

# The role of education eliminating gender discrimination: A sociological study based on the experiences of female students

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**Abstract-** Gender discrimination is seen in various sectors of society in India. Women's educational opportunities are limited in many areas such as security and social acceptance. Especially during student life, girls have to face gender discrimination both directly and indirectly from institutions, family and society. In such a situation, education is not limited to just a tool for imparting knowledge. Gender equality has become a powerful medium for social justice and women's empowerment. The main purpose of the present research is to find out the role of education in reducing gender discrimination based on the experience of students studying in women's colleges. For the present study, a women's college of Bhavnagar city is selected in which a total of 120 female students have been included, out of which 30 students are studying in the first year, 30 students are studying in second year, 30 students are studying in third year and 30 students are selected from the master's degree who have selected through simple random sampling method. Questionnaire observation method is used to obtain information. Along with this, data collection will be done using quality sources such as books, general search essays. The data will be analysed both qualitatively and quantitatively. The data will be categorized through percentages and charts.

**Key Words:** gender discrimination, gender equality, women empowerment, role of education

## I. INTRODUCTION

Indian society has developed based on traditional values, cultural beliefs and patriarchal structures. As a result, the social, economic and educational status of woman has been declining compared to men. Over time, women have made significant progress in various fields. However, gender-based discrimination is still seen in many areas of social and educational

life. Education is the most powerful tool for human development. UNESCO, UNICEF and international organizations see education as the pillar of gender equality. Education does not only provide knowledge. But it also develops beliefs, values, thoughts, behaviors and the structure of social relation has a profound impact on the education of women, especially in order to make society more equal, just and progressing towards justice.

How much of the education that talks about equality and justice can actually be understood as an equal and non-discriminatory environment for female students? In schools and colleges, where students develop their intellectual, social and personal development, the experiences women receive are often different from those of men. Expectations of behavior towards women, security concerns, organizational policies, learning opportunities, leadership opportunities and sociocultural pressures affect their educational journey. Several other studies show that clear or subtle gender differences exist in educational institutions, which affect their confidence and progress.

The present study is based on the real experiences of female students in particular, which show what problems, opportunities, difficulties and discrimination they face in educational institutions. They have found out through their own experiences how education effectively contributes to eliminating gender inequality. The basic point of this study is that education is not just about book knowledge but also helps female students to understand the basic elements of widespread gender inequality in society.

### Gender Discrimination Meaning

Gender discrimination is the unequal, unfair or discriminatory treatment of a person in society on the

basis of their gender. This discrimination can be against men, women or people with other gender identities, but in traditional societies, women are mainly the victims of Gender discrimination. When a person is limited in education, employment, health, freedom, respect or decision-making opportunities because of their gender, that situation is called Gender discrimination.

The root of Gender discrimination lies in social beliefs, traditions, customs and patriarchal thinking. In society, men are considered powerful, capable of leadership and earning, while women are associated with housework, nurturing and obedience. As a result of such beliefs, women's rights and abilities are given less value, which leads to gender-based inequality.

Gender discrimination takes many forms such as son preference at the family level, neglect of girl's education, early marriage, domestic violence; fewer opportunities for girls in the educational sector; unequal pay for equal work in the employment sector; and women's less participation in political and social decision-making. In addition, gender-based expectations are also imposed on men, such as not expressing emotions or being the sole breadwinner.

The consequences of Gender discrimination affect not only the individual but also the development of the entire society. It is a violation of human rights and is against the values of equality, justice and democracy. Therefore, policies based on education, legal protection, family and community awareness, as well as empowerment are indispensable to eliminate Gender discrimination.

## II. LITERATURE REVIEW

### 1)conceptual understanding of gender-based discrimination

Gender-based discrimination has been recognized as a structural and cultural phenomenon deeply embedded in social institutions such as family, education, economy and polity. According to Simone de Beauvoir (1949) gender inequality is not biologically determined but socially constructed, where women are systematically positioned as the "other" sociological studies emphasize that patriarchal norms shape access to education, learning experience, as and future opportunities for women.

### 2)feminist perspective on education

Feminist sociologists such as Ana Oakley (1972) and bell hooks (2000) argue that educational institutions often reflect patriarchal power relations. Curriculum content, teacher attitudes, classroom interactions, and institutional culture may unconsciously promote gender stereotypes.

However, feminist pedagogy emphasizes participatory learning, critical thinking, and gender-sensitive curricula as tools to dismantle gender bias. Research suggests that when education adopts feminist and inclusive approaches, it significantly contributes to gender equality.

