



Gender Segregation and its Social Consequences (Case Study: Farhangian University of Kermanshah)

Mohammadrahim Safari^{1*}

1. Assistant professor at Farhangian University, Department of sociology, Tehran, Iran.

Article history:

Received date: 5 September 2017

Review date: 6 November 2017

Accepted date: 27 January 2018

Printed on line: 9 December 2018

Keywords:

Gender Segregation; Social Consequences of Dubiety; Grounded Theory.

Abstract

Purpose: The notion of “gender segregation” in the universities has often been challenged with different concurring and opposing theories. The issue has been further highlighted in Farhangian University. Although all the qualifiers in this university, prior to and during admission process, have been cognizant of such gender segregation, some elicit resistive responses pursuant to admission and passing some semesters, and then they present their commentary on the relevant implications. The present research seeks to investigate the consequences to gender segregation from the students’ perspective. **Methodology:** By applying a semi-standard interview and a purposive-qualitative procedure, an in-depth interview was performed on 33 students studying at least 5 semesters in the university, and the interview was terminated based on theoretical saturation. For data analysis, grounded theory was applied. **Finding:** The research findings were divided into 18 principal categories, and the category “dubiety (Tashkik, in Islamic Terminology) over gender segregation” was semantically reconstructed. The consequences of the dubiety were categorized in the two groups including consensus and inconsistent (i.e. contradictory) consequences. **Conclusion:** In the end, the research findings were presented in the form of a researcher-made model.

Please cite this article as: Safari M R. (2018). Gender Segregation and its Social Consequences (Case Study: Farhangian University of Kermanshah), *Iranian journal of educational Sociology*, 1(9), 180-190.

* Corresponding author email: mr.safari@cfu.ac.ir

1. Introduction

A challenging issue in the area of universities is varying perspectives on gender segregation and mixed-sex education. The issue has seen different proponents and opponents. In this regard, one can refer to the concurring or dissenting commentaries presented by scholars, political agents, and academic scholars as influential contributors to the socio-political arena. Some proponents of the issue in Iran include Ayatollah Safi Golpayegani, Gholamali Haddad Adel, Sadr al-Din Shariati, and some adversaries include Hassan Rouhani, Mohammad Reza Aref and Sadeq Zibakalam (Qamshian, 2014).

When it comes to discuss the sex, biological and anatomical differences between men and women is taken into account. While gender refers to the socio-cultural structural differences between men and women in terms of conceptions, beliefs, and practices related to femininity and masculinity. Sex is something that we are born with; gender is what we learned in the course of socialization. Hence, when discussing gender segregation, one sociocultural phenomenon is underlined. The social dimension of the sex means the social differences between men and women arisen during the life-cycle and on the basis of learning process. When we acknowledge that this category is cultural, it means that while it is constituted during a lifetime it can be altered over time and in the process of social life, and it bears a degree of difference in different cultures and even within subcultures (Wienclaw, 2011, 15; Wharton, 2005; 18; Kendall, 2011).

The current research refers to gender-segregated university as a university in which only one single sex is enrolled, and a mixed-sex university is the university where both female and male students are educated together in a classroom and on a campus. Gender segregation at University of Farhangian follows a trajectory distinct from other universities. In this regard, the Statute of the University can be cited. Article 5 of the Statute underlines that this university is organized at all Iranian provinces using a gender segregation approach on female and male campuses (Wienclaw, 2011).

Although the discussion on this topic has subsided in other universities, discuss and review the issue in University of Farhangian is of significance due to the fact that despite the students' compliance with gender segregation criteria during the enrollment and student qualification process, we are again witnessing the students' challenging commentaries on the subject. The participation of students in regard to the issue and their commentary is in some way a response to their needs, because indifference to their attitudes may transfer the feeling of powerlessness and the imposition of educational process on this group, and then professional teacher training process may fail to be materialized completely. This point becomes more prominent when we perceive a dual role for University of Farhangian; on the one hand, the university plays a decisive role in various fields including education and production of science, acquisition of professional and occupational skills, individual and social identities, and even the individual's socialization for entry into the realm of social life and citizenship; on the other hand, the university undertakes to train the individual who can internalize these features and pass them on to the students (Statute of Farhangian University; Article 3).

