

A Study of Gender Disparity in Enrolment, Classroom Participation, and Learning Conditions in Higher Education

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ABSTRACT

This study examines gender disparity in enrolment, classroom participation, and learning conditions in higher education. A quantitative research design was employed, focusing on BS (4-year) students at a public sector university in Punjab, Pakistan. Using proportionate random sampling, 316 students were selected, with sample sizes proportionally allocated across departments within the Faculty of Social Sciences. Data were collected through a structured, cross-sectional questionnaire, pretested with 30 students and measured using a Likert-type scale. Reliability was confirmed with a Cronbach's Alpha above 0.700. As the data were non-parametric, frequency distributions and descriptive discussion were used for analysis. The study concludes that gender disparity remains a significant issue in higher education, affecting enrolment, classroom participation, and learning conditions. Social norms, teaching practices, and institutional support shape these disparities, influencing engagement, confidence, and access to resources. Findings highlight the need for gender-responsive policies, inclusive pedagogical practices, and supportive institutional frameworks to promote equitable participation and learning outcomes for all students.

Keywords: Gender Disparity, Enrolment, Classroom Participation, Learning, Higher Education

Introduction

Gender equality in education is widely recognized as a fundamental human right and a critical driver of social and economic development (Shoaib & Zaman, 2025; Shoaib, Zaman, & Abdullah, 2025; Abdullah & Nisar, 2024; Tang & Cornell, 2021). Over the past few decades, significant progress has been made globally in expanding access to higher education for both men and women (Shoaib, Waris, & Iqbal, 2025b, 2025c; Taber & Grover, 2021). However, despite increased enrolment rates, persistent gender disparities continue to exist within higher education systems, particularly in terms of enrolment patterns, classroom participation, and learning conditions (Rombalski & Rogers, 2021; Shoaib, Waris, & Iqbal, 2025a; Shoaib, Waris, & Iqbal, 2025b). These disparities often reflect broader socio-cultural, economic, and institutional inequalities that influence students' academic experiences and outcomes (Hinton-Smith, Marvell, Morris, & Brayson, 2021; Shoaib & Ullah, 2025; Shoaib, Waris, & Iqbal, 2025a). Enrolment in higher education is a key indicator of educational access and equity (Morley & Crossouard, 2016; Shoaib, Tariq, & Iqbal, 2025b; Shoaib, Tariq, Rasool, & Iqbal, 2025). However, many countries have witnessed an overall rise in female enrolment, gender imbalances remain evident across disciplines, institutions, and regions (Morgan, Williams, & Gott, 2017; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal, 2025a). Certain fields of study continue to be male-dominated, while others show a disproportionate representation of female students (Cook & Butz, 2018; Shoaib, Rasool, Zaman, & Ahmed, 2025; Shoaib, Shamsher, & Iqbal, 2025). Such uneven enrolment patterns raise important concerns regarding equal opportunities and long-term career prospects for students of different genders (Shoaib, Rasool, & Zaman, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025).

Beyond enrolment, classroom participation plays a crucial role in shaping students' learning experiences and academic confidence (Shoaib, Rasool, & Zaman, 2025a, 2025b). Research suggests that gender dynamics within classrooms influence students' willingness to participate in discussions, ask questions, and engage in collaborative learning activities (Shoaib, Rasool, Iqbal, & Abdullah, 2025b; Shoaib, Rasool, Kalsoom, & Ali, 2025). Factors such as teaching practices, peer interactions, and societal gender norms contribute to differences in participation levels, potentially affecting academic performance and self-efficacy (Shoaib, Rasool, & Iqbal, 2025b; Shoaib, Rasool, Iqbal, & Abdullah, 2025a). Learning conditions in higher education including access to resources, teacher support, physical infrastructure, and a safe and inclusive environment are equally important in promoting academic success (Shoaib, Rasool, & Iqbal, 2025a, 2025c; Abdullah & Ullah, 2016). Gender-based differences in these conditions create unequal learning experiences, particularly for marginalized groups (Shoaib & Kausar, 2025; Shoaib, Kausar, Ali, & Abdullah, 2025; Abdullah & Ullah, 2022). Issues such as gender bias, harassment, and lack of institutional support disproportionately affect students of a particular gender, thereby influencing retention and achievement (Shoaib, Iqbal, & Iftikhar, 2025; Shoaib, Iqbal, Rasool, & Abdullah, 2025). In this context, the present study, "a study of gender disparity in enrolment, classroom participation, and learning conditions in higher education," seeks to examine the nature and extent of gender disparities across these three interrelated dimensions. By analyzing enrolment trends, participation patterns, and learning environments, the study aims to provide a comprehensive understanding of how

