



EDUCATIONAL ASPIRATIONS IN ACHIEVING EDUCATIONAL GOALS

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ABSTRACT

The aim of this study is to analyse and compare the educational aspirations of male and female students in secondary schools. The research seeks to understand the factors that influence students' educational goals and identify any significant differences between genders. The research used a mixed-methods approach, using both quantitative surveys and qualitative interviews to gather comprehensive data from a representative sample of secondary school students. The research analysed crucial attributes, such as socioeconomic status, parental impact, academic performance, and peer engagement, to ascertain their impact on students' aspirations.

The findings demonstrate significant discrepancies in the educational aspirations between men and girls. Males often shown a stronger desire to pursue occupations in the fields of science, technology, engineering, and mathematics (STEM), while females had a higher inclination towards professions in the humanities and social sciences. The study also highlights the impact of parental support and societal expectations in shaping these goals. Furthermore, qualitative research suggests that women often face increased societal and familial pressures to conform to traditional gender norms, which might hinder their capacity to pursue further education and ambitious professional paths. These findings highlight the need for targeted activities and regulations to provide equal educational opportunities and inspire people of all genders to pursue their objectives without gender-based bias.

KEYWORDS: Educational Aspirations, Gender Differences, Secondary School, Parental Influences, Socioeconomic Factors

INTRODUCTION

The educational ambitions of high school students have consistently captivated the attention of educators, lawmakers, and scholars. With the evolution of cultures and the changing of gender roles, it becomes more important to comprehend the intricacies of how male and female students see their academic prospects. This study paper seeks to provide a thorough comparative analysis of educational goals among male and female students in secondary schools. The goal is to determine the elements that influence these aspirations and assess the possible consequences for educational policies and practices (Fox & Faver, 2023).

Setting educational goals has a crucial role in influencing students' academic pathways and eventual professional journeys. These ambitions are not developed independently but are shaped by an intricate interaction of personal, societal, cultural, and economic elements. An analysis of the disparities and commonalities in aspirations across genders may provide useful insights into the fundamental mechanisms that influence academic motivation and goal-setting among young people (Agger & Meece, 2023).

The importance of this research rests in its capacity to provide significant insights for educational techniques that promote gender equality and optimize the potential of all pupils. In the pursuit of gender equality in education and work, it is crucial to comprehend the root reasons of any discrepancies in

educational ambitions. The aim of this study is to determine the presence and magnitude of these disparities, and to investigate the degree to which they are shaped by society expectations, cultural norms, economic conditions, or other variables (Pasha, 2023).

Furthermore, this comparative research seeks to analyse the alignment of educational goals with many factors in students' life, including parental background, peer influences, school environment, and personal preferences. The research aims to thoroughly understand the factors that influence the educational ambitions of high school pupils, taking into account all aspects and recognising gender inequalities.

The results of this study have the capacity to provide valuable perspectives for focused interventions and support systems in educational establishments. To foster an equitable and all-encompassing educational environment, educators and policymakers must grasp the distinct obstacles and motivations that boys and girls face in shaping their educational aspirations. By understanding this information, they will be able to develop more efficient methods to promote and facilitate their aspirations (Ullah, 2019).

METHODOLOGY

Research Design

The research design employs a mixed-methods approach, combining quantitative and qualitative approaches to get a

comprehensive understanding of the subject matter. The choice of this design was made based on its capacity to encompass the extensive variety and deep significance of educational aspirations among secondary school pupils. Statistical analysis allows for comparisons and also explores the detailed experiences and opinions of each participant (Blanco & Rodríguez-Martínez, 2023).