### 3)Research Problem

Education is generally considered a tool for equality, justice and empowerment, but in reality, the educational environment for women is not always equal. Indian society faces challenges in many areas of life due to the patriarchal structure. These challenges are also visible in educational institutions, sometimes in an overt form, sometimes in a hidden form. The entry of women into educational institutions and inequality, psychological pressures during studies, concerns about safety and security, behavioral biases, gender-biased views of the curriculum, limited participation in educational leadership and family and societal expectations still hinder their progress.

The main problem of the present study is that the experience of women in educational institutions can be used to determine how effective education is in removing gender based discrimination in the real sense.

- 1) Lack of empirical information.
- 2) Inequality of opportunities: women do not get enough opportunities in areas like education, leadership, research, sports, co-curricular activities.
- 3) Social family pressures, societal expectations, caste class influence and family control affect women's educational experiences.
- 4) Questions on the effectiveness of education: gender gaps in education can be eliminated, but its effectiveness is unknown.

### III. RESEARCH OBJECTIVE

The main objective of the present study is to understand how important, effective and transformative education can be in eliminating gender-based discrimination based on the experiences of first-time students.

- 3.1) To become familiar with the types of gender-based discrimination experienced by female students in educational institutions.
- 3.2) How much does education contribute to the psychological, social and intellectual empowerment of female students?
- 3.3) Assessing the extent to which education has been successful in challenging gender-biased beliefs and social assumptions.
- 3.4) To analyze how socio-familial and cultural pressures on women affect their educational experience.
- 3.5) To examine the effectiveness of gender discrimination policies and security arrangements in educational institutions.
- 3.6) Suggestions for reforming educational institutions to eliminate gender-based discrimination.
- 3.7) Understanding the long-term implications of education for gender equality based on the experiences of female students.

### IV. RESEARCH HYPOTHESIS

The research hypothesis is the heart of the research. The entire research is conducted to test the hypothesis. It is a fundamental element of the scientific method. Hypothesis means the assumption or idea that predicts the out come while starting the research. The present research is the role of education in elimination gender-based discrimination. A sociological study topic based on the experience of female students has been selected, keeping in mind the hypothesis as follows:

- 1) Education plays a positive role in reducing gender discrimination against female students.
- 2) Gender-based forms exist in the educational experiences of female students.
- 3) Family social and cultural pressures affect the educational experiences and progress of female students.
- 4) There is significant relationship between the discrimination experienced by female students and their level of empowerment.

### V. TYPE OF RESEARCH

General research is also called pure research, which is research that is done solely for the sake of knowledge, for the purpose of formulating concepts of social life, for the purpose of scientifically studying social life, for the purpose of the providing theories, and is called applied research. Such research is associated with finding answers to basic questions related to social life such as who, how, etc.

Present research uses qualitative research, descriptive research and sociological approaches in which a qualitative approach is used to understand the experiences, feelings, challenges and responses of female students. descriptive research is adopted to describe in detail the forms, conditions and effects of gender discrimination. Gender empowerment is analyzed through factors such as patriarchal socialization and structural inequality.

### VI. POPULATION

The population is the geographical area under study and the group living in it covered in the research is the unit of the population. For this study, students of a women's college in Bhavnagar city have been selected as the population.

### VII. SAMPLE

While doing research, one has to collect information related to the units for one's research which has to be decided in advance. The area that the research wants to study is called the population or the scope.

The main objective of the present research study is to empirically investigate gender-based discrimination and the role of education among female students studying in college. Based on the stratified random sampling method, 120 female students have been selected as respondents in which different years of college have been divided into FY, SY, TY and PG sections and from each year, female students have been selected through random sample method. Purposive sampling method has been used in which only female students have been selected who are targeted for caste-based studies.

### VIII. VARIABLE

The study is a sociological study based on the experience of a female student in the role of education

in eliminating gender discrimination among female college students in Bhavnagar, in which the study

variables will be of different forms, including independent variables and dependent variables.

Table no.1

No.	Variable Name	Variable Type	Specification
1	Level of Education	Independent variable	F.Y., S.Y., T.Y., P.G. Female students
2	College atmosphere	Independent variable	Women's cell, gender sensitivity help from teachers
3	Family Education	Independent variable	Parent's educational background
4	Social Background	Independent variable	Rural and Urban beliefs
5	Experience of gender Discrimination	Dependent variable	Family, Society, College Discrimination
6	Empowerment	Dependent variable	Self-Identity and Independence
7	Academic Achievements	Dependent variable	Study result, career hopes
8	Life decision making ability	Dependent variable	About career, marriage, lifestyle
9	Awareness of rights	Dependent variable	Knowledge about gender equality laws
10	Confidence	Dependent variable	Decision making power leadership

#### 10) Tool of Data Collection

For the present study, data collection will be done on the basis of questionnaire, interview, observation, survey, pilot studies.