Therefore, the current research aims to address one important issue: in presenting their commentaries in regard to sex segregation and pertinent implications, what arguments are presented by students? In other words, the question raised in the article is that in spite of the legal clarification of the emphasis on the segregated gender space and the acceptance of these conditions at the beginning of the admission, how students represent the gender segregation space and its implications. The analysis of gender segregation from the perspective of students creates the opportunity to discuss the consequences of this segregation from their point of view. Of course, indirectly, another question is also responded: to what extent the university has been able to persuade the students to be submissive to this perceived and designed space and to use space in accordance with the goals defined for this university?

2. literature Review

Foucault enunciates the disciplinary society and places it in confrontation to the early modern societies, which are organized based on the concentration of power in the hands of absolute rulers, and the dominant power is roughly constituted through repression (silencing, censorship, and denial). In contrast, in disciplinary societies, the power is maintained through controlling technology such as spatial segregation, gender segregation, time management, confinement and testing system that categorize and rank humans in order to normalize social behavior. According to Foucault, the model institution in the absolute power-based communities is the king, and in the disciplinary society includes army, factory, hospital, prison, university and schools. Here, the discipline does not revolve around the hierarchy of governor-ruler (master-slave), and it is executed by a system comprising of disciplinary techniques and dialogue practiced by specialists such as judges, prison guards, teachers, presidents, social workers, etc. For Foucault, in this society, rather than operating through the judicial system, government, and economic repression, social control is enforced through the application of disciplinary technologies and based on the imposition of normative norms or rules. Some social non-centralized conflicts and resistance are also entering into force in reaction to this discipline society which has totally overshadowed everyday life. To foster the opportunities for the individualization of social relations and the creation of just and democratic forms of life, the above-mentioned opposing mainstream fights against controlling technologies (Foucault 2010; Dreyfus and Robino 2005; 278-264; Seidman 2007, 351-346).

Four concepts which, in light of the above resources and in order to further explain the disciplinary technology, should be more specifically addressed include: space, gender, resistance and control over them. Foucault's sex is not a natural fact; it is not a part of our genetic or physiological structure; it is an idea or conception of who we are and how experience of our bodies, desires, actions and our relationships has been powerfully constituted. A discourse shaping social power refers to the fact that they are part of powerful social institutions such as hospitals, prisons, schools and the state. Thus, Foucault outlined a social control system whose function is mainly based on the suppression rather than cultural meanings and self-perception. To the extent of locating and absorption into cultural definitions, social norms, and self-concepts, a kind of invisible power imposes the man. Furthermore, controlling this space is one of the nascent elements of this technology. Discipline proceeds with the organization of individuals in space, and therefore requires the enclosure of space in a particular way. Accordingly, in communication technology, the internal organization of space depends on the principle of the initial division of individuals between regular units. This space is built upon the principle of presence and absence. In such a system, a simple markup is given to each cavity in the desired network. The cavities facilitate disciplinary control. When the control network is established, the principle stated above mandates: "Everyone has a place and each place has a particular person". Therefore, at the hospital, university, military district, etc., a specific control network is highlighted; thus, the safe distribution of people who should be disciplined and supervised becomes possible. Regarding resistance and control, it is emphasized that in order to achieve the dream of complete and ecumenical obedience and global obedience, the total dimensions of space, time and movement must be regulated and put into immediate use (*ibid*).

Accordingly, discipline is distributed not through breaking people down or moralizing them but through modest methods. Discipline operates through an amalgamation of hierarchical oversight and normalization procedures, and negligence and indifference to these sentences leads to penalties. Some normalization punishments include temporal (delay, absence, interruptions), physical (standing or walking, irregular gestures and movements, neglect of cleanness), practical (indifference, inertia, neglect), and sexual (impurity and obtrusiveness) (Dreyfus and Robino 2005, 275).