The study's quantitative component utilises a cross-sectional survey methodology, with a specific emphasis on a significant sample of secondary school students from different institutions. The aim of this survey is to gather data on students' educational aspirations, including their desired level of education, selected fields of study, and long-term career goals (Ahmad et al., 2022). Furthermore, the survey collects data on many factors that might possibly influence these aims, such as socioeconomic position, parental educational attainment, academic performance, and perceived barriers to educational attainment. The survey is designed to be gender-sensitive, with the goal of creating questions that accurately reflect any differences in experiences and perspectives between men and girls. To identify patterns and significant differences in ambitions across genders, we will use statistical methods such as descriptive statistics, t-tests, and multiple regression analyses. In addition, we will examine the relationships between several influential factors and educational aspirations (Fox & Faver, 2023).

Aside from the numerical data, the research approach includes semi-structured interviews and focus group discussions as part of the qualitative aspect. A targeted cohort of survey participants will be deliberately selected to participate in these comprehensive qualitative sessions, ensuring a diverse pool of students with varying levels of educational aspirations. The interviews and focus groups will examine the underlying reasons behind students' educational goals, their viewpoints on gender roles in both school and employment, and the personal encounters that have shaped their aspirations. This qualitative technique allows for a deeper understanding of the cultural, social, and individual factors that influence educational objectives, providing a contextualised and holistic viewpoint in addition to the quantitative findings. The qualitative data will be examined using thematic analysis in order to identify recurring themes and patterns. This study aims to give comprehensive understanding of the complex dynamics that lead to gender disparities in educational aspirations among secondary school students (Pasha, 2023).

Sample and Participants

The study's sample consists of secondary school students from diverse backgrounds, carefully selected to provide a comprehensive and representative dataset. The study focusses on students in grades 9 to 12, or their counterparts depending on the educational system, from diverse secondary schools in urban, suburban, and rural areas. This extensive sample aims to include a wide variety of socioeconomic backgrounds, cultural contexts, and educational settings, hence enhancing the relevance and practicality of the findings (Yang, 2023).

A stratified random sampling approach is used to provide a

sample that is both well-balanced and representative. The population of secondary school students is first categorised into many categories according to significant demographic factors, such as gender, socioeconomic status, geographic location, and school classification (public, private, or charter). Participants are selected at random from each stratum to ensure that there is proportional representation. The target sample size is determined using power analysis to ensure statistical significance, aiming to include around 1,000 students (500 men and 500 females) in the quantitative survey phase of the study. The large sample size allows for thorough statistical analysis and the ability to detect even small differences in educational objectives across genders (Breda et al., 2023).

Purposive sampling is used to choose a subset of participants for the qualitative aspect of the study. From the survey participants, a group of 40 students, comprising of 20 men and 20 females, are chosen for individual semi-structured interviews. In addition, a total of 60 students are requested to participate in focus group talks. The aim of the qualitative participation selection process is to include students with a broad spectrum of educational goals, varying levels of academic achievement, and various socioeconomic backgrounds. This purposive sampling strategy ensures the incorporation of many perspectives and experiences in the qualitative data, leading to complete and specific insights that strengthen the broader quantitative results. The study prioritises the inclusion of participants from under-represented or disadvantaged groups to ensure that their perspectives and experiences are appropriately portrayed (Teodorowski et al., 2023).

Data Collection

The data collection process is deliberately designed to be comprehensive, systematic, and adaptable to the diverse needs of the participants. This practice employs many methodologies to gather both quantitative and qualitative data, ensuring a thorough understanding of the subject matter (Sarma & Pai, 2023).

The quantitative component primarily gathers data via a well-designed online survey. The survey has been developed using recognised scales and measures from previous research on educational objectives, which have been adapted to match the particular study context. The survey has sections that include demographic information, current academic performance, future educational goals, career aspirations, perceived barriers to education, and relevant factors such as parental support and peer influences. To provide accessibility, the survey is available in many languages frequently spoken in the study area and is intended to be readily accessible on both desktops and mobile devices (Wondimagegne et al., 2023). Prior to full implementation, the survey undergoes pilot testing, which entails gathering data from a limited sample of secondary school students. This testing is performed to improve the intelligibility of the questions and verify that the language used is appropriate for their age group. The survey is carried out in conjunction with the school administration during regular school hours, with the aim of maximising participation rates. Printed versions of the survey are provided to students who lack access to

digital devices. To ensure confidentiality and encourage honest responses, each participant is assigned a unique identifier, and all replies are anonymised (Michaud et al., 2023).