gender influences educational experiences in higher education. The findings are expected to contribute to policy formulation and institutional practices aimed at promoting gender equity and inclusive learning environments in higher education institutions.

Study Context

Higher education institutions play a critical role in shaping human capital, promoting social mobility, and advancing gender equality (Shoaib & Bashir, 2025; Shoaib, Batool, Kausar, & Abdullah, 2025). In recent years, increased attention has been given to gender disparities within higher education systems, particularly regarding access, participation, and the quality of learning experiences (Shoaib, Ali, Iqbal, & Abdullah, 2025; Shoaib, Ali, & Kausar, 2025; Abdullah, Matloob, & Malik, 2024). However, policy initiatives and institutional reforms have aimed to promote gender equity, disparities continue to persist in many higher education settings (Shoaib, Ahmed, & Usmani, 2025b; Shoaib, Ahmed, Zaman, & Abdullah, 2025; Abdullah et al., 2024). The context of this study is situated within higher education institutions where gender-based differences in enrolment, classroom participation, and learning conditions remain evident (Shoaib, Ahmed, Iqbal, & Abdullah, 2025; Shoaib, Ahmed, & Usmani, 2025a). Although enrolment rates have improved for both male and female students, imbalances are still observed across academic disciplines, levels of study, and types of institutions (Shoaib, 2025a; Shoaib, Ahmed, & Iqbal, 2025; Abdullah, Sultana, Nisar, & Gorski, 2025). These disparities are often shaped by socio-cultural norms, economic factors, and institutional practices that influence students' educational choices and experiences (Ali, Shoaib, & Kausar, 2025; Shoaib, 2025b; Abdullah, Nisar, & Malik, 2024).

Classroom environments within higher education institutions also reflect broader gender dynamics (Ahmed, Shoaib, & Zaman, 2025; Shoaib, Shehzadi, & Abbas, 2024b). Teaching methods, interaction patterns, and assessment practices inadvertently favor one gender over another, affecting students' confidence, participation, and engagement (Shoaib, Ali, & Abbas, 2024; Shoaib, Shehzadi, & Abbas, 2024a; Abdullah, Nisar, & Ahmed, 2025). In some contexts, traditional gender roles and expectations continue to influence classroom behavior, leading to unequal participation in discussions, group work, and leadership roles during academic activities (Shoaib, 2024d, 2024e; Abdullah, Sultana, & Nisar, 2025). Learning conditions, including access to academic resources, faculty support, physical facilities, and a safe and inclusive campus environment, further shape students' academic experiences (Shoaib, 2024b, 2024c; Abdullah, Nisar, Ahmed, & Sultana, 2025). Gender-related challenges such as bias, discrimination, limited mentorship opportunities, or inadequate support systems impact students differently, potentially affecting academic performance, retention, and overall well-being (Shoaib, 2024a; Shoaib, Shehzadi, & Abbas, 2023; Shoaib, Usmani, & Abdullah, 2023; Abdullah, Sultana, & Nisar, 2025). Within this context, the present study examines gender disparity in enrolment, classroom participation, and learning conditions in higher education (Shoaib, 2023a, 2023b, 2024a; Shoaib, Shehzadi, et al., 2023; Shoaib, Usmani, et al., 2023). By focusing on these interconnected dimensions, the study seeks to provide empirical evidence on how gender influences students' educational