Foucault underlines that disciplinary technology seeks to regulate everyday life. Therefore, the distribution and separation of bodies from one another is one of the techniques that disciplinary technology

uses to visualize individuals and what passes through space (ibid.). In this regard, Berger and Luckmann (2008, 33) refer to the characteristics of the *Lebenswelt* (Life World) and everyday life. As a result, instead of pursuing policies that are oriented towards the alignment and fragmentation of the universe, they emphasize the understanding of the common knowledge and knowledge of the *Lebenswelt*, and apply it to understand the facts according to what is available to the ordinary understanding of ordinary members of the community. This emphasis becomes complete with Lefebvre's outlook (1991, 26). While Foucault produces the power of reality and, seeks to organize social life through communication technology, Lefebvre emphasizes space as a social production, which has a dialectical relationship with society; that is, there is an interconnected relationship between space and society. On the one hand, it could be said that there is a human being that forms space and transforms it according to its needs, and on the other hand, there are the space and its relevant possibilities that determine the way of application and the type of human activity (Berger and Luckmann, 2008).

Overall, and in relation to the subject at hand, one can say that the university's atmosphere as a social production is influenced by the power exercised on students through the university institution as a disciplinary society. One of the main elements used by the political system and university leaders to apply their power to college students is gender segregation in the form of the establishment of two independent male and female college campuses in each of the provinces of Iran. The function of gender segregation as a political-educational and control technology, or at least the expectation of this technology, is the creation of opportunity to control the thoughts and actions of students and to fulfill the goals of the university through the creation of a single-sex environment.

What is important is that, despite the acceptance of the gender segregation of the university before and during matriculation and admission, the students show resistance and opposition to gender-segregated tendencies in academic arena. This is indicative of the fact that university has not been able to convince all students be mere consumers of the space as set forth in the university statute. In other words, students have redefined space and gender at the university. The university's expectations and student verbal resistances have contributed to some transformations and consequences, which are discussed in the current research.

3. Methodology

In the current research, in terms of methodology, a qualitative position is adopted. For data collection, the semi-standard interview technique is utilized as a developed semi-structured interview method developed by Shiloh and Groeben. Shiloh and Groeben (1988) put forward the semi-standard interview technique to rebuild personal theories as an expanded form of semi-structured interviewing. They developed this approach to study personal theories as a special model for the study of everyday knowledge, and expanded the approach as a sophisticated reservoir of knowledge about the subject in question the in fields such as school and other professional centers. In this technique, each topic initiates with an open question, and the interviewee responds to the question spontaneously and then the practice come to an end with a confrontational question. Confrontational questions respond to the theories and relationships that the interviewee has posed to this moment so that they can criticize these ideas in the light of their competing alternatives. Then, Structure Laying Technique (SLT) is used. At this point, the outlines of the first step are presented, and an overview of the content analysis is also introduced. The meeting is held one or two weeks subsequent to the first interview. In this way, the validity of previous interview utterances are evaluated by the interviewer (Flick, 2008, 172-177).

Accordingly, in the current research, in the form of a general question, the student is asked to "elucidate the advantages and disadvantages of organizing the University of Farhangian on the basis of gender segregation/mixed-sex integration". In order to present the confrontational question, the opposing

commentaries alongside the personal reasons underlying opposition or agreement to the gender segregation are discussed. In order to use SLT, the content of the student interview is analyzed and presented to the interviewee in the form of sentences so as to enable the student to modify his viewpoint when he decided to change its viewpoint.