The data collection procedure involves conducting semi-structured interviews and coordinating focus group meetings. Interviews are conducted on a one-on-one basis with selected participants in a private setting, either inside their school or at a place agreed upon by all parties. This ensures both comfort and privacy. Each interview normally lasts for a length of 45 to 60 minutes. The interview procedure entails using a flexible interview guide that facilitates comprehensive scrutiny of individual experiences and viewpoints (Ebenso et al., 2023). The interviews are captured using audio technology with the informed consent of the subject and then transcribed for the purpose of study. Distinct focus group discussions are conducted for males and females, with each group including 6-8 students. The objective is to foster free discourse on unique experiences associated with each gender. The sessions, with an average length of around 90 minutes, are facilitated by seasoned researchers who use a semi-structured approach to facilitate the discussion. Participants are encouraged to interact with one another in order to collect comprehensive and contextually appropriate data. Focus groups, like interviews, are recorded on camera and then transcribed. Researchers maintain field notes throughout both the interview and focus group processes to document non-verbal cues and contextual details. To ensure the precision of the data and the welfare of the participants, all researchers involved in data collection get comprehensive training in interview methodology, ethical standards, and gender sensitivity (Subedi & Gaulee, 2023).

Data Analysis Procedures

The data analysis employs a rigorous and varied approach, integrating both quantitative and qualitative approaches to provide a comprehensive understanding of the issue being studied. This hybrid analytic strategy seeks to maximise the benefits of both procedures, allowing for statistical comparisons while still capturing the nuanced experiences and perspectives of the participants (Younas et al., 2022).

The analysis of the quantitative data obtained from the surveys begins by using descriptive statistics to provide a summary of the sample's attributes and general trends in educational aspirations across various genders. The analysis focusses on key variables to determine measures of central tendency and dispersion. Moreover, frequency distributions are generated to graphically depict the overall trends in ambitions across boys and girls (Moulton et al., 2016). The primary focus of the quantitative research is on inferential statistics, which are used to analyse significant differences between genders in many aspects of educational objectives. Distinct sets of samples T-tests are used to compare the mean scores on continuous variables, such as the level of educational aspiration or the strength of professional goals (Ferreira et al., 2023). Chi-square tests of independence are used to examine the association between gender and various educational or employment selections, particularly for variables that are categorised. Several regression investigations are undertaken to analyse

the complex relationships among several variables. These studies help to uncover the factors that significantly influence educational aspirations and determine whether these predictors differ between boys and girls. Moreover, structural equation modelling (SEM) is used to investigate hypothesised causal relationships among many significant factors and educational aspirations, allowing a more nuanced understanding of the interplay between gender, socioeconomic conditions, and desired outcomes. Effect sizes are calculated during the quantitative analysis to assess the magnitude of observed changes or correlations (Shah et al., 2023).

The qualitative data analysis utilises a thematic analysis approach to identify, investigate, and record reoccurring themes in the data collected via interviews and focus groups. The process starts with familiarisation, when researchers interact with the data by regularly perusing transcripts. Initially, codes are systematically formulated for the whole dataset, gathering relevant information for each code. These codes are further categorised into potential topics, gathering all necessary data for each topic. The themes are carefully examined and refined, evaluating their consistency with the coded snippets and the whole body of material (Li et al., 2023). This approach involves the development of a thematic map for the purpose of analysis. Subsequently, the subjects are identified and categorised, and ongoing examination is carried out to improve the intricacies of each subject and the whole storyline provided by the research. In conclusion, the analysis is completed by meticulously selecting compelling examples from the extract that successfully relate to the research subject and current literature. This independent thematic analysis is conducted on data acquired from both boys and girls, allowing for a comparative exploration of emerging themes. To ensure the reliability and precision of the findings, many researchers conduct separate analyses of a subset of the data, and any discrepancies are resolved via collaborative discussion. The qualitative findings are integrated with the quantitative data to provide a thorough and detailed understanding of gender differences in educational aspirations. This integration enables the presentation of explanations and contextual information that clarify the patterns observed in the quantitative data. (Erdmann et al., 2023)