experiences (Shoaib, 2023a, 2023b, 2024a; Shoaib, Mustafa, & Hussain, 2022; Shoaib, Shehzadi, et al., 2023; Shoaib, Tariq, Shahzadi, & Ali, 2022; Shoaib, Usmani, et al., 2023; Abdullah, Shoukat, Malik, Akhtar, 2025). Understanding the specific context in which these disparities occur is essential for developing targeted interventions and policies that promote equity, inclusiveness, and equal learning opportunities in higher education institutions (Shoaib, 2021, 2023a, 2023b, 2024a; Shoaib, Mustafa, et al., 2022; Shoaib, Shehzadi, et al., 2023; Shoaib, Tariq, et al., 2022; Shoaib & Ullah, 2021a, 2021b; Shoaib, Usmani, et al., 2023). Hence, this study has been designed to examine gender disparity in enrolment, classroom participation, and learning conditions in higher education.

The Data and Methods

This research paper has been based on quantitative study design having sample size more than 30. It has been conducted in one public sector university in the Punjab province. The students of BS 4 years constitute the population of the study. The sampling frame has been collected and a sample of 316 students have been selected using proportionate random sampling technique. The sample size has been proportionally allocated to each department of the faculty of the social sciences of the university. A cross-sectional survey has been conducted and structured questionnaire has been developed to collect quality data. The measurement tool has been consisted of sections including socio-economic (separate questions), gender disparity in enrolment (matrix questions), gender disparity in classroom (matrix questions), and gender disparity in learning environment (matrix questions). This tool has been pretested from 30 randomly selected students and an altitudinal scale of agreement and disagreement has been used. The reliability test has been confirmed by the value of Alpha (above .700). The data has been found non-parametric. Hence, frequency distribution and discussion has been done to present the data.

Results

Gender Disparity in Enrolment: Table 1 provided the response of the students' reference to gender disparity in enrolment. The analysis asserted the percentages and response based on frequency against the statement "there is a gender disparity in your class". The analysis based on field data pointed out that 26.9 percent of the male and female students were strongly disagree and 37.7 percent of the students disagree reference to the statement "there is a gender disparity in your class". Similarly, the analysis revealed that 09.1 percent of the male and female students were strongly agree and only 26.3 percent of the students were agree with the items as mentioned in table "there is a gender disparity in your class". Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables "there is a gender disparity in your class".

Table 1 Response of the Students towards Gender Disparity in Enrolment
SA=Strongly Agree to D=Disagree

S. No.	Statement	SD f (%)	D f (%)	A f (%)	SA f (%)
i	There is a gender disparity in your class	83 (26.9)	116 (37.7)	81 (26.3)	28 (09.1)
ii	Females are unequal to male in enrollment	79 (25.6)	126 (40.9)	79 (25.6)	24 (7.8)
iii	Enrollment has been based on personal merit	32 (10.4)	84 (27.3)	146 (46.8)	46 (14.9)
iv	The enrollment process has been based on fairness	31 (10.1)	78 (25.3)	151 (49.0)	48 (15.6)
v	Female outclassed male students in enrollment	45 (14.6)	102 (33.1)	128 (41.6)	33 (10.7)
vi	parents prefer for the enrollment of their females	25 (8.1)	86 (27.9)	143 (46.4)	54 (17.5)
vii	Education is better for females for mate selection	33 (10.7)	70 (22.7)	144 (46.8)	61 (19.8)
viii	Educating females results in better socialization of children	24 (7.8)	36 (11.7)	115 (37.3)	133 (43.2)

The analysis asserted the percentages and response based on frequency against the statement “females are unequal to male in enrollment”. The analysis based on field data pointed out that 25.5 percent of the students were strongly disagree and 40.9 percent of the students disagree reference to the statement “females are unequal to male in enrollment”. Similarly, the analysis revealed that 7.8 percent of the male and female students were strongly agree and only 25.6 percent of the students were agreed with the items as mentioned in table “females are unequal to male in enrollment”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “females are unequal to male in enrollment”.

