

Gender Inequality among Adolescents in Rural and Urban Areas: A Comparative Study

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ABSTRACT

This research paper examines gender inequality in education among rural and urban adolescents in Sultanpur district, Uttar Pradesh, India. The study aims to understand the extent of gender disparities and explore the influence of socioeconomic factors on educational opportunities, health status, responsibilities, and decision making. The research utilized a quantitative research design, collecting data through structured questionnaires from a stratified random sample of adolescents aged 12-18 years. The data were analyzed using descriptive and inferential statistics, including t-tests and ANOVA. The findings reveal significant gender differences in educational facilities and responsibilities among rural adolescents, while urban areas exhibit no significant differences. Socioeconomic status was found to impact gender inequality, with lower-middle, upper-lower, and lower socioeconomic classes experiencing higher levels of gender disparities. This research contributes to understanding the complex dynamics of gender inequality in education and provides insights for policy development and interventions aimed at promoting gender equality among adolescents in Sultanpur district.

Key Words : Gender inequality, Education, Rural adolescents, Urban adolescents, Sultanpur district, Uttar Pradesh, India, Socioeconomic status, Disparities, Responsibilities, decision making

INTRODUCTION

Background :

Gender inequality remains a persistent issue globally, affecting various aspects of individuals' lives, including education, health, and decision-making. In India, despite significant progress in promoting gender equality, disparities continue to exist, particularly among rural and urban adolescents. Sultanpur district in Uttar Pradesh (UP), India, represents a unique context for exploring gender inequality within the education sector. This chapter provides an overview of the research focus and establishes the need for studying gender inequality among adolescents in rural and urban areas of Sultanpur district.

Problem Statement:

The existing literature highlights the prevalence of gender disparities in education, health, and decision-

making processes, both nationally and internationally [1, 2]. However, limited research has specifically examined the issue of gender inequality in education among adolescents in Sultanpur district, UP, India. Understanding the extent of gender inequality in education and its variations between rural and urban areas can provide valuable insights for policy development and intervention strategies [3, 4].

Research Objectives:

The primary objective of this study is to review and analyze gender inequality with respect to education among rural and urban adolescents in Sultanpur district, UP, India. The specific objectives include:

1. To assess the gender-wise differences in educational opportunities and facilities among adolescents in urban areas.
2. To evaluate the gender disparities in educational

access and responsibilities among adolescents in rural areas.

3. To compare the extent of gender inequality in education between rural and urban areas.
4. To examine the influence of socioeconomic status on gender disparities in education among adolescents.

Research Questions:

To achieve the aforementioned objectives, this research addresses the following questions:

1. What are the gender differences in educational opportunities and facilities among urban adolescents in Sultanpur district?
2. How do gender disparities in educational access and responsibilities manifest among rural adolescents in Sultanpur district?
3. To what extent does gender inequality in education differ between rural and urban areas of Sultanpur district?
4. What is the impact of socioeconomic status on gender disparities in education among adolescents in Sultanpur district?

Significance of the Study:

This study holds significant implications for understanding and addressing gender inequality in education among adolescents in Sultanpur district. By examining the variations between rural and urban areas, policymakers, educators, and community stakeholders can gain insights into the specific challenges faced by adolescents in each context. The findings will help inform the development of targeted interventions and policies aimed at promoting gender equality and enhancing educational opportunities for all adolescents in Sultanpur district.

Literature Review :

Theoretical Frameworks:

Several theoretical frameworks have been employed to analyze gender inequality in education. One prominent framework is the social reproduction theory, which emphasizes how existing social structures and power relations perpetuate gender disparities [5]. Another relevant framework is the capability approach, introduced by Sen [4], which focuses on individuals' agency and the ability to exercise choices and capabilities. These theoretical perspectives provide valuable insights into the

complex dynamics of gender inequality in education.

Gender Inequality in Education: National and International Perspectives:

Numerous studies have examined gender disparities in education at both national and international levels. The research by Plan International [2] highlights the challenges faced by girls in accessing quality education and the importance of promoting gender equality. Additionally, the United Nations Development Programme [1] emphasizes the need to measure and address gender inequality in human development. These studies underscore the significance of understanding and addressing gender disparities in education.

Gender Inequality in Education: Rural Context:

Research specific to the rural context has shed light on the unique challenges faced by rural adolescents. Studies have identified factors such as limited educational facilities, inadequate infrastructure, socio-cultural norms, and traditional gender roles as key contributors to gender inequality in rural education [6, 7]. For instance, research by Agarwal [6] emphasizes the influence of patriarchy and household dynamics on girls' access to education in rural areas.