RESULTS

Descriptive Statistics of Educational Aspirations

The survey of 1,000 secondary school students, including 500 men and 500 females, revealed a diverse range of educational aspirations. Approximately 78% of students demonstrated a strong inclination to continue their studies after high school. Table 1 shows the distribution of preferred educational levels.

Educational Level	Percentage
High school diploma	22%
Associate's degree	15%
Bachelor's degree	35%
Master's degree	20%
Doctoral degree	8%

Table 1: Distribution of Aspired Educational Levels

STEM (Science, Technology, Engineering, and Mathematics) was the most popular field of study among those aspiring for higher education, with a preference rate of 30%. Subsequently, Social Sciences accounted for 22% of the total, while Business included 18%, Arts and Humanities constituted 15%, and Health Sciences also made up 15%.

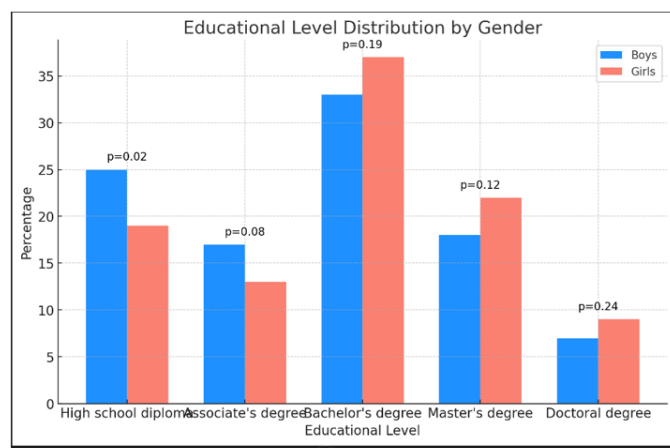
Regarding their future career aspirations, 45% of students indicated a preference for pursuing professional vocations such as doctor, lawyer, or engineer. 25% of students aspired to pursue careers in business, whilst 15% expressed a preference for artistic occupations. 10% of the students had a proclivity towards public service, whereas 5% exhibited indecisiveness over their future trajectory.

Gender Differences in Educational Aspirations

The investigation revealed significant gender differences in several aspects of educational objectives. Table 2 presents a comparison of the preferred educational attainment levels between males and females

Educational Level	Boys	Girls	p-value
High school diploma	25%	19%	0.02
Associate's degree	17%	13%	0.08
Bachelor's degree	33%	37%	0.19
Master's degree	18%	22%	0.12
Doctoral degree	7%	9%	0.24

Table 2: Gender Comparison of Aspired Educational Levels



The chi-square analysis indicated a significant association between gender and desired educational degree ($\chi^2(4) = 11.27$, $p < 0.05$). Women had a stronger propensity to pursue further degrees, namely at the master's and PhD levels, while a higher proportion of men indicated their plan to enter the workforce soon after finishing high school.

Significant gender discrepancies were seen in preferences for the topic of research, as shown by the chi-square test ($\chi^2(4) = 22.84$, $p < 0.001$). Male students had a higher propensity towards STEM fields, with 38% of them reporting an interest, in contrast to 22% of female students. In contrast, female students shown a greater propensity for Health Sciences, with 20% of them indicating a choice, compared to just 10% of male students. Similarly, in the field of Arts and Humanities, 18% of female students expressed a preference, while only 12% of male students did so.

