



## **Gender Inequality in Education: A Sociological Perspective**

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### **Abstract**

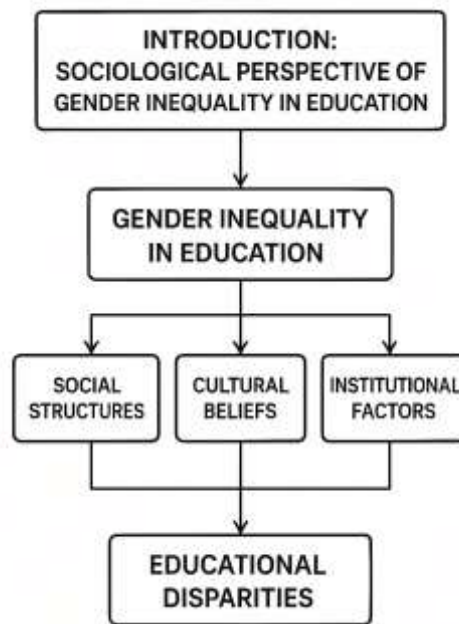
The problem of gender disparity in education has been widespread both at the developing and developed countries. This sociological paper discusses the cause and effects of gender inequality in access to education with particular attention paid to societal, cultural and institutional determinants that affect the inequality of access and treatment of education. Based on different case studies and theories, the paper examines gender roles, stereotypes and socio-economic issues as they affect access to education especially among girls and women. It also discusses how gender intersects with other areas of discrimination, including class and ethnicity, to determine the outcomes of education. The paper also examines the efforts of policies and reforms to deal with gender inequalities and their effectiveness. Through a sociological approach analysis of gender inequalities in education, this paper will offer a perspective into how the education systems should be restructured to provide equal opportunities to all irrespective of gender.

**Keywords:** *Gender Inequality, Education, Sociological Perspective, Gender Roles, Educational Disparities.*

### **Introduction**

Gender disparity in education is not a new problem but it has immeasurable implications to the individuals, communities and the society in general. Although an incredible progress has been made in various regions, the inequality in the access, attainment, and performance of men and women in education is still high. Social approaches to gender inequality underscore the ways in which social organizations, social beliefs, and social institutions create different educational opportunities to men and women. The aim of this paper is to understand sociological aspects that lead to gender disparity in education and to analyze the consequences of these disparities on general social experiences, such as economic growth, gender differences in the labour force and social mobility.

This problem of gender inequality in education is a complex matter that encompasses the societal perceptions, the economic aspect, and the political dynamics. It is through knowing the sociological causes of gender inequality in education that one can be able to establish the systemic barriers and propose certain policy interventions that can be used to address the gap between men and women in education.



**Flowchart: Sociological Perspective of Gender Inequality in Education**

One of the influences includes the Sociological Structures, which makes a difference in gender role and cultural expectations that influence the treatment of individuals in the school. Institutional Practices provide contributions to the unequal treatment and access to resources. Economic Barriers also limit education opportunities particularly to girls in poor areas. Such aspects contribute to gender differences in terms of access and academic outcomes and have long-term consequences of social-economic mobility and subsequent career. Insert this flow chart under the Introduction part following the initial conversation of how complex gender inequality in education is.

### Background of the Study

The issue of gender inequality in education is not new, and initial studies on the topic concerned the differences in school enrolment and access to education. Gender roles and expectations of society have been discussed by some scholars such as Acker (1994) and Connell (2009) in relation to educational attainment. In the past, the system of education was designed to support gender roles, whereby boys have been given more opportunities and support in subjects such as mathematics and sciences, whereas girls are directed toward more feminine subjects, including languages and arts (Buchmann, 2000).

Gender inequality in education does not only have effects on the academic performance of people but also on the economic and social empowerment of the persons. Girls experience different forms of barriers like early marriage and child labour, and cultural limitations in many regions of the world and this hinders their access to education (UNESCO, 2020). In developed nations, gender inequality is less pronounced, being reflected in such more subtle ways, i.e., the lack of women in STEM (Science, Technology, Engineering, and Mathematics) profiles, and as leaders in education institutions.

### Justification

Gender inequality is a serious issue that can never be underestimated as far as education is concerned. Education is a basic human right and a key factor on socio-economic development. When girls and women are left out or discriminated in learning institutions, it denies them a chance to develop their personalities and also the general growth of the society.