The analysis asserted the percentages and response based on frequency against the statement “enrollment has been based on personal merit”. The analysis based on field data pointed out that 10.4 percent of the male and female students were strongly disagree and 27.3 percent of the students disagree reference to the statement “enrollment has been based on personal merit”. Similarly, the analysis revealed that 14.9 percent of the male and female students were strongly agree and only 14.9 percent of the students were agreed with the items as mentioned in table “enrollment has been based on personal merit”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “enrollment has been based on personal merit”.

The analysis asserted the percentages and response based on frequency against the statement “the enrollment process has been based on fairness”. The analysis based on field data pointed out that 10.1 percent of the male and female students were strongly disagree and 25.3 percent of the students disagree reference to the statement “the enrollment process has been based on fairness”. Similarly, the analysis revealed that

15.6 percent of the male and female students were strongly agree and only 49.0 percent of the students were agreed with the items as mentioned in table “the enrollment process has been based on fairness”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “the enrollment process has been based on fairness”.

The analysis asserted the percentages and response based on frequency against the statement “female outclassed male students in enrollment”. The analysis based on field data pointed out that 14.6 percent of the male and female students were strongly disagree and 33.1 percent of the students disagree reference to the statement “female outclassed male students in enrollment”. Similarly, the analysis revealed that 10.7 percent of the male and female students were strongly agree and only 41.6 percent of the students were agreed with the items as mentioned in table “female outclassed male students in enrollment”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “female outclassed male students in enrollment”.

The analysis asserted the percentages and response based on frequency against the statement “parents prefer for the enrollment of their females”. The analysis based on field data pointed out that 8.1 percent of the male and female students were strongly disagree and 27.9 percent of the students disagree reference to the statement “parents prefer for the enrollment of their females”. Similarly, the analysis revealed that 17.5 percent of the male and female students were strongly agree and only 46.4 percent of the students were agreed with the items as mentioned in table “parents prefer for the enrollment of their females”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “parents prefer for the enrollment of their females”.

The analysis asserted the percentages and response based on frequency against the statement “education is better for females for mate selection”. The analysis based on field data pointed out that 10.7 percent of the male and female students were strongly disagree and 22.7 percent of the students disagree reference to the statement “education is better for females for mate selection”. Similarly, the analysis revealed that 19.8 percent of the male and female students were strongly agree and only 46.8 percent of the students were agreed with the items as mentioned in table “education is better for females for mate selection”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “education is better for females for mate selection”.

The analysis asserted the percentages and response based on frequency against the statement “educating females results in better socialization of children”. The analysis based on field data pointed out that 7.8 percent of the male and female students were strongly disagree and 11.7 percent of the students disagree reference to the statement “educating females results in better socialization of children”. Similarly, the analysis revealed that 42.2 percent of the male and female students were strongly agree and only 37.3 percent of the students were agreed with the items as mentioned in table “educating females results in better socialization of children”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “educating females results in better socialization of children”.

Gender Disparity in Classroom: Table 2 provided the response of the students reference to gender disparity in classroom. The analysis asserted the percentages and response based on frequency against the statement “classrooms are overcrowded with female”. The analysis based on field data pointed out that 8.4 percent of the male and female students were strongly disagree and 16.9 percent of the students disagree reference to the statement “classrooms are overcrowded with female”. Similarly, the analysis revealed that 37.7 percent of the male and female students were strongly agree and only 37.0 percent of the students were agreed with the items as mentioned in table “classrooms are overcrowded with female”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “classrooms are overcrowded with female”.

