



COMPARATIVE STUDY ON GENDER AND ACADEMIC PERFORMANCE IN DIFFERENT SUBJECT AREAS

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Abstract: The gender disparity and how it affects the main academic performance setting is covered in the introduction. The main goal of the study, together with its aims and thought-provoking questions, assist in the portrayal of the study's purpose. For the goal of evaluating research, the hypotheses are assessed. The research objectives regarding gender-based academic disparities stem from multifaceted interactions of various factors, underscoring the topic's relevance and complexity. The differences and ramifications along with educational policies present the discussion effect of the gender nuances in academic development. The methodology accentuates the core qualitative data collection methodology. Information has been gathered from a pool of 55 respondents, utilizing questionnaires comprising 10 survey queries. The statistical outcomes play a pivotal role in facilitating hypothesis-testing endeavours. The hypothesis result derived from SPSS analysis along with demographic and descriptive statistics is discussed here. The resultant outcome denotes the connection among the research variables. The work focuses on the insights of the relevant solution to the problem and portrays the results of the findings for relating and justifying the contents of the objectives. The overall justification and implication of the research study are summarized in this section. This portion simplifies the study regarding gender discrepancy and its impact on academic performance.

Keywords: Educational attributes, Academic performance, Gender discrepancy, Inequality, Decision-making.

INTRODUCTION

The comparative study of gender and academic performance in different subject areas is a topic that scholars across various fields have extensively researched. It seeks to understand the differences, if any, between male and female students' academic achievement in different subjects such as mathematics, science, humanities, and social sciences. This study is essential because it helps identify gender-based prejudices or disparities that may still exist in educational institutions and consequently affect students' future opportunities and achievements. An in-depth analysis of certain topic areas offers a more nuanced understanding of how gender

might influence academic success. As opined by Yousuf et al (2023), the convention of grown-up educational postures focuses on teaching learners who abandoned traditional schooling practices but return to different kinds of formal or informal educational attributes. Moreover, adult education encompasses various avenues, including community colleges, workshops, online courses, and self-directed learning initiatives. Typically, the objective of adult education is to empower individuals to acquire fresh skills or knowledge that can facilitate career progression or enhance their personal well-being.