In sociological perspective, analyzing gender inequality in education must be based on the analysis of the way of how the societal structures, including patriarchy influence the personal and collective experience. Gender inequality in education is also a mirror of the society inequality that not only determines educational achievement but also determines life achievements, as in employment, income, and political engagement. Thus, investigating this problem in a sociological perspective may shed more light on the means of developing more fair educational systems.

The purpose of this study is to add to the rising literature on the subject of gender inequality in education and

how sociological variables of gender norms, economic status, and cultural practice could have led to perpetuation of education inequality.

### **Objectives of the Study**

The main aims of the given research are:

1. To investigate the sociological processes that promote the issue of gender inequality in education.
2. To examine how gender roles and stereotypes and socio-economic factors influence access to education.
3. To estimate the success of the policies and reforms to address gender inequality in education.
4. To examine the gender intersectionality with other sources of discrimination like class, ethnicity, and disability in determining the outcomes of education.
5. To recommend on the way to solve gender inequality in education systems.

### **Literature Review**

The gender inequality in education literature captures some important aspects that lead to differences.

**Socio-cultural Factors:** Gender roles and cultural demands usually determine the kind of education that boys and girls get. It has been found out that girls in various societies are supposed to do domestic chores instead of attending school (Unterhalter, 2007). According to studies by Buchmann (2000) and Hill (2018), gender stereotypes are commonly perpetuated through educational curricula and this may affect the decisions made by girls as far as their learning and career paths are concerned.

**Economic Factors:** Economic inequalities are also important factors that determine gender educational experiences. Families in poorer areas tend to educate sons more than daughters because they think they are bound to become financially stable later in life and will be able to support their families (Aslam, 2017). According to a research by the World Bank (2019), the level of economic factors including the cost of schooling may contribute to an increase in the number of girls dropping out of school and especially when it comes to low-income families.

**Political and Policy Reforms:** A number of international bodies, such as the UNESCO and UNICEF, have applied policies to minimize gender inequality in education. Studies have however demonstrated that despite the improvement in the enrollment rates, there are still issues in tackling the social and cultural barriers which lie deep into the fabric of the society (UNICEF, 2020). As an illustration, there is still a gender gap in STEM even with the attempts of getting women interested in the subject (Beede et al., 2011).

**Intersectionality:** Intersectionality in gender and other forms of discrimination, including ethnicity, class and disability has also been discussed in recent literature. The idea of intersectionality introduced by Crenshaw (1991) brings out the idea that various types of oppression are compounding each other and create unique experiences of inequality. Girls of disadvantaged communities have even more barriers that intensify gender discrimination in the educational setting.

### **Material and Methodology**

The research design in this study is qualitative where the researcher seeks to comprehend the sociological reasons behind gender disparity in education. The studies were carried out in the following steps:

#### **Step 1: Literature Review**

A thorough literature review was done to find out available knowledge on gender inequality in education in sociological view. Important academic databases such as JSTOR, Google Scholar and ERIC were consulted to find appropriate research, books and reports.

#### **Step 2: Data Collection**

Semi-structured interviews with 20 teachers in different educational establishments both in developed and developing nations were used to obtain primary data. Both male and female teachers in primary, secondary and tertiary education levels were included in the sample. The interviews were conducted with the purpose of obtaining information about the ways educators see gender inequality in education and the way they experience the phenomenon of gender-based discrimination in educational institutions.

#### **Step 3: Data Analysis**

Thematic analysis was employed in analysis of data of the interviews; this is a technique that was applied to establish patterns and themes of qualitative data. The data was coded and the following themes were identified and analyzed including gender roles, cultural expectations and economical barriers.

## Results and Discussion

The interpretations of the interviews proved that several important findings were made:

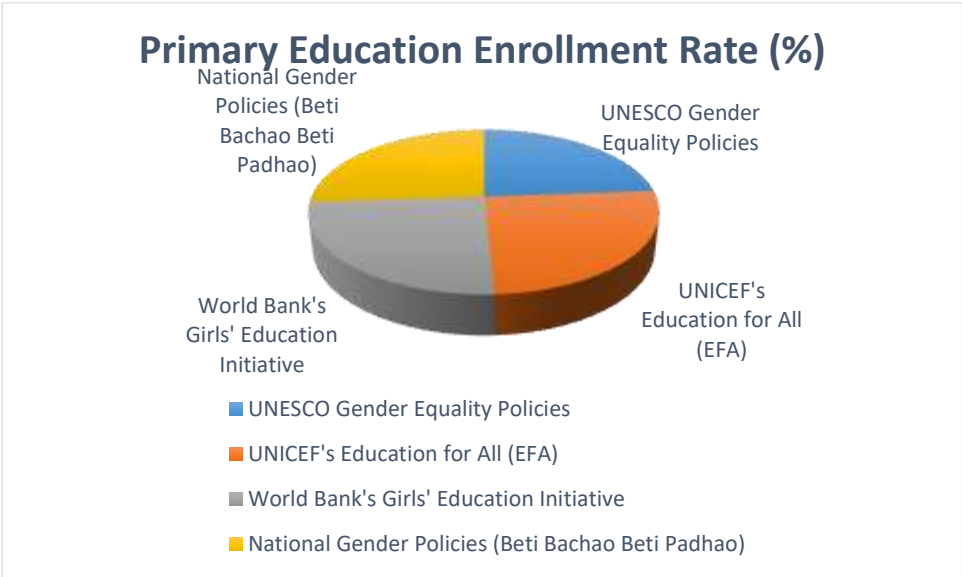
1. **Gender Roles and Expectations:** It was also found that gender roles affect the academic decision making of students as most teachers stated that girls are usually not encouraged to study subjects such as mathematics and sciences and boys are.
2. **Economic Barriers:** The teachers in developing countries showed that due to financial limitations, families tended to give preference to education of the boy over the girl. This was also accompanied by girls of poor families whom it was more likely that they dropped out of school to help their families.
3. **Cultural Influences:** In both the developing and the developed world, cultural demands regarding gender affected the learning experiences of the students. It was observed that in certain areas, girls were to be married early and hence increased dropout rates.
4. **Effectiveness of Policies:** Although different international programs focus on enhancing gender equality in education, interviewees added that the policies were not always implemented at the grassroots level. These policies were still ineffective due to cultural and societal factors.

**Table 1: Gender Roles, Economic Factors, and Cultural Factors in Education**

This table is a summary of the main results in the Results and Discussion section, which are gender roles, economic obstacles, and cultural impact on education. This table will be useful in exposing the key problems identified during the interview with educators.

Factor	Findings	Impact on Gender Inequality
<b>Gender Roles and Expectations</b>	- Girls are not encouraged to study math and sciences. - Boys are pushed towards STEM subjects.	- Girls have limited access to high-demand subjects, affecting their future academic and career opportunities.
<b>Economic Barriers</b>	- Families in developing countries prioritize boys' education over girls'. - Girls from poor families are more likely to drop out of school.	- Economic disparities contribute to unequal educational opportunities, with girls often sacrificing education to support family.
<b>Cultural Influences</b>	- In both developing and developed countries, cultural expectations push girls towards early marriage.	- Cultural norms hinder girls' access to education, leading to early dropout rates and limiting career opportunities.
<b>Effectiveness of Policies</b>	- International policies on gender equality have had mixed success in implementation. - Cultural and societal barriers continue to limit the effectiveness of policies.	- Despite policies aimed at reducing gender disparity, ingrained societal attitudes often prevent real progress.

The effect of gender-specific policies (such as the Gender Equality Education Policies by UNESCO or Girls Education Initiative by World Bank) will be painted in this bar graph to demonstrate how these policies have influenced the rate of girls enrolling to primary and secondary education. The statistics may be provided worldwide or your own research findings. The x-axis would be the various policy initiatives and the y-axis would be the rate of enrolment (percentage of girls enrolled) with time.