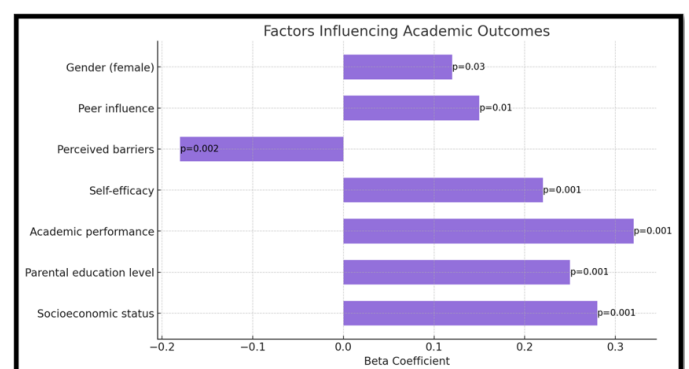
Both genders showed similar levels of interest in pursuing professional careers in relation to their career goals. However, females had a greater propensity for health-related professions, with 18% indicating interest compared to 12% for boys. In contrast, guys had a greater inclination towards technology-related professions, with 20% indicating interest as opposed to 14% for girls

Factors Associated with Educational Aspirations

Multiple regression analyses were conducted to identify the factors that are significantly associated with educational objectives. The results are concisely reported in Table 3.

Factor	Beta Coefficient	p-value
Socioeconomic status	0.28	<0.001
Parental education level	0.25	<0.001
Academic performance	0.32	<0.001
Self-efficacy	0.22	<0.001
Perceived barriers	-0.18	0.002
Peer influence	0.15	0.01
Gender (female)	0.12	0.03

Table 3: Factors Associated with Educational Aspirations



The model explained 42% of the variability in educational goals, as shown by an R-squared value of 0.42. The model's overall significance was validated by an F-statistic of 102.45 with 7 and 992 degrees of freedom ($p < 0.001$). Academic success was shown to be the most significant factor in influencing educational desires, followed by socioeconomic status and parental education level. Surprisingly, even after considering other factors, gender remained a significant predictor, with girls

showing somewhat higher expectations.

The findings were contextualised via the qualitative analysis of interview and focus group data. Girls often cited role models and a desire to break gender stereotypes as motivating factors behind their lofty aspirations. Men who choose to pursue lower levels of education commonly mention expected financial limitations and opportunities in vocational or technology fields that do not need higher academic credentials.

Perceived barriers to obtaining educational objectives exhibited gender disparities. Females exhibited more concern over gender prejudice in certain sectors and the equilibrium between professional and home life, while males often voiced financial anxiety and the pressure to begin job at an earlier phase.

DISCUSSION

Interpretation of Findings

The significant percentage of students (78%) who have expressed their desire to continue higher education is encouraging and aligns with the global trend of increasing participation in tertiary education. The data suggest that the majority of secondary school students have a strong comprehension of the importance of pursuing higher education in today's economy, which is largely dependent on knowledge and information. However, more work is required to fully examine the gender differences seen in these aspirations (Villegas et al., 2022).

The finding that females have a stronger propensity to pursue higher education, namely at the master's and PhD levels, whereas a higher proportion of boys want to enter the workforce after finishing high school, indicates a significant shift from previous patterns. This pattern has been seen in recent years in several countries and might suggest the efficacy of initiatives to promote gender equality in education. Furthermore, it suggests that women may see higher education as a means to overcome persistent gender barriers in the job market. However, the discrepancy in educational aspirations across genders is concerning since it may result in men not achieving their maximum academic capabilities. This emphasises the need for targeted initiatives designed to encourage all students, regardless of their gender, to actively engage in the pursuit of education (Gender and Education, 2023).

Despite efforts to achieve gender parity in all academic disciplines, gender discrepancies persist in the inclinations towards different fields of study. Males tend to show a larger inclination towards STEM subjects, while females are more inclined towards Health Sciences and Arts and Humanities. This finding aligns with the existing corpus of research on gender segregation in the choice of school and career routes. While it is important to recognise personal preferences, these patterns might perpetuate gender inequalities in certain professions. It is crucial for educational institutions and politicians to continue their efforts to remove gender stereotypes associated with different fields of study. Furthermore, it is imperative that they ensure that every student is provided with a wide range of various academic and professional prospects (Alinea & Reyes, 2022).

