

A Qualitative Study on Gender Biasness in Educational Expenditure and its Impact on Society

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Abstract

Rising incidents of gender issues in education are an increasing concern in our society. The purpose of the study is to find out the gender issues in education and their impact on our society. Using the qualitative methodology this study analyzed the main gender issues in our education system. We took 20 samples for the research. The outcome of gender issues in education was found that the education system plays the greatest role in differentiating between boys and girls, even though their impact on our society's economic growth is higher than the other countries. The study result shows that social exploitation, employability, abortiveness, recognition, government support, and liberty are the main factors behind the biasness in educational expenditure between boys and girls in Indian society.

Keywords: Gender biases in educational expenditure, Impact of gender biasedness, Impact on the society concerning gender biasedness

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Introduction

Gender inequality in education likely affects education indirectly, through different channels such as by lowering the fertility rate, increasing the life span of the population, and increasing social cohesion. Gender planning is not an end in itself but a means by which women, through a process of empowerment, can emancipate themselves. Ultimately, its success depends on the capacity of women's organizations to confront subordination and create successful alliances which will provide constructive support in negotiating women's needs at the level of household, civil society, the state, and the global system. It introduces an issue of primary importance and constant debate. It will be essential reading for academics, practitioners, undergraduates, and trainees in anthropology, development studies, women's studies, and social policy.

Gender inequality has serious and long-lasting consequences for women and other objectification, discrimination, and socioeconomic inequality can lead to anxiety, depression, low self-esteem, and PTSD.

Young people grow up in varied circumstances with different priorities and perspectives. Educators need to have the awareness to be open to girls' and boys' choices in learning and development. While youth does not exist as a single group we need to understand what is happening in young people's lives, challenge the conventional wisdom surrounding the position and opportunities of young people today, and provide a systematic overview of the major perspectives in youth studies. Basically, gender issues include all aspects and concerns related to women's and men's lives and situations in society, to way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies. However, one possible channel that has not been widely explored is educational outcomes. Objective of the study is to find out the factors behind the biasness in educational expenditure between boys and girls in Indian society

Literature Review

According to Nitya Rao and Caroline Sweetman (2014), it is stated that education plays a key role in the empowerment of girls and women, and the attainment of gender equality in households, communities, and wider society. Even before the 1948 Universal Declaration of Human Rights made it official, education has long been recognized as an essential

prerequisite to enable people to realize their true potential. Education in itself is a human right, but it also serves as a gateway that allows individuals to access and enjoy other human rights. Education broadens the perspectives of a girl about the roles that she can play; provides a key space (often the only space) for meeting peers, mentors, and role models; and opens new spaces for an empowered girl to act in, reach out to and influence others. Unique to education is the fact that once you have gained it, it cannot be taken away.

According to Aaron Benavot (1989), it is stated that this article addresses two issues: Do gender differences in educational expansion have different effects on national economic growth? If so, why? In past comparative research, these issues were either ignored or explained in relation to education's impact on women's participation in the labor force and reproductive behavior. The study presented here analyzed cross-national data on 96 countries from 1960 to 1985 and found clear evidence that in less-developed countries, especially some of the poorest, educational expansion among school-age girls at the primary level has a stronger effect on long-term economic prosperity than educational expansion among school-age boys. This effect is not mediated by women's rates of participation in the wage labor force or by fertility rates. These findings provide qualified support for institutional theories of education's impact on society.

According to Stina Powell (2018), it is stated that gender inequality persists in academia. This review article examines how universities around the world act on gender inequalities through gender equality measures. The analytical hypothesis is that gender equality measures are a response to how problems of inequality are understood and, as such, they also reveal why inequalities are sustained in academia. A wide variety of approaches are in use, but this article focuses on three of the most common: gender mainstreaming, affirmative action, and mentoring programs. The review recognized a global pattern of gender discrimination in academia as well as differences between countries and disciplines. The article departs from a critical gender-equality approach provided by current feminist research. It concludes that gender equality measures focus mainly on women and men, ignoring intersecting categories of discrimination, and that weaknesses in implementing meritocratic practices play a key role in upholding inequalities. The article suggests that

critical feminist knowledge can help lead the way toward more challenging perspectives on gender equality in academia, in which relations of power, local and national contextualization, as well as intersecting categories of discrimination, can be made visible.

In the 1st case “*Introduction to Gender and Education*,” we came to know the researchers were focused on girls’ rights and women’s empowerment.