### IX. RESULT

#### 1 How much awareness do you experience about gender equality

No.	Detail	Frequency	percentage
1	Very high	60	50.00%
2	Medium	40	33.33%
3	Less	12	12.00%
4	Not at all	08	6.66%
	Total	120	100%

The level of awareness about gender equality among the respondents included in the study is generally found to be positive. Out of a total of 120 respondents, 50% of the female students show very high awareness about gender equality, indicating that more than half of the students have strong understanding and sensitivity about gender equality.

In addition, 33.33% respondents show moderate awareness, suggesting that there is awareness in this category but education and guidance are needed to make it more capable.

While 12% of respondents have shown little awareness and 6.66% of respondents have stated that they have no awareness at all about gender equality, both these categories indicate the need to further increase awareness about gender equality in society.

#### 2 Do you think education helps reduce gender inequality?

No.	Detail	Frequency	percentage
1	Yes absolutely	50	41.66%
2	A little to a great extent	20	16.33%
3	Very little	30	25.00%
4	Not at all	20	16.66%
	Total	120	100%

The result of the study show that there are mixed views among the respondents regarding the role of education. Out of the total respondents, 41.66% believe that education helps in reducing gender gap, which indicates that a large section considers education as an important tool for social equality.

16.33% of respondents believe that education helps in reducing gender gap to some extent or they consider the impact of education to be partial.

25% of the respondents believe that the role of education is very small and 16.66% of the respondents said that education is not at all helpful in reducing

gender gap. This result indicates that there is dissatisfaction with the impact of education among a significant segment of the society.

3 Does your organization hold separate lectures or seminars on gender equality?

No.	Detail	Frequency	percentage
1	Yes, it happens regularly	60	50.00%
2	Sometimes it happens	30	25.00%
3	Very little happens	20	16.66%
4	Never say that	10	8.33%
	Total	120	100%

The result of the study show that seminars are generally organized in a positive direction to spread awareness about gender equality in organization. 50% of the total respondents state that seminars on the gender equality are held regularly in their organization, which shows the active role and commitment of the organization.

25% of respondents state that such seminars are held occasionally, which suggests that in some institutions this subject is given priority but not regularly.

According to 16.66% of respondents, very few programs are held on gender equality, while 8.33% of respondents said that such seminars are never held in their organization.

4 Do teachers provide appropriate guidance on gender equality?

No.	Detail	Frequency	percentage
1	Yes, it gives a lot	65	54.16%
2	Gives a little	40	33.33%
3	Gives very little	10	8.33%
4	Not giving	05	4.16%
	Total	120	100%

Based on the presented statistical data, the findings of the study clearly show that teachers play an important role in providing guidance on gender equality. Out of all the respondents, 54.16% of the female students

believe that teachers show awareness, sensitivity and educational commitment to gender equality.

In addition, 33.33% of respondents stated that teachers provide little guidance, which suggests that guidance is available but needs to be made more systematic and comprehensive.

On the other hand, only 8.33% of respondents felt that there was very little guidance on gender equality from teachers, while 4.16% of respondents believed that no such guidance was provided by teachers.

5 Have you received anti-sexism training?

No.	Detail	Frequency	percentage
1	Yes	70	58.33%
2	In some quantity	30	25.00%
3	Minimum	10	8.33%
4	Not at all	10	8.33%
	Total	120	100%

The study data shows that anti-gender discrimination training is widely available in organizations and its impact is also positive. Out of the total respondents, 58.33% said that they receive anti-gender discrimination training to a great extent, which shows that the organizations are taking this topic seriously. Additionally 25% of respondents believe that they receive such training to some extent which suggests that training is available but its breadth or depth needs to be increased.

On the other hand, 8.33% of respondents said that they receive very little anti-gender discrimination training and an equal number of 8.33% of respondents said that such training is not provided. These result indicate that there is still a lack of training in some places.

6 Does your education help you develop and understanding of gender equality?

No.	Detail	Frequency	percentage
1	It helps a lot	80	66.66%
2	Helps	20	16.66%
3	Does a little	15	12.50%
4	Not helping	05	4.16%
	Total	120	100%

The result of the study make it clear that the role of education in developing an understanding of gender equality is extremely important. 66.66% of the total respondents believe that their education greatly helps in developing an understanding of gender equality, which indicates that the education process develops a strong view of equality, justice and human rights among students.

In addition, 16.66% of respondents said that their education helps towards gender equality, while 12.50% of respondents said that education helps a little. This shows that the impact of education is positive for most respondents, although the level of its impact varies.