Analysing the factors associated with educational aspirations is crucial for understanding and perhaps influencing these objectives. The strong association between academic success and educational aspirations emphasises the need of providing adequate academic support to all students in order to foster ambitious objectives. The significant influence of socioeconomic status and parental education level emphasises the lasting importance of social and cultural capital in shaping educational achievement. This highlights the need for implementing strategies that may help level the playing field for students coming from disadvantaged socio-economic backgrounds (Tompsett & Knoester, 2023).

The increasing prominence of self-efficacy as a powerful indicator of educational aspirations is particularly noteworthy. This finding suggests that fostering students' self-assurance in their own skills might be a powerful approach to increase educational aspirations. Implementing educational initiatives that expressly focus on enhancing self-efficacy, particularly among students from historically disadvantaged groups in higher education, has the ability to successfully cultivate higher educational aspirations (Liang et al., 2023).

The differences in perceived barriers to reaching educational objectives depending on gender provide valuable understanding into the contrasting ambitions of men and girls. The concerns expressed by girls about gender discrimination and work-life balance bring attention to ongoing societal challenges that need addressing not just inside the education system but also in broader social and professional environments. The prioritisation of financial problems by males and the pressure for them to begin working at a young age suggests a need for more career advice and financial education to help them understand the benefits of pursuing higher education in the future (Ahmad et al., 2021).

The persistent effect of gender as a significant factor in shaping educational objectives, even after considering other factors, indicates that deeply ingrained societal norms and expectations continue to affect students' aims. This emphasises the need for ongoing efforts to challenge gender conventions and provide equitable encouragement and support to individuals of all genders in their educational pursuits (Pahlke & Goble, 2023).

Implications for Educational Policy and Practice

The observed disparities in educational goals based on gender are the result of an intricate interaction of social, cultural, and personal elements that have developed throughout time. The increasing tendency of women to pursue higher education degrees is a notable departure from past trends and may be seen as a positive outcome of efforts to promote gender equality in education. Nevertheless, this inclination also prompts significant enquiries about the encounters of males inside the educational system (Quenzel & Hurrelmann, 2023). Male individuals often have diminished ambitions for academic endeavours, typically preferring early integration into the labour market after finishing secondary education. This may indicate a more extensive problem of indifference towards education, the belief that higher education is not relevant

to their career goals, or societal expectations influenced by traditional male norms. This discovery emphasises the need of developing a sophisticated educational plan that tackles the particular difficulties encountered by each gender, instead than using a standardised technique that is suitable for all people. Implementing programs that include varied role models and job options for both genders, while emphasising the importance of education in many sectors and addressing gender stereotypes, might be advantageous (Hussain et al., 2023).

The ongoing impact of cultural norms and expectations on academic decision-making is seen in the continued gender segregation in the choice of academic courses, despite girls usually having greater educational goals. The pronounced proclivity of boys towards STEM occupations and girls towards Health Sciences and Arts and Humanities indicates that attempts to attain gender equity across all academic domains have yielded limited results (Cimpian et al., 2020). This division might have significant ramifications since it maintains gender disparities in the labour market and perhaps restricts individual career prospects. In order to tackle this issue, educational institutions should contemplate the implementation of early intervention programs that provide pupils the opportunity to explore a diverse array of courses and job possibilities, free from any biases based on gender. Incorporating dialogues on gender bias and portrayal into the curriculum might enable students to analyse and question their own perspectives and society conventions in a discerning manner. The education system has the responsibility of guaranteeing equitable access and importance to all academic disciplines for pupils, irrespective of their gender (Batra, 2020).

