The Effects of Gender Specific Instructional Strategies: Examining the Reading Achievement of Boys in Single-Sex Schools

Virginia Bonomo

Indiana University of Pennsylvania

Follow this and additional works at: http://knowledge.library.iup.edu/etd

Recommended Citation


http://knowledge.library.iup.edu/etd/661

This Dissertation is brought to you for free and open access by Knowledge Repository @ IUP. It has been accepted for inclusion in Theses and Dissertations (All) by an authorized administrator of Knowledge Repository @ IUP. For more information, please contact cclouser@iup.edu, sara.parme@iup.edu.
THE EFFECTS OF GENDER SPECIFIC INSTRUCTIONAL STRATEGIES: EXAMINING THE READING ACHIEVEMENT OF BOYS IN SINGLE-SEX SCHOOLS

A Dissertation

Submitted to the School of Graduate Studies and Research

In Partial Fulfillment of the

Requirements for the Degree

Doctor of Education

Virginia Bonomo
Indiana University of Pennsylvania
May 2012
STUDENT HAS RESTRICTED ACCESS TO FULL TEXT OF THE DISSERTATION.

ONLY COVER PAGES AND ABSTRACT ARE AVAILABLE AT THIS TIME
School of Graduate Studies and Research  
Department of Professional Studies

We hereby approve the dissertation of

Virginia Bonomo

Candidate for the degree of Doctor of Education

________________________________          ____________________________
Dr. George Bieger, Ph. D.  
Professor of Education, Chair

________________________________
Dr. Monte Tidwell, Ph. D.  
Professor of Education

________________________________
Dr. Anne Creany, Ph. D.  
Professor of Education

ACCEPTED

________________________________          ____________________________
Timothy P. Mack, Ph. D.  
Dean  
School of Graduate Studies and Research
This study examines the effect of gender specific instructional strategies on boys reading achievement in single-sex schools. Research indicates that there is a growing gender gap, especially in the area of literacy development and reading achievement. Each year, statistics indicate that boys are falling further behind girls in reading achievement. Although researchers agree that there are developmental gender differences, opinions differ as to the impact of those differences on learning. Boys and girls do learn differently, but to what extent should that impact how educators teach reading? Does gender influence how children learn? Do boys learn one way and girls learn another? With the current climate of high-stakes testing, standardized tests continue to indicate achievement gaps by gender.

The interest in single-sex schooling is not new; however, the emphasis on gender differences is the key to the current rationale for implementation of single-sex education. Elementary schools that are transitioning from co-educational to single-sex schools are doing so to improve student achievement, address the needs of students who are at risk of academic failure, meet diverse educational needs, and
acknowledge gender-based learning differences. Understanding and addressing these gender-based differences can help to ensure that all students have an equal opportunity to learn. For educators, the goal should be to meet the diverse learning needs of each student in the classroom and that creates an educational system that has the courage and the wisdom to value, encourage, and celebrate the innate gender differences while creating an equal educational opportunity for every child.

It is vital that brain-based gender differences be considered when planning and implementing curriculum within schools. If the daunting statistic concerning boys reading achievement in schools is to be addressed, single-sex classrooms and schools must become an integral part of the debate in the educational system in America. This study provides additional evidence that attending a single-sex school improves the reading achievement of boys.