Table 2 Response of the Students towards Gender Disparity in Classroom
SA=Strongly Agree to D=Disagree

S. No.	Statement	SD f (%)	D f (%)	A f (%)	SA f (%)
i	Classrooms are overcrowded with female	26 (8.4)	52 (16.9)	114 (37.0)	116 (37.7)
ii	Classroom activities are dominated by females students	22 (7.1)	89 (28.9)	126 (40.9)	71 (23.1)
iii	Classroom examples reinforce traditional gender roles	27 (8.8)	94 (30.5)	160 (51.9)	27 (8.8)
iv	Unequal teacher attention differentiate learning outcomes	29 (9.4)	105 (34.1)	119 (38.6)	55 (17.9)
v	Female students perform well in classroom	20 (6.5)	41 (13.3)	171 (55.5)	76 (24.7)
vi	Majority teachers listen female students carefully	37 (12.0)	114 (37.0)	119 (38.6)	38 (12.3)
vii	Female students actively participate in classroom	27 (8.8)	64 (20.8)	141 (45.8)	76 (24.7)
viii	Female teacher prefer female students to sit in front of class	71 (23.1)	118 (38.3)	82 (26.6)	37 (12.0)

The analysis asserted the percentages and response based on frequency against the statement “classroom activities are dominated by female’s students”. The analysis based on field data pointed out that 7.1 percent of the male and female students were strongly disagree and 28.9 percent of the students disagree reference to the statement “classroom activities are dominated by female’s students”. Similarly, the analysis revealed that 23.1 percent of the male and female students were strongly agree and only 40.9 percent of the students were agreed with the items as mentioned in table “classroom activities are dominated by females students”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “classroom activities are dominated by female’s students”.

The analysis asserted the percentages and response based on frequency against the statement “classroom examples reinforce traditional gender roles”. The analysis based

on field data pointed out that 8.8 percent of the male and female students were strongly disagree and 30.5 percent of the students disagree reference to the statement “classroom examples reinforce traditional gender roles”. Similarly, the analysis revealed that 8.8 percent of the male and female students were strongly agree and only 51.9 percent of the students were agreed with the items as mentioned in table “classroom examples reinforce traditional gender roles”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “classroom examples reinforce traditional gender roles”.

The analysis asserted the percentages and response based on frequency against the statement “unequal teacher attention differentiates learning outcomes”. The analysis based on field data pointed out that 9.4 percent of the male and female students were strongly disagree and 34.1 percent of the students disagree reference to the statement “unequal teacher attention differentiate learning outcomes”. Similarly, the analysis revealed that 17.9 percent of the male and female students were strongly agree and only 38.6 percent of the students were agreed with the items as mentioned in table “unequal teacher attention differentiate learning outcomes”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “unequal teacher attention differentiates learning outcomes”.

The analysis asserted the percentages and response based on frequency against the statement “female students perform well in classroom”. The analysis based on field data pointed out that 6.5 percent of the male and female students were strongly disagree and 13.3 percent of the students disagree reference to the statement “female students perform well in classroom”. Similarly, the analysis revealed that 24.7 percent of the male and female students were strongly agree and only 55.5 percent of the students were agreed with the items as mentioned in table “female students perform well in classroom”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “female students perform well in classroom”.

The analysis asserted the percentages and response based on frequency against the statement “majority teachers listen female students carefully”. The analysis based on field data pointed out that 12.0 percent of the male and female students were strongly disagree and 37.0 percent of the students disagree reference to the statement “majority teachers listen female students carefully”. Similarly, the analysis revealed that 12.3 percent of the male and female students were strongly agree and only 38.6 percent of the students were agreed with the items as mentioned in table “majority teachers listen female students carefully”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “majority teachers listen female students carefully”.