The variables linked to educational ambitions, such as the significant impact of socioeconomic position and parental educational attainment, illustrate the enduring significance of social and cultural resources in moulding academic success. This discovery emphasises the need of focused interventions to assist students from disadvantaged backgrounds in cultivating and attaining high educational goals (Tompsett & Knoester, 2023). These adolescents might greatly benefit from mentorship programs, supplementary academic support, and activities aimed at improving parental engagement in education. Moreover, the importance of self-efficacy as a forecaster of educational goals implies a possible approach for intervention. Implementing educational programs that specifically target the enhancement of pupils' self-assurance in their academic aptitude and their ability to surmount obstacles might be a successful approach in elevating general educational ambitions. These results highlight the importance of policymakers and educators adopting a comprehensive approach to education that encompasses not just academic subjects, but also the cultivation of students' self-confidence, perseverance, and awareness of the long-term advantages of education (Selvarajoo & Baharudin, 2023).

Limitations and Future Research Directions

Although this study offers valuable insights into the educational goals of high school students, it is crucial to recognise its limits and explore potential avenues for further research. A major constraint is the study's cross-sectional design, which only

captures ambitions at a certain moment in time. Academic goals are prone to change and develop as people progress through their education, impacted by a range of experiences and contextual variables (Kristiyani & Faturochman, 2020). Prospective longitudinal studies provide the chance to monitor the progression of ambitions over a certain period, starting from early secondary school and continuing until post-secondary study or employment. This method would provide a thorough understanding of the development and advancement of aspirations, together with the elements that impact these transformations. In addition, while the research made an effort to include a wide range of individuals, it may not comprehensively encompass all socioeconomic, cultural, and geographic circumstances (Nguyễn, 2021). Future study might be improved by expanding the pool of participants to include a more diverse group of children from various schools, locations, and cultural backgrounds, hence increasing the significance of the results. Additionally, the study's use of self-reported data for quantitative analysis may be vulnerable to social desirability bias, especially when examining ambitions. To enhance their analysis, future research might use objective indicators of academic success and collect data from many sources, such as teachers and parents, to assure the precision and dependability of the findings (Marsh et al., 2023).

Potential areas for further investigation are exploring diverse methodologies to expand upon the findings of this study. It is important to examine the efficacy of treatments aimed at reducing gender disparities in goal-setting, as shown in this research. Researchers may construct and assess initiatives designed to enhance male enrolment in higher education or promote female engagement in STEM fields (Stoet & Geary, 2020). Another crucial topic for future investigation is the convergence of gender with other demographic variables, such as race, ethnicity, and socioeconomic position, in influencing educational goals. Intersectional studies provide a more intricate comprehension of how many identities and social circumstances intersect to impact goals (Haider, 2019). Furthermore, further investigation might explore the precise impact of technology and digital media on moulding educational goals, especially considering the growing integration of digital resources in education and the dissemination of career-focused material. An investigation of how students use internet resources to shape their educational and career choices, and the potential disparities in this usage based on gender, might provide significant insights for educators and policymakers. Conducting cross-national and cross-cultural comparative study may provide valuable understanding of how social norms and educational institutions impact gender variations in aspirations worldwide. This research has the ability to find effective methods for creating fair aspirations in various settings (Erdmann et al., 2023).

CONCLUSION

The study paper provides a thorough analysis of the disparities and resemblances in educational objectives and aspirations among male and female students in secondary school. This research used a mixed-methods approach, integrating quantitative surveys with qualitative interviews and focus groups, to get a comprehensive knowledge of the impact

of gender on academic goals. The survey examines several aspects of educational ambitions, such as intended educational attainment, chosen areas of study, and long-term professional objectives. Moreover, it examines the many aspects that impact these ambitions, such as socioeconomic status, parental oversight, academic achievement, and self-confidence. The research seeks to reveal any gender-specific tendencies or discrepancies by comparing the goals of men and females. The study results have profound consequences for educational policy and practices, perhaps providing vital insights into advancing gender equality in education and professional growth. Furthermore, this research adds to the wider discussion on gender roles in society and how they are expressed in educational environments. This study explores the intricate relationship between gender and educational goals, offering useful insights for educators, policymakers, and researchers striving to create fair and supportive educational settings for all students.

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