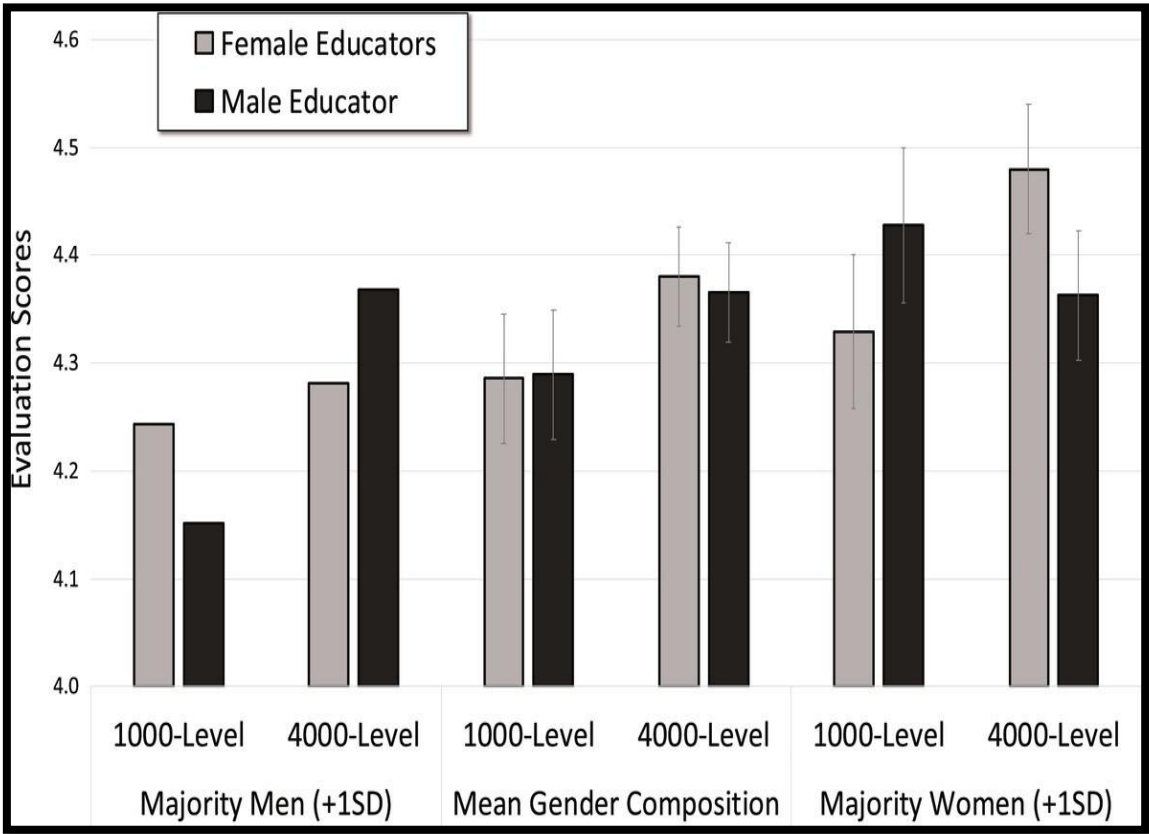


Figure 1: Gender Disparities in Academic Indication (Source: Influenced by Aragón, Pietri & Powell, 2023)

Figure 1 highlights the graph of different gender compositions in the educational counterpart of academic performance. This figure illustrates that the gender composition within academic departments and the course level were substantial predictors of teaching evaluation scores, exhibiting distinct patterns for men and women (Aragón, Pietri & Powell, 2023). In departments where men outnumbered women, female instructors generally received higher evaluations than their male counterparts in lower-level courses. Conversely, in higher-level courses, male instructors tended to receive higher evaluations that are near 4.4 values, compared to female instructors. This nuanced finding underscores the multifaceted influence of gender dynamics and course levels on teaching evaluations, highlighting the importance of considering departmental gender ratios when analysing gender-based disparities in academic assessments.

Despite persistent efforts by governmental and non-governmental organizations to advance gender equality in education, there is still a sizable gap between male and female pupils in terms of academic achievement and performance. As observed by Meinck & Brese (2019), there are still few thorough studies that expressly discuss the many facets of gender-related differences in students' academic performance. This critical gap underscores the ongoing need for focused research and policy initiatives aimed at understanding and rectifying the underlying factors contributing to these gender-based differences in educational outcomes. Such efforts are essential to fostering equitable educational environments and ensuring equal opportunities for all students.

AIM, RESEARCH OBJECTIVES, RESEARCH QUESTIONS, AND HYPOTHESIS:

Aim:

The prominent aim of this research study is to enlighten gender-related disparities in academic performance across diverse subject areas, shedding light on potential educational inequities.

Research Objectives:

RO1: To identify the extent to which gender differences exist in academic performance across different subject areas.

RO2: To investigate potential factors that can contribute to any observed gender disparities in academic performance gaps across different subject areas.

RO3: To compare the academic performance of males and females in multiple subjective areas to figure out significant differences.

RO4: To evaluate potential ramifications for educational policy and practice in educational outcomes of any gender-based academic performance discrepancies.

Research Questions

The suggestible research questions are discussed below:

RQ1: How to determine the extent to which gender differences exist in academic performance across different subject areas?

RQ2: What are the potential factors that contribute to gender disparities in academic performance gaps across different subject areas?

RQ3: Why is the distinct comparison of males and females important in academic performance in multiple subjective areas?

RQ4: What are the significant ramifications for educational practices in educational outcomes in academic performance discrepancies?

Hypothesis

H1: There is a significant connection between gender differences and academic performances in different subject areas.

H2: There is a relevant bonding between potential factors and academic performances in different subject areas.

H3: There is a positive relationship between the distinct comparison of males and females and academic performances.

H4: There is an existence of an effective relationship between the ramifications for educational practices and academic performance discrepancies.

For the goal of equitable educational systems to be achieved, gender-based academic performance discrepancies must be recognized and addressed. There are differences between how boys and girls perform in several areas, according to research. As per the opinion of Li et al. (2022), to conduct targeted treatments and

promote inclusion, it is essential to be aware of these discrepancies. Understanding why girls and boys excel in different aspects of subjective distinction can guide curriculum development to cater to diverse learning styles. Furthermore, addressing gender gaps in academic performance can help dispel stereotypes, promote a more inclusive learning environment, and empower all students to reach their full potential. Additionally, the discussion, of gender disparities in academic performance is crucial, we must be cautious not to overgeneralize and simplify the complex nature of the issue. As concerned by Wrigley, Ackah & Frimpong (2023), the factors that contribute to variations in academic achievement are multifaceted and cannot be reduced to biological or inherent abilities alone. Societal, cultural, and environmental influences also play a significant role in shaping academic outcomes. Overemphasizing these differences can reinforce stereotypes and create a self-fulfilling prophecy where students conform to perceive gender norms (Senait, Abdi & Bifa, 2022). Educational approaches must be flexible enough to address the unique needs of individuals and communities, transcending broad gender categories. Every educational intervention or update must consider the fact that people differ substantially within each gender group. Any intervention should also be customized to the unique requirements of the community and individual being addressed.