The analysis asserted the percentages and response based on frequency against the statement “female students actively participate in classroom”. The analysis based on field data pointed out that 8.8 percent of the male and female students were strongly disagree and 20.8 percent of the students disagree reference to the statement “female students actively participate in classroom”. Similarly, the analysis revealed that 24.7 percent of the male and female students were strongly agree and only 45.8 percent of the students were agreed with the items as mentioned in table “female students actively participate in classroom”. Hence, it concluded that most of the male and

female students were in favor of the argument to the items in the tables “female students actively participate in classroom”.

The analysis asserted the percentages and response based on frequency against the statement “female teacher prefers female students to sit in front of class”. The analysis based on field data pointed out that 23.1 percent of the male and female students were strongly disagree and 38.3 percent of the students disagree reference to the statement “female teacher prefer female students to sit in front of class”. Similarly, the analysis revealed that 12.0 percent of the male and female students were strongly agree and only 26.6 percent of the students were agreed with the items as mentioned in table “female teacher prefer female students to sit in front of class”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “female teacher prefers female students to sit in front of class”.

Gender Disparity in Learning Environment: Table 3 provided the response of the students reference to gender disparity in learning environment. The analysis asserted the percentages and response based on frequency against the statement “gender difference has been found in library activities”. The analysis based on field data pointed out that 19.8 percent of the male and female students were strongly disagree and 45.8 percent of the students disagree reference to the statement “gender difference has been found in library activities”. Similarly, the analysis revealed that 8.1 percent of the male and female students were strongly agree and only 26.3 percent of the students were agreed with the items as mentioned in table “gender difference has been found in library activities”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “gender difference has been found in library activities”.

Table 3 Response of the Students towards Gender Disparity in Learning Environment

S. No.	Statement	SD f (%)	D f (%)	A f (%)	SA f (%)
i	Gender difference has been found in library activities	61 (19.8)	141 (45.8)	81 (26.3)	25 (8.1)
ii	Gender difference has been found in class learning	45 (14.6)	145 (47.1)	93 (30.2)	25 (8.1)
iii	Gender difference has been found to grasp the lecture	52 (16.9)	124 (40.3)	105 (34.1)	27 (8.8)
iv	Male and female students learn differently	35 (11.4)	75 (24.4)	143 (46.4)	55 (17.9)
v	Teacher focus on female students more as for male	61 (19.8)	157 (51.0)	69 (22.4)	21 (6.8)
vi	Female students have strong cognitive skills	26 (8.4)	70 (22.7)	164 (53.2)	48 (15.6)
vii	Female students have soft skills through learning	25 (8.1)	55 (17.9)	187 (60.7)	41 (13.3)

viii	Classrooms are more conducive for female students	27 (8.8)	102 (33.1)	138 (44.8)	41 (13.3)
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SA=Strongly Agree to D=Disagree

The analysis asserted the percentages and response based on frequency against the statement “gender difference has been found in class learning”. The analysis based on field data pointed out that 14.6 percent of the male and female students were strongly disagree and 47.1 percent of the students disagree reference to the statement “gender difference has been found in class learning”. Similarly, the analysis revealed that 8.1 percent of the male and female students were strongly agree and only 30.2 percent of the students were agreed with the items as mentioned in table “gender difference has been found in class learning”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “gender difference has been found in class learning”.

The analysis asserted the percentages and response based on frequency against the statement “gender difference has been found to grasp the lecture”. The analysis based on field data pointed out that 16.9 percent of the male and female students were strongly disagree and 40.3 percent of the students disagree reference to the statement “gender difference has been found to grasp the lecture”. Similarly, the analysis revealed that 8.8 percent of the male and female students were strongly agree and only 34.1 percent of the students were agreed with the items as mentioned in table “gender difference has been found to grasp the lecture”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “gender difference has been found to grasp the lecture”.