The statistical population of the current research is the students of Kermanshah University of Farhangian who studied in the academic year of 1996-97 in the 5th and 7th semesters and have lived experience of at least 5 semesters at the university and were cognizant of the subject areas and requirements of the university. In this research, qualitative sampling is used. When qualitative sampling is used in a research, the ultimate goal is not generalizability, but the aim is to reveal the details and type of relationships between the major concepts and notions raised in the research through the exploration of initial data (Zokaei, 2002). The sampling method is theoretical and purposeful, and the main attempt is to choose the sample based on knowledge of the population, population elements, the nature of the research, and, in short, the research objectives (Babbie, 2002 405-404). Here, the goal is to gain insight into the phenomenon concerned, not the empirical generalization of a sample to a population (Mohammad Pour 2010, 94). Therefore, attempt is made to select the samples that can convey the greatest information to the researcher. In this research, the students are selected that have been activated in student mobilization circles, academic associations, cultural centers, guilds or meetings and Q & A sessions, and their active participation is confirmed by the pertinent authorities, professors and campus students. In this regard, among participatory students, 33 students (15 female students and 18 male students) were interviewed with the prior knowledge, which the last five interviews did not contribute to new findings, and led to theoretical saturation.

To assess data reliability as a criterion for quality evaluation based on the research methodology (Flick, 2009, 412), firstly, a researcher trained in the interview was used; secondly, all interviews were conducted by a researcher. Thirdly, a series of pilot interviews were conducted and then an interview guiding instruction was developed. In the instruction, the "spontaneous" question and "confrontational" questions were included. The communicative method was used to assess validity, which was based on the interviewees' agreement with the contents of their utterances; self-assessment after the interview was also obtained (Flick 2009, 415-416, and *ibid*, 442). In the framework of SLT, a week later, all data was collected, extracted and verified by the interviewees.

Grounded theory is used for data analysis. This theory was introduced in 1967 by Strauss and Glazer in the book "The Discovery of Grounded Theory" to the scientific communities. Ground theory is an inductive induction in which research begins not from a pre-existing theory but with systematic, yet consistent data from social studies (Glaser & Strauss 1967; Charmaz, 2006; Strauss & Corbin, 2006).

The initial process in the grounded theory method is a data analysis method of codification and categorization of raw data, extrapolation of major categories and concepts and relations between them within the framework of a researcher-made theory. Accordingly, three methods including open coding, axial coding, and selective coding are used to analyze the data (Kuhn et al. 2007, 439; Flick 2008, 329). Open encoding is the process of crushing, comparing, conceptualizing, and categorizing data; therefore, it is considered the concept analysis unit. In the central coding of the major categories of extraction, a link between them is established and the core category is identified. In the selective encoding step, a researcher-made paradigm/model is presented by carefully examining the data and analyzing them deeply. This model involves the causal conditions, contextual conditions, intervening conditions, strategies of interaction/ mutual interaction and consequences (Strauss & Corbin 2006; Mohammadpour 2010).

4. Finding

As mentioned in the statement of problem, the first question of the research is that how do students evaluate the implications of gender segregation in the campus environment in which they are located and consumed. Therefore, using the semi-standard interview technique, data is collected and presented in the form of a researcher-made model. In this process, the findings of the study were coded in 71 concepts, 18 major categories and one central category, in order to semantically reconstruct the consequences of gender segregation in University of Farhangian, and to depict the results in the form of a researcher-made pattern model.

In order to present these findings, firstly, the main concepts and categories (causal conditions, contextual conditions, intervening conditions, and strategies) that are semantically reconstructed around the category of “dubiety over gender segregation” are discussed (Table 1). Then, the consequences of dubiety in two areas including inconsistency consequences (Table 2) and consensus consequences of dubiety are evaluated (Table 3).

1-Major concepts and issues (terms and strategies) and core categories: As Table 1 shows, the causal conditions are semantically reconstructed in 3 categories, contextual conditions in 3 categories, intervening conditions in 1 category, and the strategies in 1 category around the semantic reconstruction core. Each of these major categories is discussed here.