LITERATURE REVIEW

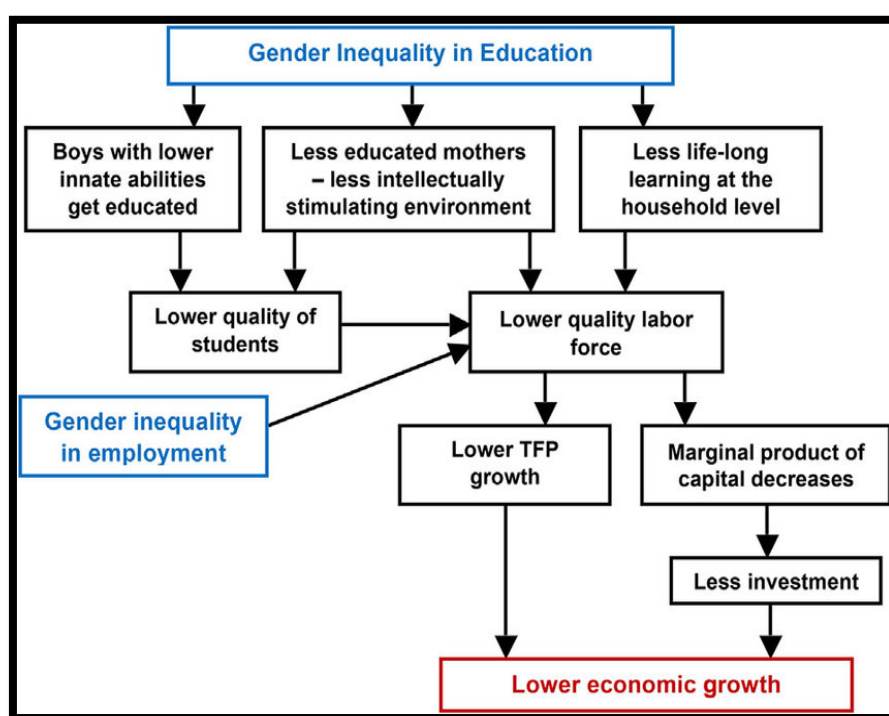


Figure 2: Accounting for Gender Inequality in School Education (Source: Influenced by John, 2023)

In the past, academic achievement frequently served to validate the notion that men were intellectually superior to women while ignoring the structural impediments and preconceptions that limited the academic ability of women, particularly in the sciences. Contemporary research in industrialized countries has revealed a significant shift in the dynamics of academic performance, with women currently outperforming men across a wide range of fields at various educational levels (Reilly, Neumann, & Andrews, 2019).

Figure 2 depicts the attributional division of gender inequality in the acquisition process of the educational sector. The prominent aspects that affect the unevenness in gender disparity are forced labour, poor financial condition, a lower educational gesture of parents and lesser intellectuality (John, 2023).

Self-esteem and subjective well-being play pivotal roles in determining one's overall mental health. A more equitable perspective on gender roles can contribute to enhanced self-esteem and subjective well-being for individuals of all genders, irrespective of societal gender equality levels. As opined by Gao, Ping & Liu (2020), men tend to report higher levels of self-esteem and subjective well-being than women. However, in societies characterized by greater gender parity, this disparity may lessen, reflecting the positive impact of reduced gender-based inequalities on individuals' psychological well-being.

Among school-age children, a greater understanding of gender equality can have favourable effects when combined with a positive sense of oneself and subjective well-being. Notably, there are significant variances in children's knowledge of gender equality, self-esteem, and subjective well-being, with gender being a significant factor affecting these distinctions.

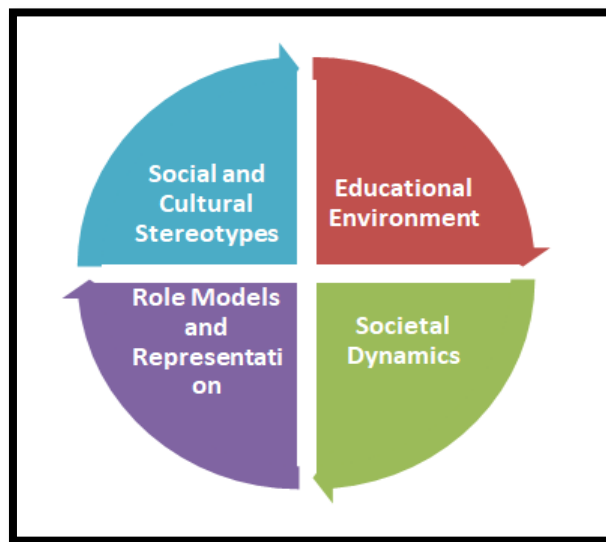


Figure 3: Factors of Gender Disparities in Education (Source: Influenced by GGI, 2023)

Gender disparities in academic performance across various subject areas can result from a complex interplay of multiple factors. Depending on the topic being investigated, these discrepancies could show themselves in different ways. This issue is often due to various factors such as cultural norms, poverty, safety concerns, and lack of resources.

