overall result shows that the Null hypothesis, "There is no significant difference in the satisfaction level of female students studying in Shaheed Benazir Bhutto Women University Peshawar, and University of Peshawar is hereby **accepted**, which means that students' satisfaction level of both the universities is approximately same.

Findings

- **Shaheed Benazir Bhutto Women University Peshawar**

1. There found a significant difference between the responses of the students on "Importance to me..." and "...My

level of satisfaction" of female students studying in the University, which means that the university did not provide the environment that the students considered important to them on the inventory .

2. The students were not satisfied with the faculty services at the university.
3. The student were 'somewhat' satisfied with the academic experiences but the difference was not statistically significant.
4. The students did not consider students' support facilities at par with what they considered important to them.
5. The students were 'somewhat' satisfied with the campus life but that was statistically insignificant.
6. The students had 'somewhat' level of satisfaction with the social integration but not statistically significant.

- **University of Peshawar**

7. There was a significant difference found between the responses of the students on “Importance to me...” and “...My level of satisfaction” of female students studying in the University, which suggested that students did not get the level of satisfaction that they considered important.
8. The students’ satisfaction level on faculty services was statistically insignificant.
9. The students’ satisfaction level with academic experiences was ‘somewhat’ but could not be declared significant statistically.
10. The students did not find the level of satisfaction with students’ support facilities as they considered those important.
11. The students were not fully satisfied with campus life and social integration as they considered both of these very important to them.
12. There was no significant difference in the satisfaction level of female students studying in Shaheed Benazir Bhutto Women University Peshawar and University of Peshawar, which means the level of satisfaction of female students of both the universities was on the same scale of the inventory.

Conclusions

Understanding students’ satisfaction level in an academic setup has always remained a matter of great concerns. Students always remained the prime importance for an academic institution; hence, their satisfaction level is directly related to the growth and performance of an institute. The current study showcased the satisfaction level of female students in a single and mixed gender universities in district Peshawar namely SBBWU and UoP, respectively on five factors that include faculty

services; academic experiences; students’ support facilities; campus life; and social integration. It is concluded that satisfaction level of female students of both the institutions fell on the same level of response options in the Students Satisfaction Inventory developed by Schreiner and Juiller at with assistance from Noel-Levitzin 1994.

Besides, variable-wise results also elicited that students’ satisfaction level in single and mixed gender universities did not correspond with what was important to them. Both types of Universities need to work on students’ facilitation in the light of those five factors but not restricted to those only. Although the primary purpose of opening single gender university in district Peshawar was predominantly on cultural basis where parents of female students did not want their daughters to study in mixed-gender universities; however, the satisfaction level of students in both types of the universities overlap as no significant difference was found statistically.

Recommendations

1. The faculty services in both the universities need to be made robust by getting a regular feedback from students; provide opportunities to connect them with one another; asking about their career goals and existing opportunities.
2. The timings of the libraries need to be extended and library groups and activities may be promoted that might interest students.
3. The campus grounds need to be clean and green, where students feel free to spend their leisure time and develop ownership. For that, students may be engaged in social and community service and they may be encouraged through academic credits.
4. The parking places on the campuses need to be increased to maintain

peaceful campus life. Besides, awareness session on traffic and/or general ethics be inculcated among students through co-curricular activities that include sessions, symposium and debates on the issue.

5. The universities need to focus on creating spaces where students can come together for social integration. In the start, academic and social contexts be clubbed together for gradual understanding of social integration keeping in view the cultural fabric.
6. It is recommended that future research be conducted on students' satisfaction level regarding universities' another programs and services.

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