**Graph 1: Effects of Gender-Specific Policies on the Enrollment rates of Girls**

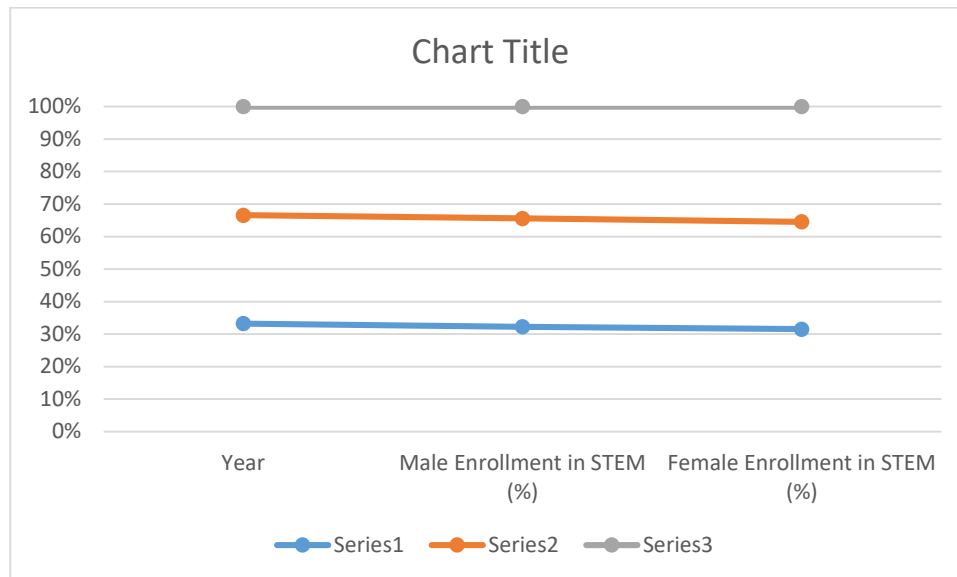
This bar graph shows how gender-specific educational policies have a positive impact on the rate of enrolment of girls in both primary and secondary education. It demonstrates that policies such as the Gender Equality Education Policies at the UNESCO have seen more enrollments but the impact is reduced with the level of education.

**Table 2: Policy Reforms and their impact on the reduction of gender Inequality in Education**

This table gives a summary of effectiveness of various policy reforms by international organizations and governments in countries to minimize gender inequality in education. It contains major actions and their perceived effect as per what your research found out.

Policy Reform/Initiative	Key Objectives	Effectiveness	Challenges
UNESCO Gender Equality Policies	Promote equal access to education for girls and women.	Moderate success in increasing enrollment rates in developing countries.	Cultural and societal norms still limit girls' participation in education.
UNICEF's Education for All (EFA)	Ensure that all children, regardless of gender, complete primary education.	Significant improvements in enrollment rates, especially in primary education.	Gender disparity persists in secondary education and vocational training.
World Bank's Girls' Education Initiative	Focus on reducing gender gaps in education and improving outcomes for girls.	Positive results in increasing girls' school attendance and completion rates.	Limited access to higher education for girls in rural or marginalized areas.
National Gender Policies (e.g., India's Beti Bachao Beti Padhao)	Increase female literacy rates and ensure safety and security for girls in schools.	Some improvement in awareness and safety measures, with an increase in girls' enrollment in some regions.	Inadequate enforcement at the grassroots level and persistent cultural barriers.
STEM Initiatives for Women (e.g., Women in Science, Technology, Engineering, and Mathematics programs)	Encourage female participation in STEM fields, which are traditionally male-dominated.	Positive impact in terms of participation rates, especially in developed nations.	Underrepresentation of women in STEM careers remains a challenge.

The line chart will be used to illustrate the gender differences in STEM (Science, Technology, Engineering, and Mathematics) enrolment in various regions or countries. Years (i.e., 2010, 2015, 2020) will be used as the x-axis and the percentage of students attending the STEM fields will be used as the y-axis.



**Figure 2: Gendered Differences in STEM enrollment (Male vs. Female)**

This line graph demonstrates the gender gap in STEM that has continued to exist with female enrollment in these disciplines increasing over the years but the number of male enrolment remains high. This is of particular concern in nations where there are high cultural and social stereotypes against females in STEM careers.

#### Limitations of the Study

The advantage of this research is that a very small sample size was used since only 20 teachers were interviewed. A bigger sample would allow a more in-depth knowledge of the problem. Also, the researchers concentrated on the perceptions of educators which does not necessarily reflect the experiences of students who are victims of gender inequality.

#### Future Scope

The future study might involve investigating the effects of gender inequality in education in the long term in working life and socio-economic mobility. Future research might also focus on the effectiveness of particular policy interventions within various cultural understandings and how education systems can be restructured to be more gender balanced.

#### Conclusion

Gender disparity in education is an acute problem that should be combated by a set of cultural, economical, and policy changes. This paper has demonstrated that despite the positive gains, gender equality in education has some major challenges. The educational life of girls and women is still influenced by socio-related aspects like gender role, economic issues, and cultural demands. Through these barriers, education systems will be able to be more inclusive and accommodative to all genders.

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