Figure 3 highlights the significant elemental factors affecting the obligatory notion of Gender inequality that hampers academic performance (GGI, 2023). It's essential to comprehend these causes of the problem to create effective solutions. The characteristics of effecting factors are as follows:

Societal factors particularly poverty, play a crucial role in perpetuating gender disparities in education. Limited financial resources often lead families to prioritize the education of male children over female children due to the belief that investing in a son's education will bring greater returns for the family. As stated by Yarnell et al. (2019), this practice is rooted in traditional gender norms that view men as breadwinners and women as caregivers, resulting in the assumption that educating sons is more likely to contribute financially to their families than daughters. Early marriages persist in many cultures, especially impoverished ones. Young girls are often coerced into matrimony, disrupting their education. Socio-economic pressures force girls into income-generating activities, limiting their access to schooling.

Disparities in academic achievement between men and women can be impacted by changes in teaching strategies, curriculum development, and classroom dynamics. As commented by Wu et al. (2020), due to instructional methods or classroom dynamics that may unintentionally give certain students an edge, some subjects may unwittingly favour one gender.

In most cases, girls' educational opportunities are restricted by societal conventions, conventional gender roles, and prejudices. Gender-based violence still exists and prevents them from attending school. Girls are discouraged from continuing their studies because they are afraid of being subjected to violence and abuse on the bus or in the classroom.

Role models in certain academic areas can impact students' goals and accomplishments. When there aren't enough visible male or female role models in an area, students may choose to skip a major in that topic, which can lead to performance discrepancies. Furthermore, as opined by Aguillon et al. (2020), gender inequities in education are maintained by the absence of targeted initiatives. The gender gap continues and widens in the absence of focused actions to empower girls and ensure their fair participation in school.

Institutional circumstances with internal factors, contextual factors, and student qualities are all important factors that influence students' academic performance and dropout. As per the view of Kuhfield & Tarasawa (2020), the findings revealed that institutional factors such as the student-staff ratio and the educational institute's teaching quality play a significant role in low academic performance and student's power of learning acquisition. Disparities in academic achievement have a profound impact on educational procedures and results.

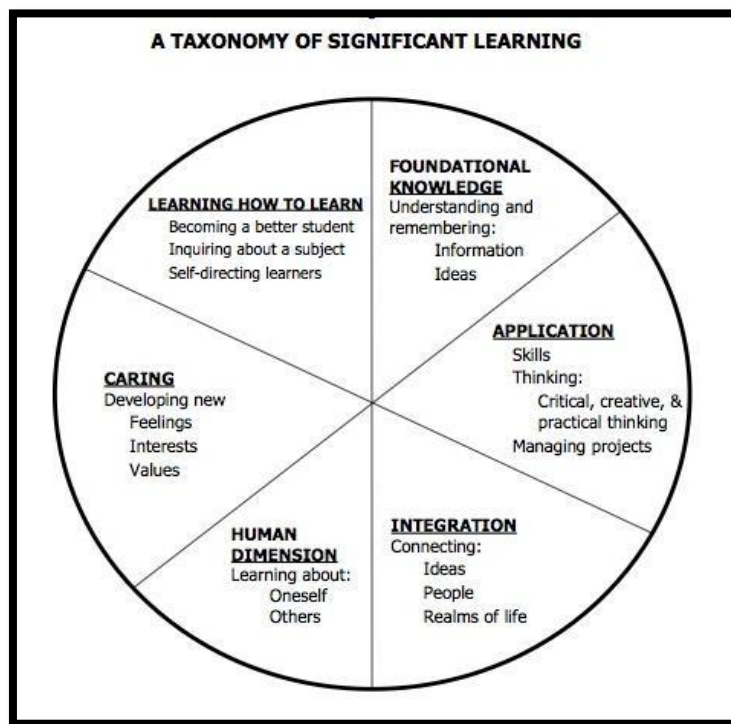


Figure 4: Interdisciplinary Teaching-Learning Taxonomy (Source: Influenced by Serc.carleton, 2022)

Firstly, these disparities can also have broader societal implications, as they may contribute to persistent achievement gaps between different socioeconomic and racial groups. These gaps can perpetuate existing inequalities in employment opportunities, income levels and access to resources, leading to intergenerational poverty cycles that are difficult to break. Therefore, addressing these disparities through targeted interventions and policies is crucial for promoting social mobility and reducing inequality (Kioupi & Voulvoulis, 2019).