Table 1: Concepts, categories and core category extracted from raw data

Concepts	Major Categories	Type of Category	Core Category
-Gender segregation is tantamount to securitization of university -The confrontational policies of the police must be supplanted with cultural endeavors to engender the reconciliation between concurring and opposing attitudes on gender segregation -As managers are afraid that fail to administer the university, they will seek refuge in intelligent and selective practices. -If you are penchant to be related to the opposite sex, it is easy to do through many instruments such cyberspace.	Sense of university as a securitized institution	Causal Conditions	Dubiety over gender segregation
-University is a public environment, so gender segregation in such space is senseless same as many other public places -The experience of different countries in the world confirms the sex-mixed education. -Sex-mixed education is accepted in the community - In the offices in Department of Education, the two sexes work together in even one room. - In most male and female schools, men and women work together to teach	Compare the university with other social institutions		
-In most Iranian universities we are witness to sex-mixed education. - In the past, attempts were made to segregate the sexes at some universities, but failed.	Compare the University of Farhangian with other universities		
- In the schools where male and female teachers teach, we need to learn use some programs such as lesson study so as to enhance the quality. -We are dealing with the students’ parents so we have to know how to deal with the opposite sex. This point is true when the boy and the girl are in the same class. The type of exchange of students’ opinion in this case will lead to expected socialization.	Development of participatory culture	Contextual conditions	
-When the educational arena is replete with self-made students, gender segregation is not required. -Sex-mixed education is a sign of reverence for men and women and also belief in students	Social trust		

-According to the strict qualification process imposed by the university for admitting students, the University of Farhangian is one of the leading institutions in terms of ethical health, so the university's male and female students should be trusted.			
-The girl and the boy who enter the university have attained personality development to be combined together. -Gender segregation prevents students' self-reliance and self-confidence -It is better to have both campuses with gender segregation and sex-mixed education, and let students give it a choice. -The attitude based on gender segregation originates from tribal and ethnic beliefs rather than contemporary thinking. -The boy and girl entering the University of Farhangian through a strict qualification process are generally healthy, wise, and faithful to Islamic principles.	Students' personality development and social maturity		
-In elementary schools, especially in cities, men and women generally teach in an educational unit alongside each other, so we must learn the interaction with the opposite sex. -To teach in schools with mixed teachers, familiarity with the morale of the opposite sex is necessary.	Necessity of social interaction and enhancement of teamwork in university	Intermediating conditions	
-Gender segregation is an insult to male and female students in the university -Sex-mixed education is a sign of confidence in girls -Sex-mixed education is a sign of showing trust in the boys. -We need to accomplish culture-building practices rather than gender segregation. -Gender segregation is an example of a masculine outlook at the university. - Gender segregation is a sign of suspicion of youth.	Resistance to the existing situation	Strategy	
-In many meetings with the authorities and in the classroom, we discuss the cause of gender segregation, but fail to find a convincing answer. -Although the issue is discussed by students in different places, it has some advantages and disadvantages (including the emphasis on physical possibilities).	Mental spaces involvement		

2-Inconsistent consequences: dubiety over segregation/mixed-sex education: Inconsistency means discordance of attitudes about fundamental social values by members of a group, community, or society (Giddens, 2003). As previously mentioned, the implications relevant to the inconsistency bring about major issues toward which students had different or incompatible attitudes. In fact, they have proposed concepts through which some dichotomous conflicts in relation to the dubiety implications could be inferred. These outcomes are conceptualized and discussed in the following four major categories.

Table 2: Concepts, categories, and consequences of inconsistency domain extracted from raw data

Concepts (initial encoding)	Concepts (secondary encoding)	Major categories	Consequences
-Gender segregation is a pre-requisite to Islamize universities - Gender segregation contributes to moral health of students -Gender segregation is a sign of reverence for women. -Gender segregation is a rejection of Satanic temptations - Sex-mixed education provides a fertile ground for committing sin.	Gender segregation as Islamization of universities	Gender segregation as Islamization of universities/reconciliation with Islamic universities	Area of inconsistency: dubiety over segregation/sex-mixed education
-In the Holy Qur'an, there are some examples of the relationship between Suleiman the prophet and the Belshazzar of Queen Saba and also the conversations between Moses with Shuaib's daughters. Thus, the	Sex-mixed education as a sign of		