The analysis asserted the percentages and response based on frequency against the statement “male and female students learn differently”. The analysis based on field data pointed out that 11.4 percent of the male and female students were strongly disagree and 24.4 percent of the students disagree reference to the statement “male and female students learn differently”. Similarly, the analysis revealed that 17.9 percent of the male and female students were strongly agree and only 46.4 percent of the students were agreed with the items as mentioned in table “male and female students learn differently”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “male and female students learn differently”.

The analysis asserted the percentages and response based on frequency against the statement “teacher focus on female students more as for male”. The analysis based on field data pointed out that 19.8 percent of the male and female students were strongly disagree and 51.0 percent of the students disagree reference to the statement “teacher focus on female students more as for male”. Similarly, the analysis revealed that 6.8 percent of the male and female students were strongly agree and only 22.4 percent of the students were agreed with the items as mentioned in table “teacher focus on female students more as for male”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “teacher focus on female students more as for male”.

The analysis asserted the percentages and response based on frequency against the

statement “female students have strong cognitive skills”. The analysis based on field data pointed out that 8.4 percent of the male and female students were strongly disagree and 22.7 percent of the students disagree reference to the statement “female students have strong cognitive skills”. Similarly, the analysis revealed that 15.6 percent of the male and female students were strongly agree and only 53.2 percent of the students were agreed with the items as mentioned in table “female students have strong cognitive skills”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “female students have strong cognitive skills”.

The analysis asserted the percentages and response based on frequency against the statement “female students have soft skills through learning”. The analysis based on field data pointed out that 8.1 percent of the male and female students were strongly disagree and 17.9 percent of the students disagree reference to the statement “female students have soft skills through learning”. Similarly, the analysis revealed that 60.7 percent of the male and female students were strongly agree and only 13.3 percent of the students were agreed with the items as mentioned in table “female students have soft skills through learning”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “female students have soft skills through learning”.

The analysis asserted the percentages and response based on frequency against the statement “classrooms are more conducive for female students”. The analysis based on field data pointed out that 8.8 percent of the male and female students were strongly disagree and 33.1 percent of the students disagree reference to the statement “classrooms are more conducive for female students”. Similarly, the analysis revealed that 13.3 percent of the male and female students were strongly agree and only 44.8 percent of the students were agree with the items as mentioned in table “classrooms are more conducive for female students”. Hence, it concluded that most of the male and female students were in favor of the argument to the items in the tables “classrooms are more conducive for female students”.

Discussion

Gender Disparity in Enrolment: The study findings summarized that there was gender disparity in your class. Similarly, the primary data analysis highlighted that females were unequal to male in enrollment. Likewise, the study findings claimed that enrollment of the students has been based on personal merit. However, the summary of the frequency distribution declared that enrollment process of the students has been based on fairness. Comparably, the statistical analysis confirmed that female outclassed male students in enrollment. Furthermore, the primary that analysis pointed out that parents prefer for the enrollment of their females. Correspondingly, the study findings asserted that education is better for females for mate selection. In addition, the study findings indicated that educating females results in better socialization of children. The study findings had been linked with the study findings as mentioned in review. The study findings outline that results of the study articulated that stereotypes are reinforced by gendered teaching methods which is significantly prevent to equal participation in the classroom among national and international students’ in Qatar (J. Ali et al., 2024). As the analysis of the research reported that girls' aptitude to

regularly receive excellent educational opportunities is disproportionately impacted by poverty (Allen, Mahamed, & Williams, 2020). Furthermore, the study findings indicates that cultural norms favor the education of boys over that of girls with effects of lack of resources for learning achievements in Ethiopia (Ambaye, 2024; Shoaib & Ullah, 2019).