Second, disparities in academic achievement might influence how curriculum choices are made and how lessons are taught. To accommodate students with varied degrees of readiness and achievement, instructors may need to modify their strategies. Once executed effectively, this can result in a more individualized and inclusive learning environment that can benefit all students by addressing their specific abilities and shortcomings.

Figure 4 reflects the Interdisciplinary outline of Teaching-Learning attributes. As the figure depicts fundamental knowledge, application of creative and managing skills, Dimensional factors of the human self and developing interests in new elements of quality education enable one to value the approach of self-defining abilities (Serc.carleton, 2022). Interdisciplinary instruction recognizes that knowledge is not limited to one field or discipline, but rather comes from multiple perspectives and approaches. As commented by Ainscow (2020), the incorporation of different fields of study allows for a more comprehensive understanding of complex issues and encourages critical thinking skills as students are challenged to reconcile conflicting viewpoints and make connections between seemingly disparate concepts. Additionally, interdisciplinary instruction aligns with recent findings in learning science that highlight the importance of building upon existing knowledge.

METHODOLOGY

Researchers are authorized to employ the primary quantitative method in this study, enabling the primary analysis of collected data. This Primary quantitative method facilitates the extraction of pertinent, real-time numerical information directly related to the research topic. As depicted by Ryan & Deci (2020), it empowers the study to effectively analyse and interpret data, offering valuable insights into the subject matter. The usage of SPSS software (IBM) statistically analyses the data received in the research survey. The survey contains 10 questions and the responses in the survey program were gathered from 55 participants. The teachers and academic guides are considered as the target participants for this research. For developing a conclusion towards the significant topic, the positivism and deductive approaches, are employed as an approach for the methodology section. Demographic analysis provides the generals of research survey while descriptive analysis especially involves conducting statistical analyses on collected data to assess the significance of relationships among various variables. As depicted by Maggo & Gupt (2023), such analyses are instrumental in producing high-quality findings for this research.

The researcher opted for an experimental research strategy for this study, given its utilization of a quantitative approach to analyse collected data. This strategy adheres to the scientific method, involving the manipulation of two variable sets to conduct the research. Through this approach, the study aims to rigorously investigate the research questions and establish causal relationships between variables, ensuring a comprehensive and empirically sound exploration of the subject matter. As opined by Heymann et al. (2019), the procedure of gathering data is of utmost importance since it forms the basis for understanding the effect of the study issue. Hence, through a significance analysis, this study aims to pinpoint correlations among the variables.

DEMOGRAPHIC ANALYSIS

Gender

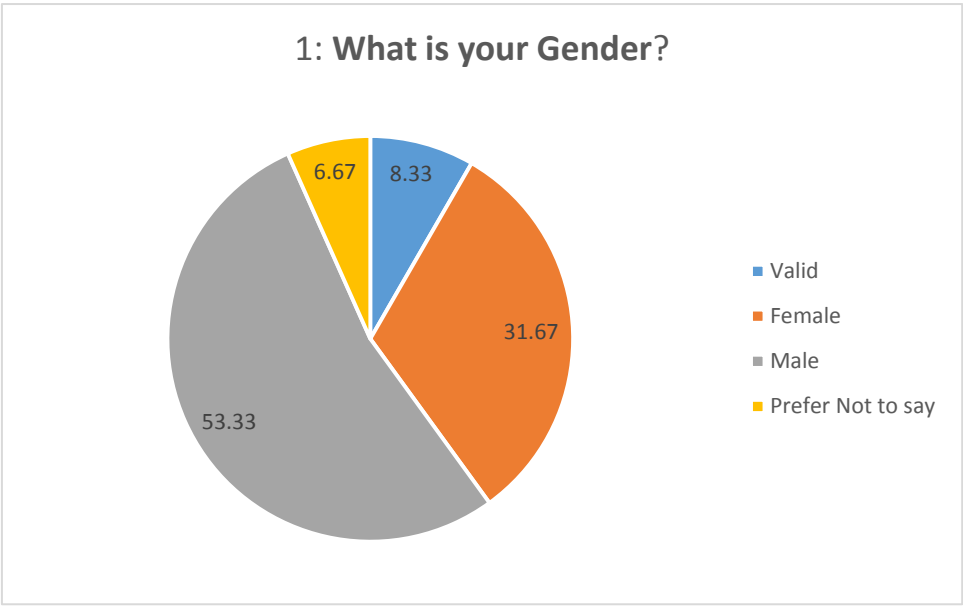


Figure 5: Gender (Source: IBM SPSS)

Figure 5 discusses the rate of percentage of the participants following the gender of the participants through visual explanation. 53.33% of the total participants in this analysis are male while 31.67% of the members are female. Another significant group of participants are there who do not want to reveal their gender hold 6.67%of the total responses. As per the notion of Kundu, Bej & Rice (2021), gender classification helps to provide an equitable proportion of opinion in a more general aspect of societal norms.