connection is accepted when it takes place according to the general rules interaction between the genders as stipulated in Islamic sources. - Before marriage with the Prophet of Islam, Khadijah provided Him with his assets and capital, so when mixing occurs in a justified and defined framework, it would not be the subject of debate. -Islamization of universities is not the factor that necessarily can contribute to gender segregation	reconciliation with Islamic University	
-Sex-mixed education is pure imitation of the West. -The experience of the modern world confirms the success of sex-mixed education	Westernization	Westernization/failure to be in touch with worldly experiences
-Sex-mixed education is an attempt to become Westernized. -Gender segregation is the achievement of Western civilization.	Failure to be in touch with worldly experiences	
-Men and women have psychological and biological differences, so gender segregation is better. -Because of the psychological and biological differences, men and women require different training	Biological and psychological differences: necessity of existing a university adopting gender segregation	Biological and psychological differences: university adopting gender segregation/university adopting sex mixing
-Because the man and woman have psychological and biological differences, the university that adopts gender segregation can provide the best opportunity to know about the opposite sex. This knowledge is essential for the teacher.	Biological and psychological differences: the necessity of the existence of the university adopting sex mixing	
-In some disciplines such as elementary school studies, se-mixed education can be applied, and in other disciplines such as theology, gender segregation can be used. -In some disciplines such as theology that discuss specific subject matters such as Islamic <i>rulings (Ahkam)</i> gender segregation is a better choice. -I espouse gender segregation in postgraduate studies, but not in bachelor's studies.	Dubiety over institutionalization of university	Gender segregation in some disciplines

In the following part, each of the consequences of inconsistency domain extracted from raw data are presented and discussed. 3-Consensus area: dubiety over gender segregation: consensus is the formation of concurring ideas on fundamental social values by members of a group, community, or society (Giddens,

2003, p. 785). The consensus constitutes major categories underlined by students as gender segregation consequences. The consequences are conceptualized in the following five major categories.

Table 3: Concepts, categories and core category extracted from raw data

Concepts	Major category	Consequences
-Sex-mixed education leads to educational competition between students. - As students are humiliated in case of being placed on probation, the number of students suffering from probation is reduced. -Sex-mixed education contributes to educational competition between students - Sex-mixed education causes students to be more engaged in their studies.	An inducement to further progress	Consensus domain: dubiety over gender segregation
- Sex-mixed education provides grounds for marriage. - Sex-mixed education is a good place for spouse selection -Teachers are so similar in many respects, so marrying them with each other can lead to a more stable family. - The number of marriages increases when sex is mixed. -University of Farhangian is the safest place for spouse selection -Sex-mixed education leads to a reduction in the age of marriage. -Sex mixed education provides a platform for easy marriage.	Facilitate the conditions for spouse selection	
-If the university wants to educate successful students, the students should be able to do teamwork. -If the conditions are created that students use the facilities of both campuses together, they will assist me as a professional - In the case of sex-mixed education, some activities are jointly carried out, and this collaboration will help teachers' management skills for the future. -Sex-mixed education provides the context for educational competition.	Student-teachers' professional development	
-Due to the limited facilities of the university, a fertile context for the maximum utilization of the facilities and amenities of all provincial campuses is provided; including shared use of library, reading room, lab, Internet room, workshops, etc. by both sexes simultaneously	Optimal use of facilities and amenities belonging to campuses	
-The concentration of employees at one single place can increase the availability of employees and their efficiency. -According to the small number of faculty members, finding professors for scientific communication and consultation becomes more diverse.	Optimal use of human resources	

5. Discussion

To conclude, despite the law affirmation (the Statute compiled by the University), and the insistence of the university and campuses administration on gender segregation, such insistence and emphasis do not revolve around educating and socializing the students who must consume the campuses conditions and space within the framework of these rules. The students educating in University of Farhangian have demands and attitudes and attempt to fulfill them. In the current research, the students' demands and attitudes were analyzed in the form of concepts, major issues, reconstructed core category and also the relevant ramifications.