Gender Disparity in Classroom: The study findings summarized that classrooms were overcrowded with female students. Similarly, the primary data analysis highlighted that classroom activities were dominated by female's students. Likewise, the study findings claimed that classroom examples reinforce traditional gender roles. However, the summary of the frequency distribution declared that unequal teacher attention differentiates learning outcomes. Comparably, the statistical analysis confirmed that female students perform well in classroom. Furthermore, the primary that analysis pointed out that majority teachers listen female students carefully. Correspondingly, the study findings asserted that female students actively participate in classroom. In addition, the study findings indicated that female teacher prefer female students to sit in front of class. The study findings had been linked with the study findings as mentioned in review. The study findings outline that academic performance were significantly influenced by poor examination management gender roles (Abella, Urrutia, & Shneyderman, 2005). In the same way, analysis of the study pointed out that early marriages impacts to interrupt educational continuity (Adhiambo, 2019). However, the results of the study articulated that stereotypes are reinforced by gendered teaching methods which is significantly prevent to equal participation in the classroom among national and international students' in Qatar (J. Ali et al., 2024). As the analysis of the research reported that girls' aptitude to regularly receive excellent educational opportunities is disproportionately impacted by poverty (Allen et al., 2020). Furthermore, the study findings indicates that cultural norms favor the education of boys over that of girls with effects of lack of resources for learning achievements in Ethiopia (Ambaye, 2024). The study findings outline that learning achievements were linked with financial constraints to put household work ahead of their academic goals (Andersen & Andersen, 2017). In the same way, analysis of the study pointed out that bullying, harassment, and hazardous school conditions were more likely to affects the learning outcomes of girls (Atteberry, Bischoff, & Owens, 2021). However, the results of the study articulated that children's interests and confidence in particular subjects are shaped by the effects of gender stereotypes in Ohio (Bahr, Columbus, & Chen, 2022). As the analysis of the research reported that learning environments and access to necessary resources were impacted by poor management of resources and curriculum (Beaty & Davis, 2012). Furthermore, the study findings indicates that limited representation of women in academic leadership contributes to the increasing gender gap significantly effects the learning achievements at higher education level (Betakan, Owusu, & Tufuor Kwarteng, 2024).

Gender Disparity in Learning Environment: The study findings summarized that gender difference has been found in library activities. Similarly, the primary data analysis highlighted that gender difference has been found in class learning. Likewise, the study findings claimed that gender difference of students has been found to grasp the lecture. However, the summary of the frequency distribution declared that male and female students learn differently. Comparably, the statistical analysis confirmed that teacher focus on female students more as for male. Furthermore, the primary that analysis pointed out that female students have strong cognitive skills. Correspondingly, the study findings asserted that female students have soft skills through learning. In addition, the study findings indicated that classrooms are more conducive for female students. The study findings had been linked with the study findings as mentioned in review. The study findings outlined that outdated notions about women's social duties were reinforced by unequal textbook portrayal (Bodie & Dutta, 2008). In the same way, analysis of the study pointed out that girls' access to technology-enhanced educational resources was restricted to achieve learning goals at higher education level (Bong, 2004). However, the results of the study articulated that peer pressure affects girls' self-confidence in typically male-dominated fields (Boud & Bearman, 2024). As the analysis of the research reported that political instability and violence disproportionately hinder girls' capacity to obtain education in university (Brey & Wolf, 2015). Furthermore, the study findings indicated that shortage of mentorship programs significantly effects the juvenile from considering varied academic careers (Brown, Riley, Walrath, Leaf, & Valdez, 2008).

Conclusion

This study concludes that gender disparity remains a significant issue in higher education, manifesting across enrolment patterns, classroom participation, and learning conditions. Although progress has been made in improving access to higher education, noticeable gender imbalances persist across academic disciplines and levels of study. Differences in classroom participation reveal that gender-related social norms, teaching practices, and interaction dynamics continue to influence students' engagement and confidence. Furthermore, unequal learning conditions such as variations in access to resources, institutional support, and inclusive learning environments contribute to differing academic experiences among students. Collectively, these findings highlight the need for gender-responsive policies, inclusive pedagogical practices, and supportive institutional frameworks to ensure equitable access, participation, and learning outcomes for all students in higher education.

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