From the 2nd and 3rd cases, we can see the researchers trying to highlight the critical paths of gender equality. They talked about feminism and the perspectives on gender equality in academia.

After going through the research and reading them properly, one thing is crystal clear everyone is focusing on women’s rights, talking about their weaknesses, and many more. But no one is thinking about the areas where they were born and brought up, where they are getting criticized and told by their own guardian that their main work is to cook for others and serve them.

Before telling others “*Beti Bacchao, Beti Padhao*”. It’s time to educate the parents and the people who are thinking that girls are “*Dusron ki Amanaat*”.

Research Methodology

3.1 Participants for Qualitative Method

All across West Bengal randomly we selected two Districts: *Kolkata* and *Bardhaman*. For the qualitative method or data collection of our research, we selected the head of the families: mother and father as our participants. As the pandemic was high pitched we conduct the interviews over the phone calls. 2-3 minutes we took for the repo, then asked the questions to the participants. Some participants gave the interview in Bengali, and some of them in Hindi. We translated those into English for our betterment.

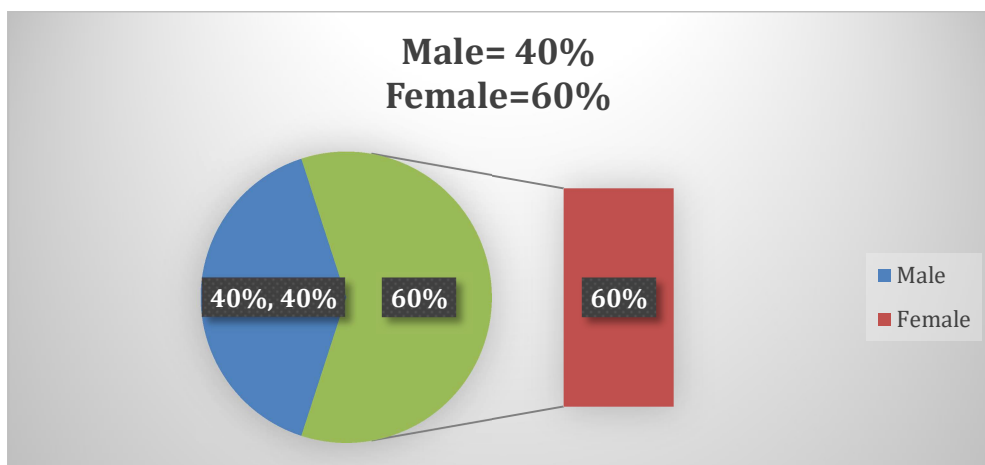


Fig 1: Male-Female ratio

Table 1: Distribution of Samples

Source: Learner’s Creation

Districts	Gender-wise Participants	
	Male	Female
Kolkata		
Bardhaman	5	15

3.2 Survey Instrument:

The initial instrument was created based on information found during the research. This instrument has 7 questions. We conducted a focus individual interview with 20 respondents who are the head of the families.

Table 2: Description of Questions/Variables

Source: Learner’s Creation

	Scale: Items	Code of Items
1.	What are the gender issues in education?	GI
2.	What is the impact of gender inequality in education in our society?	IGIE
3.	How does gender inequality affect economic growth?	AEG
4.	Why gender equality in education is important for development?	ID
5.	What are the challenges of gender equality in education?	CGEE
6.	Do you think our education system made differences in between the genders?	DBG
7.	If a girl child wants to go abroad for studies and a boy child wants	AS

	the same. Whom do you allow?	
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3.3 Coding Manual: Kappa

To measure reliability is to measure the percent of agreement between raters. It involves simply adding up the number of cases that were coded the same way by the two raters and dividing the total number of cases. But raters are expected to agree with each other a certain percentage of the time simply based on chance (Cohen, 1960). Reliability can be calculated using Cohen's Kappa, which approaches "1" as the coding is perfectly reliable and "0" if no agreement is expected by chance.

Kappa is calculated as:

$$K = (PA - PC) / (1 - PC)$$

Where the PA= proportion of units in which raters agree

PC= proportion of units for which agreement is expected by chance

The per cent agreement calculation is derived by summing the values found in the diagonals (i.e., the proportion of the time the two raters agreed). This is the proportion of agreement over and above chance agreement.