Given the major categories and explanations given above, "dubiety over gender segregation" as the core of the research was semantically reconstructed. This category is the result of the integration of all above-mentioned major categories, and remaining categories are the subsets of this category. To determine the core category, the specific criteria for selecting this category were taken into account including abstractness and generality, the semantic inclusion of all categories, high analytic potential, frequency of data, and the interviews' focus on them (Boustani and Mohammadpour 2009, 164).

According to the findings of the current research, it can be concluded that, in University of Farhangian, some factors have led to the formation of gender segregation in the minds of students. One of the factors is the students' sense that their university has turned into a strict monitored and securitized site, where although they are not treated by threatening and violent attacks, they are embarrassed by some behaviors such as check-in and check-out control. This attitude is aggravated when students compare their university with other social institutions, public spaces, and the universities that are administered using a gender-segregated approach. These conditions were categorized as causal conditions and semantically reconstructed in terms of the sense of study in a securitized university, comparison of the University of Farhangian with other universities and also with other social organizations and institutions.

The students at this university believe that, security ambience in the above-mentioned institutions and spaces is not so much aggravated that the university incumbents recourse to gender segregation. Indeed, the interviewees argued that the students of this university are socially mature than those in other academic institutions.

They emphasize that achieving more prominent social maturity requires the development of a participatory culture in which the professional development of the teacher can be realized in accordance with the future needs of teachers who are male and female students. Therefore, they consider sex-mixed education as a necessary instrument to the continuity of the university and its capability to achieve the desired objectives. This factor has created a fertile ground for the formation of dubiety in the mind of students. In the current research, contextual conditions are categorized in three main categories including social trust, student's personality development and social maturity, and development of participatory culture.

The students believe that some of them will be organized in schools in where they are necessarily linked to the opposite sex students. They can also be organized in schools where male and female colleagues are taught altogether; therefore, they should have at least an acquaintance and interaction with the opposite sex. Similarly, in such schools, some professional activities, such as lesson study, must be carried out in a group. In the research, this issue was semantically reconstructed in the form of the concept of the necessity of social interaction and the strengthening of teamwork at the university. This is the case with the term intervening condition.

The students expressed their dubiety over gender segregation in various occasions and in the form of implied or explicit utterances. The student strategies were semantically reconstructed in terms of two areas including mental conflict and resistance to the current state of affairs.

Consequences of dubiety over gender segregation in students' opinion were categorized in two categories: the consequences of consensus area of dubiety and the consequences of inconsistency area of dubiety. The first category questioned the gender segregation, and stated that this segregation would slow down the achievement of professional teacher development, and even in some cases, it was considered to be an obstacle to the achievement of educational goals. This consensus area has been semantically reconstructed in terms of the motivation for advancement, spouse selection, professional development, the optimal use of facilities, and the optimal use of human resources.

What is learned from the students' attitude and experience in the consensus scope is that education does not possess an essential and immutable meaning, and is formed in interaction with a set of social, political and cultural factors. Attitudes toward gender are being developed at the school and reproduced at the University of Farhangian. In some cases, the students did conceive some advantages or disadvantages for gender segregation. This attitude was expressed in a contradictory form. This area of contradiction was semantically reconstructed in terms of gender segregation: Islamization of universities/reconciliation with Islamic University, Westernization/failure to be in touch with worldly experiences. And then was semantically reconstructed in the form of biological and psychological differences: university adopting gender segregation/university adopting sex-mixed education and gender segregation in some disciplines.

The important point is that in the field of dubiety, the students in University of Farhangian also felt personal, institutional, and religious concerns and also proclivity for the utilization of the achievements of the modern world. In some cases, students did not put these issues in opposition. At the same time, they lacked such a coherent look that one could create a consensus between them and then achieve synergy. In other words, students generally made one of these instances more prominent from their point of view.