Age Group

The proportion of respondents' ages to the survey program is represented in Figure 6 by the analysis of the pie charts. The evident outcome reflects that 30% of the total participants belong to the age group of 35 to 50 and 26.7% of the total falls in the age group of 50 to 60 years. On the other hand, 23.33% of the total participants fall under the age group of 20 to 35. There are older than 60 years in age responded to 11.67% of the responses. Age-related differences in perspectives on one's experiences undoubtedly exist, and this enables researchers to draw more accurate conclusions.

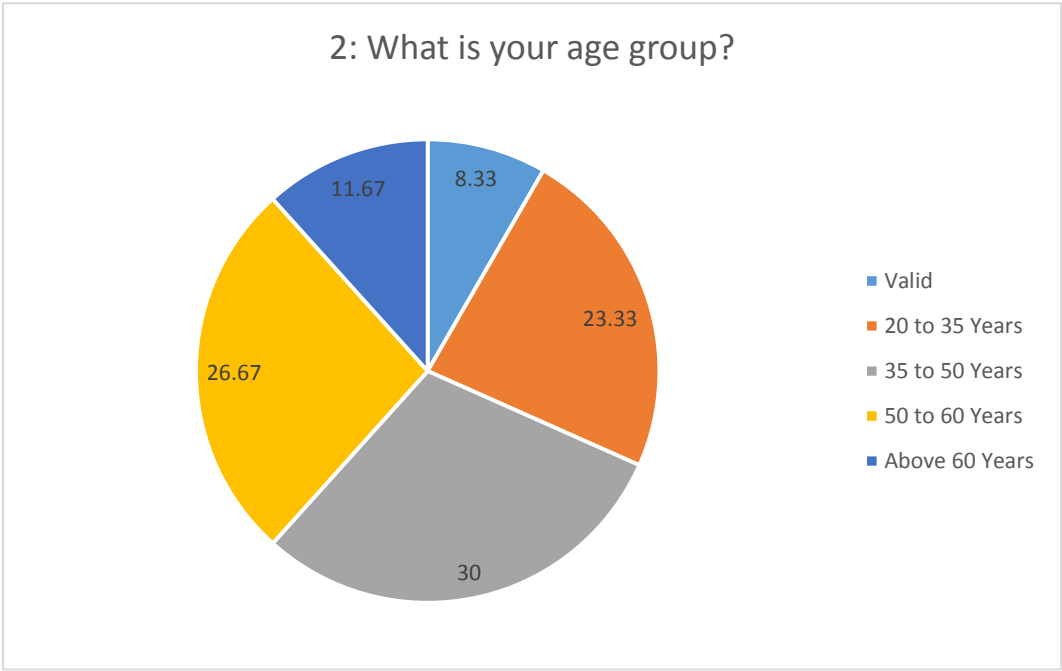


Figure 6: Age Group (Source: IBM SPSS)

Marital Status

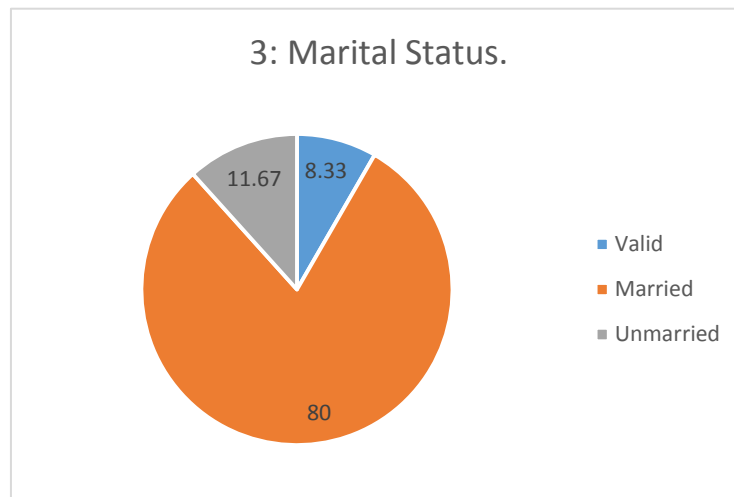


Figure 7: Marital Status (Source: IBM SPSS)

The above-highlighted figure sheds light on the response rate of the participants and the maximum response rate is 80% who were married and the rest response rate for participants are those who were unmarried.