Table 3: Kappa Statistics

Source: Learner's Creation

Kappa Statistics	Strength of Agreement
<0.00	Poor
0.00-0.20	Slight
0.21-0.40	Fair
0.41-0.60	Moderate
0.61-0.80	Substantial
0.81-1.00	Almost Perfect

Based on the guidelines from Altman (1999) and adapted from Landis & Koch (1977), Cohen's Kappa (k) of 0.616 ($p < 0.005$) represents a moderate strength of the agreement which is shown in Table 5.

Data Analysis

Table 4: Demographic profile of the total sample

Source: Learner's Creation

Demographic Profile	Description	Frequency
Gender	Male	5
	Female	15
Age (in year)	30-40	7
	41-50	13
Education Qualification	10+2	4
	Graduated	7
	Post Graduated	8
	PHD	1
Monthly Income	<15,000	5
	<25,000	9
	>25,000-50,000	4
	>50,000	2

Source: Authors own study

Results and Discussions

We took the Demographic Information from the respondents during the interview and with that information Table, 4 is created. The information includes respondents' Age, Gender, Education Quality, and Monthly income. From Table 4 we came to know that there are different age groups of different gender (approximately 40% male and 60% female), we took their interviews and come to the result that there are five systems or types of social inequality: wealth inequality, treatment, and responsibility inequality, political inequality, life inequality, and membership inequality. Educational inequality is the difference brought about by the ability to access governmental resources which therefore have no civic equality.

Table 5: Cohen Kappa

Source: Learners Creation

Symmetric Measures					
		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Measure of Kappa Agreement		.616	.052	9.478	<.001
N of Valid Cases		237			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

After data analysis, themes and subthemes are categorized in Table 6.

Table 6: Categorization of themes and subthemes

Source: Learners Creation

Serial No.	Themes	Subthemes	Codes
1.	Gender Issues	Gender Issues in Education	Differentiate between boys and girls
2.	Social exploitation	Gender inequality in the society	Girls are betrayed by the society
3.	Employability	Inequality in education effects on the economic growth	1. Girls can't live an independent life 2. Many companies want to hire female workers but they couldn't. 3. Economic condition of our country is going down.
4.	Abortiveness	Gender equality is important for the development	For that we need to give value to all the genders
5.	Recognition	Challenges of gender inequality in our society	1. People know women by their cooking skills not by their qualification 2. Girls will not get any chance to work in the same position of the boys
6.	Government	Education system made	1. There are schools and collages for

	support	differences in between the genders	girls and boys separately 2. There are some govt. sectors who only hired male employees 3. Few exams only boys can apply
7.	Liberty	Girl child wants to go abroad, Boy child wants the same	1. In maximum family’s parents don’t allow their girls to abroad just for thinking about their security 2. Boys can go because they need to earn money 3. Girls, parents more prefer to collect the money for their daughter’s marriage ceremony

From Table 6 the study results delineate that economic growth is directly related to the average level of human capital. In addition, growth is indirectly affected by the impact of gender inequality on investment and economic growth. Discrimination against women from or even before birth guarantees them a marginal role in Indian society and ensures that they are poorer, less educated, and face more unemployment and health risks than men. Post-analysis data reveal that social exploitation, employability, abortiveness, recognition, government support, and liberty are the main factors behind the biasness in educational expenditure between boys and girls in Indian society.

Conclusion

Gender inequality has serious and long-lasting consequences for women. Other objectification, discrimination, and socioeconomic inequality can lead to anxiety, depression, low self-esteem, and PTSD also. The present research is to find out the gender issues in educational expenditure in our society and to eradicate the inequality amongst women by giving rural women a chance to prove their quality. This research study involves simply adding up the number of cases that were coded the same way by the two raters and dividing the total number of cases. But raters are expected to agree with each other a certain percentage of the time simply based on chance (Cohen, 1960). Reliability can be calculated using Cohen’s Kappa, which approaches “1” as the coding is perfectly reliable and “0” if no agreement is expected by chance. Kappa is calculated as $K = \frac{PA - PC}{1 - PC}$. Where the PA= proportion of units in which raters agree. PC=

proportion of units for which agreement is expected by chance. The percent agreement calculation is derived by summing the values found in the diagonals (i.e., the proportion of the time the two raters agreed). By this proportion of agreement over and above chance agreement and based on the guidelines from Altman (1999) and adapted from Landis & Koch (1977), a Cohen's Kappa (k) of 0.616 ($p < 0005$) represents a moderate strength of the agreement. The study result shows that social exploitation, employability, abortiveness, recognition, government support, and liberty are the main factors behind the biasness in educational expenditure between boys and girls in Indian society.

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