On the other hand only 4.16% of respondents said that their education does not help develop an understanding of gender equality.

7 Have you experienced gender discrimination in your family or society.

No.	Detail	Frequency	percentage
1	Yes, often	25	20.83%
2	Sometimes	15	12.50%
3	seldom	75	62.50%
4	Never	05	4.16%
	Total	120	100%

The majority of respondents who participated in this study have experienced gender discrimination very rarely. A total of 62.50% of respondents reported experiencing gender discrimination “sometimes”, which indicates that there is a positive change in gender equality in the family or society. However, 20.83% of respondents admitted to experiencing gender discrimination “yes, often”, which indicates that gender-based inequality has not yet been completely eliminated in the society.

Also, 12.50% of respondents have experienced gender discrimination “sometimes”, which indicates that in some circumstances traditional beliefs or social attitudes give rise to gender discrimination. To a much lesser extent, only 4.16% of respondents have reported experiencing gender discrimination “never”, which indicates that the experience of complete gender equality is still limited to a limited group.

8 Education has brought about a positive change in your behavior regarding gender equality

No.	Detail	Frequency	percentage
1	Yes very much	55	45.83%
2	Moderate	25	20.83%
3	Deficient	15	12.50%
4	Not at all	25	20.83%
	Total	120	100%

The respondents to this question indicate that education has largely brought about positive changes in attitudes towards gender equality. A total of 45.83% of respondents said “yes, very much”, indicating that education plays an important role in developing an understanding of gender equality in a person’s thoughts, views and behavior.

Additionally, 20.83% of respondents reported a “little” change, indicating that the impact of education has been moderate for some. While 12.50% of respondents experienced a “very little” change, indicating that the impact of education is not the same for everyone.

Interestingly, 20.83% of respondents answered “not at all”, which shows that education alone is not enough and social environment, family beliefs and culture also affect behavior.

9 The organization has a grievance mechanism for issues related to gender discrimination

No.	Detail	Frequency	percentage
1	Yes, it is and works well	95	79.16%
2	Yes, but poor performance	05	4.16%
3	Sometimes	10	8.33%
4	Not	10	8.33%
	Total	120	100%

The study shows that the majority of respondents believe that there is a clear and effective system in place to complain about gender discrimination in organizations. A total of 79.16% of respondents answered “yes and it works well”, indicating confidence and effectiveness in the systems designed for gender equality in organizations.

However, 4.16% of respondents said that there is a grievance system but its functioning is weak, while 8.33% respondents said that the system is only in

name. this indicates that although there is a grievance system in some organizations, it is not being implemented effectively.

Additionally, 8.33% of respondents stated that there is no such grievance mechanism in the organization, which raises serious concerns and indicates a lack of organizational accountability.

10 Do you have the opportunity to participate in a program about gender equality

No.	Detail	Frequency	percentage
1	Yes regularly	96	80.00%
2	Sometimes	10	8.33%
3	Seldom	10	8.33%
4	Never	04	3.33%
	Total	120	100%

According to this study, the majority of respondents have the opportunity to regularly participate in gender equality programs. A total of 80% of respondents answered “yes, regularly”, indicating that gender equality awareness programs are actively organized by organization and participation is encouraged.

In contrast, 8.33% of respondents said they “sometimes” and the same 8.33% of respondents said they “rarely” get the opportunity, which suggests that access to such programs remains limited for some people.

Only 3.33% of respondents answered “never”, indicating that such opportunities are not available in very few institutions or departments.

11 Where do you get information about gender equality?

No.	Detail	Frequency	percentage
1	Teacher	70	58.33%
2	Social media	30	25.00%
3	Friends or society	12	12.00%
4	textbooks	08	6.66%
	Total	120	100%

This study shows that the role of teachers is the most important in getting information about gender equality. A total of 58.33% of the respondents stated that they get information about gender equality from teachers, which clarifies the impact of guidance and awareness provided by teachers in educational institutions.

After that, 25% of respondents cited social media as a source of information, which indicates the increasing impact and reach of social media in today’s digital age. While 10% of respondents said they get information from friends or society, which indicates the limited role of informal social relationships.

Only 6.66% of respondents reported getting information from textbooks, which indicates that the inclusion of gender equality content in the curriculum is still low.

12 Have you joined any anti-gender discrimination campaigns?

No.	Detail	Frequency	percentage
1	Yes actively	83	69.16%
2	Yes sometimes	07	5.83%
3	Have heard	17	14.16%
4	Never	13	10.83%
	Total	120	100%

According to this study, the majority of respondents are actively involved in anti-gender discrimination campaigns. A total of 69.16% respondents said they participated “yes actively”, which shows that awareness about gender equality is growing not only at the level of ideas but also in practical action.