DESCRIPTIVE ANALYSIS

Table 1: Descriptive analysis of different variables (Source: IBM SPSS)

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DV	55	2.00	5.00	4.1455	.86961	-.818	.322	.049	.634
IV1	55	4.00	5.00	4.3273	.47354	.757	.322	-1.482	.634
IV2	55	6.00	10.00	9.0364	1.15412	-1.273	.322	1.191	.634
IV3	55	3.00	5.00	4.6000	.70972	-1.497	.322	.736	.634
IV4	55	7.00	10.00	9.3636	.91010	-1.413	.322	1.175	.634
Valid N (listwise)	55								

The table above portrays focus on the descriptive statistics of the variables, and it mainly represents the Mean and Standard deviation values. The mean value of the dependent variable of this analysis is 4.145 while the value of Std. deviation is .869. The Kurtosis values of all the variables are within the ranges of +/- 2 representing the worthiness of the data relevant to the analysis of this research analysis, as they counted to 0.49, -1.1482, 1.191, .0736 and 1.175, organized from DV to all the four independent variables respectively. The mean value of four independent variables denotes 4.32, 9.03, 4.6 and 9.36 are presented depending on the N value of 55 participants. Except for the second Independent variable, the value of Std. Deviation of all the other 3 is less than 0 denoting the significance of the research analysis.

Hypothesis 1

Table 2 presented above showcases the results of linear regression analysis for independent variable 1 (IV1). The analysis encompasses a range of measurement scales, including the "model summary" table, ANOVA, and coefficient of correlation tables, providing a comprehensive evaluation of the regression values and their significance. The significant value of this result is 0.034 which is way lower than the general parameter of the regression analysis which is 0.05. As a result, it confirms there is a positive connection among the variables, and they share a strong bond (Bol, 2020). It evidently states that there are affecting circumstances between gender disparity and academic performance.

Table 2: Linear regression analysis (Source: IBM SPSS)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.287 ^a	.082	.065	.84086	.082	4.757	1	53	.034	1.975

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.363	1	3.363	4.757	.034 ^b
	Residual	37.473	53	.707		
	Total	40.836	54			

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	1.865	1.052		1.773	.082
	IV1	.527	.242	.287	2.181	.034

Hypothesis 2

The above table represents the result of the second hypothesis that follows a similar format to the former table of hypothesis 1. Here the significant value of the result is 0.007, which is lower than 0.05 and is much similar to the correlational value. Consequently, this result presents that there is a positive connection among the variables of this analysis.

Table 3: Linear regression analysis for Hypothesis 2 (Source: IBM SPSS)

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.061 ^a	.004	-.015	.87616	.004	.196	1	53	.007	2.056

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.151	1	.151	.196	.007 ^b
	Residual	40.686	53	.768		
	Total	40.836	54			

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.559	.941		4.845	.000
	IV2	-.046	.103	-.061	-.443	.007

Hypothesis 3

Table 4: Linear regression analysis for Hypothesis 3 (Source: IBM SPSS)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.144 ^a	.021	.002	.86863	.021	1.123	1	53	.294	2.139

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.847	1	.847	1.123	.294 ^b
	Residual	39.989	53	.755		
	Total	40.836	54			

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.957	.775		.000
	IV3	-.176	.167	-.144	.294

Table 4 reflects the result of the third hypothesis of the research work. The standard error of 0.167, echoes the central movement and variability within this large dataset. The significant value of this hypothesis is 0.294, and as the value is much higher than 0.05, it reflects no such connection among the variables of IV3 to the dependent variable. The r-squared value is 0.021 and the standard error is 0.86 in this result.

Hypothesis 4

Table 5: Linear regression analysis for Hypothesis 4 (Source: IBM SPSS)

Model Summary ^b										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.068 ^a	.005	-.014	.87574	.005	.247	1	53	.031	2.084

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.189	1	.189	.247	.031 ^b
	Residual	40.647	53	.767		
	Total	40.836	54			

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	4.754	1.232		.000
	IV4	-.065	.131	-.068	.031

Table 5 highlights the outcome of the fourth hypothesis and the significant value of the table denote 0.031 presenting a strong connection among the variables. Therefore, it presents a positive relationship between educational policies and academic performance in different subject areas.

CORRELATION TEST

The table above provides insights into the first, second, third, and fourth independent variables in relation to the dependent variables. The 2-tailed significant value for the dependent variables being less than the conventional threshold of 0.05, it indicates a statistically significant correlation between the dependent and independent variables. IV1 when analysed with the other IVs the relational value comes out as 0.007, 0.003 and 0.017 denoting the concept of correlational attributes to each other. As depicted by Hertel & Groh-Samberg (2019), the correlated situation of the elements dictates the circumstances of gender inequality in the academic institution and has a significant impact towards the bias of society that in the future leads to limited development in socio-economic culture.