Another important point is that the change in the policy making lines in general, and more specifically in cases where there is no consensus can culminate in new challenges alongside opportunities. Of course, this point relates to all human achievements. Therefore, it would seem that one cannot consider a theory as a robust foundation, and claiming all the problems can be resolved and expect all members of an organization to acknowledge it. In relation to the subject matter, it also seems to be necessary to revert to the Life World (Lebenswelt) of students with a precise outlook. Rather than need to meta-narratives, the subject matter requires an understanding of the common interests of policymakers, executives and students as consumers of university space. Finally, special attention should be paid to the indigenous and regional factors of the provinces with a common subculture in the distribution of disciplines. Achieving maximal mutual understanding in such cases can contribute to organization's efficiency, and to the realization of the goals of educating the thoughtful teachers specifically at University of Farhangian.

References

- Astoras, A., Corbin, J. (2006). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, Translated by Biouk Mohammadi, Tehran: Research Institute for Humanities and Cultural Studies.
- Babbie, E. (2002). *Research Methods in Social Sciences*, Translated by Reza Fazel, Tehran: Samt Publications.
- Berger, P., Thomas L. (2008). *Social Construction of Reality*, Tehran: Elmi Farhangi Publications.
- Bostani, D., Mohammadpour, A. (2009). Semantic Reconstruction of Boys' Sexual orientation towards Girls (Providing Grounded Theory), *Journal of Strategic Women Studies*, Issue: 44. [In Persian]
- Charmaz, K. (2005). *Grounded Theory in 21st Century: Application for Advancing Social Justice Studies*, in Denzine, Norman K., And Yvonna S., Lincoln, *Handbook of Qualitative Research* Sage Publication, 3th Edition.
- Charmaz, K. (2006). *Constructing Grounded Theory: A Practical Guide Throuth Qualitative Analysis*, Sage Publication.
- Cohen, I., Manion, I., And Morrison, k. (2007). *Research Method in Education*, New York: Rout ledge.
- Denzine, Norman K., And Yvonna s., Lincoln, (2005). *handbook of qualitative research*, sage publication, 3rd Edition.
- Dreyfus, Hubert L., Robino, P. (2005). *Michel Foucault: Beyond Structuralism & Hermeneuticism*, translated by Hossein Bashirich, Tehran: Nei Publications, 4th Edition.
- Foucault, M. (2010). *Discipline & Punish: The Birth of the Prison*, translated by Niko Sarkhosh and Afshin Jahandideh, Tehran: Nei Publications.
- Ghomysian, M. (2014). Analysis of Gender Segregation Approach Adopted by Universities from the Perspective of Policy-Making Science, *Journal of Religion and Cultural Policy*, Issue: 2. [In Persian]
- Giddens, A. (2003). *Sociology*, Translated by Manouchehr Sabouri, Tehran: Nei Publications, 9th Edition.
- Glaser, B., Strauss A. (1967). *Discovery of Grounded Theory*, Chicago: Aldine.
- Kendall, D. (2011). *Sociology in Our Times*, Wadsworth, Cen gage Learning, 8th Edition.
- Lefebure, H. (1991). *Production of Space*, Oxford: Blackwell.
- Mahmadpour, A. (2010). *Anti-Thesis: Logic and Design in Qualitative Methodology*, Tehran: Jame'eh Shensan Publications. [In Persian]
- Seidman, S. (2007). *Contested Knowledge: Social Theory Today*, Translated by Hadi Jalili, Tehran: Nei Publications. [In Persian]
- Uwe, F. (2008). *An Introduction to Qualitative Research*, Translated by Hadi Jalili, Tehran: Nei Publications.
- Wharton Amy S, (2005). *Sociology of Gender: An Introduction to Theory and Practice*, Blackwell Publishing.
- Wienclaw Ruth A. (2011). *Gender Difference: Biology and Culture*, in *Sociology Reference Guide: Gender Roles Quality*, Published by Salem Press.
- Zokaei, S. (2002). *Theory and methodology in Qualitative Research*, *Journal of Social Sciences*, Allameh Tabatabai University, Issue: 17. [In Persian]