In contrast, 5.83% of respondents said they had joined “yes sometimes”, which suggests that some respondents participation is opportunity-based. While 14.16% of respondents have only heard about such campaigns but have not joined, which indicates a lack of active participation despite awareness.

Additionally, 10.83% of respondents answered “never”, which indicates that there is still a segment that is far from anti-gender discrimination activities.

13 Does education change your thinking about gender differences?

No.	Detail	Frequency	percentage
1	Yes there has been a change	96	80.00%
2	A little change	14	11.66%
3	Negligible	06	5.00%
4	There has been no change	04	3.33%
	Total	120	100%

This study clearly shows that education brings about a significant change in a person's thinking about gender differences. A total of 80% of respondents answered "yes, there has been a change", indicating that education strengthens the understanding of equality, justice and gender sensitivity.

Additionally, 11.66% of respondents reported experiencing "some change", which suggests that the impact of education is slowly but positively developing among some respondents. While 5.00% respondents reported "no change", which suggests that traditional beliefs or social environment may limit the impact of education.

Only 3.33% of respondents answered "no change", which is very low percentage and shows the overall effectiveness of education.

14 What do you consider important to increase gender equality in the future?

No.	Detail	Frequency	percentage
1	Education	98	81.66%
2	Family awareness	12	10.00%
3	Legal steps	05	4.16%
4	Social campaign	05	4.16%
	Total	120	100%

According to this study, education is the most important factor in increasing gender equality in the future, according to respondents. A total of 81.66% of respondents considered education as a key tool, indicating that education can bring about long-term positive change in thinking, values and behavior.

In contrast, 10% of respondents considered family awareness important, indicating that the values of gender equality begin at home and the family environment plays an important role.

Only 4.16% of respondents considered legal measures and the same 4.16% of respondents considered social campaigns important, indicating that while laws and campaigns are necessary, people do not consider them as effective as education unless there is a change in individual thinking.

## X. CONCLUSION

1. In conclusion, it can be said that awareness about gender equality is seen in the majority, but continuous education awareness campaigns and social sensitivity development are essential to ensure that awareness reaches every section of the society equally.
2. Therefore, it can be concluded that the majority of respondents consider education to be an effective tool for reducing gender disparities, but there is a need for qualitative improvements in curriculum teaching methods and social values to make its impact more widespread and practical.
3. In conclusion, seminars on gender equality are organized in majority of the institutions. But more planning and policy efforts are required at the institutional level to ensure regular and effective programs in all institutions.
4. Therefore, it can be said that according to the majority of the respondents, teachers provide positive and effective guidance regarding equality. But the guidance is not sufficient for a few students. Therefore, there is a need for more training of teachers active discussions and practical examples to strengthen the guidance in order to develop equal society and sensitivity among all students.
5. In conclusion, it can be said that majority of respondents have received anti-gender discrimination training and it is proving to be effective. But more planning regularity and monitoring are required at the institutional level to ensure that equal and quality training reaches all respondents.
6. In conclusion the majority of respondents experienced that education is a powerful tool for



developing awareness and understanding of gender equality. However, it is clear that more egalitarian approach to curriculum activities is needed to ensure that this impact reaches all student equally.

7. Overall, the severity of gender discrimination in society and the family appears to be decreasing, yet significant proportion of individuals still experience gender discrimination. Therefore there is a continuing need for education, awareness and social sensitization.
8. In summary, education is an important tools in bringing about positive change for gender equality, but to strengthen its impact, curriculum, co-curricular activities and social awareness need to be implemented more effectively.
9. Overall, the gender discrimination complaint system is functioning effectively in most organizations, but there is a clear need for increased monitoring, awareness and accountability to ensure uniform and robust implementation across all organizations.
10. Overall, the opportunity to participate in gender equality programs is largely adequate and regular, yet the breath and inclusiveness of programs need to be further strengthened to ensure that all members have equal and consistent access.
11. Overall, teachers play a key role in spreading awareness about gender equality. But the need to give more prominence to this topic in textbooks and social environments is clearly visible.
12. Overall, the findings highlight the high level of active participation in anti-gender discrimination campaigns. Yet the need to adopt motivational and inclusive strategies to further broaden awareness and engage the inactive segments is evident.
13. In summary, education plays a key role in changing the mindset regarding gender differences. Yet for complete change, education requires the cooperation of society, family and institutions.
14. Overall, it is clear that a joint and coordinated effort of family awareness, legal system and social campaigns is necessary to increase gender equality in the future with education at the center.

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