Table 6: Correlation test between a dependent variable and independent variables (Source: IBM SPSS)

Correlations						
		DV	IV1	IV2	IV3	IV4
DV	Pearson Correlation	1	.287*	-.061	-.144	-.068
	Sig. (2-tailed)		.034	.007	.294	.031
	N	55	55	55	55	55
IV1	Pearson Correlation	.287*	1	-.056	.397**	.320*
	Sig. (2-tailed)	.034		.007	.003	.017
	N	55	55	55	55	55
IV2	Pearson Correlation	-.061	-.056	1	-.298*	.569**
	Sig. (2-tailed)	.007	.684		.027	.000
	N	55	55	55	55	55
IV3	Pearson Correlation	-.144	.397**	-.298*	1	.057
	Sig. (2-tailed)	.294	.003	.027		.678
	N	55	55	55	55	55
IV4	Pearson Correlation	-.068	.320*	.569**	.057	1
	Sig. (2-tailed)	.031	.017	.000	.007	
	N	55	55	55	55	55

DISCUSSION

The study's significance lies in its examination of gender-based disparities in education, which has been a longstanding issue in educational systems that have resulted in unequal academic outcomes for both boys and girls. As concerned by Dossi et al. (2021), the conduction of comparative analysis across different subjects, seeks to identify the complex factors that contribute to such disparities and provide insights into how to address them to create an inclusive learning environment where all students, regardless of their gender, can succeed. The lack of access to education for girls and women is a global issue that affects enrolment rates in many countries around the world.

The disparity between genders can be seen in the lower number of females enrolled in educational institutions compared to males. The resultant value of the hypothesis with each section serves as the enacting agent of the situational aspect of the research topic regarding gender disparities. As stated by Ivancheva, Lynch & Keating (2019), the intricate interactions between societal expectations, classroom dynamics, curricular biases, self-perception, and other pertinent variables that contribute to gender-based inequalities in academic accomplishment, this research aims to identify and examine many aspects that influence these discrepancies. Gender equality, whether in education or other domains, encompasses economic empowerment, fairness, equity, heightened productivity, minimized efficiency losses, and the expansion of the contributor base to social protection systems.

This research work is also about enhancing prospects and outcomes for future generations, refining development decision-making, and promoting business growth, and innovation. As commented by Casad et al. (2021), the competitiveness and encouragement of economic and business freedom contribute to the overall development of individual students irrespective of their gender discrimination. This study acknowledges that not all participants are equally impacted by gender differences. For instance, girls might score better than boys in a particular section, but a lack of opportunities hinders them from reflecting the results while falling behind in STEM (Raabe, Boda & Stadtfeld, 2019). Understanding these subject-specific variations is essential for designing interventions and instructional approaches that can successfully close the performance disparities. The behavioural effect of the issue can lead to girls being underestimated and boys overestimated, which can affect their motivation and confidence in schoolwork. Additionally, gender stereotypes can also influence what subjects they choose to study or pursue later in higher education, limiting their options and potential career paths.

However, the effects of gender differences in educational attainment go well beyond merely economic growth; they have a big impact on social advancement. As overviewed by Reilly, Neumann & Andrews (2019), the uneven access to education serves as a breeding ground for the perpetuation of gender norms and stereotypes, ultimately restricting the participation of girls and women in societal contributions and decision-making processes. The denial of education to girls contributes to the outdated belief

that they are only meant for domestic roles, which limits their potential as leaders and innovators, thus hindering progress in society (DuBois, 2021). This vicious cycle perpetuates gender inequality by stifling women's ability to contribute beyond traditional household duties, ultimately impeding social development. Moreover, the generals of this investigation study would help further researchers for multiple purposes in evaluating the concerns pertaining to academic development out of gender equality.

CONCLUSION

Performance in different subject areas plays an essential role in promoting gender equality in education. Examining these complex issues not only justifies the need for research but also provides valuable insights for educators, policymakers, and stakeholders in strategic improvements in educational institutes. However, it is crucial that the findings are utilized judiciously to implement targeted interventions that enable all students, regardless of their gender or other demographic factors, to achieve their full potential. Overall, this study contributes to the ongoing effort towards creating a more equitable and inclusive educational environment for future generations. The effective data collection process through the primary quantitative process incites the analysis process and helps the researchers to make decisions based on the outcome. As a result, in this part, researchers are permitted to utilize SPSS software to statistically evaluate the data they have gathered. Following that, a general analysis of the research study is presented in this part to help readers comprehend how gender inequality affects how academic performances are acquired across a variety of subjective conjugations. To avoid perpetuating prejudices or drawing broad generalizations, it is important to treat this study cautiously even if it may uncover links between gender and academic ability.

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