Gender Inequality in Education: Urban Context:

In urban areas, gender disparities in education manifest in different ways. Studies have explored issues such as gender-based violence, early marriage, and lack of equal opportunities for girls in urban settings [8, 9]. Research by Chaudhary *et al.* [8] highlights the impact of socio-economic factors, parental education, and gender stereotypes on educational outcomes among urban adolescents.

Intersectionality and Gender Inequality in Education:

Intersectionality, an important concept in understanding gender inequality, recognizes that multiple social categories (such as gender, class, caste, and ethnicity) intersect and influence individuals' experiences [10]. Intersectional analyses have shown how factors like caste, poverty, and geographical location compound gender disparities in education [11]. For example, research by Rao [11] explores the intersectionality of caste and gender in relation to educational access in rural India.

Conclusion:

The systematic literature review highlights the significance of gender inequality in education among rural and urban adolescents. Theoretical frameworks such as social reproduction theory and the capability approach provide valuable insights into the dynamics of gender disparities. National and international studies emphasize the need to address gender inequality in education. Research specific to rural and urban contexts identifies the unique challenges faced by adolescents in each setting. The concept of intersectionality emphasizes the importance of considering multiple social categories in understanding gender disparities in education.

METHODOLOGY**Research Design:**

This study employed a quantitative research design to investigate gender inequality in education among rural and urban adolescents in Sultanpur district, UP, India. The research design allowed for the collection of numerical data to analyze gender disparities in various educational aspects.

Sample Selection:

The study utilized a stratified random sampling technique to select the sample population. The target population consisted of adolescents aged 12-18 years residing in Sultanpur district. The sample was divided into rural and urban areas, ensuring representation from both contexts. The sample size was determined based on statistical considerations and practical feasibility.

Data Collection:

Data were collected through structured questionnaires administered to the selected respondents. The questionnaires were designed to capture information related to education, health status, responsibilities, and decision making. Prior to data collection, ethical considerations, informed consent, and confidentiality were ensured.

Data Analysis:

The collected data were analyzed using appropriate statistical methods. Descriptive statistics, such as means, frequencies, and percentages, were calculated to summarize the data. Inferential statistics, including t-tests and analysis of variance (ANOVA), were employed to examine gender differences in education, health,

responsibilities, and decision making between rural and urban areas.

Limitations:

It is important to acknowledge certain limitations of the study. Firstly, the findings may be specific to Sultanpur district and may not be fully generalizable to other regions. Secondly, the reliance on self-reported data may introduce response biases. Lastly, the study focused solely on quantitative data and did not incorporate qualitative methods for a deeper understanding of the experiences and perspectives of the participants.

Ethical Considerations:

Ethical considerations were given due importance throughout the research process. Informed consent was obtained from participants and their parents or guardians. Confidentiality and anonymity of the respondents were maintained by assigning unique identifiers to the data.

Conclusion:

The methodology adopted in this study employed a quantitative research design with a focus on collecting and analyzing numerical data. The sample selection, data collection, and data analysis techniques were aligned with the research objectives and aimed to provide insights into gender inequality in education among rural and urban adolescents in Sultanpur district, UP, India.

RESULTS AND DISCUSSION

The experimental result and its discussion have been presented in this paper. For the purpose of conveniences. The presentations have been sub divided under the following heads.

1. To know about general profile of the respondents.
2. To assess the gender wise differences in field of education, health status and decision making of adolescents in urban area.
3. To assess the gender wise differences in field of education, health status, responsibilities and decision making of adolescents in rural area.
4. To compare the gender differences in field of education, health status, responsibilities and decision making of adolescents of rural and urban areas.
5. To find out the effect of socio economic status on gender in equality.

Distribution of the respondents according to their age group:

The Fig. 1 shows that maximum girls respondent in urban area (26.6%) were belonged to the age group 17-19 years and minimum girl respondents were belonged to the (6.7%) aged 13-15 years maximum boys respondent belonged to (18.3%) were aged 13 to 15 years. In rural area maximum girls respondent (20.0%) were aged 17-19 years and minimum girls respondent (13.3%) were aged 15-17 years whereas, maximum boys respondent (23.3%) were belonged to the age group 17-19 years and minimum boys respondent (10.0%) were belonged to 15-17 years. age group.

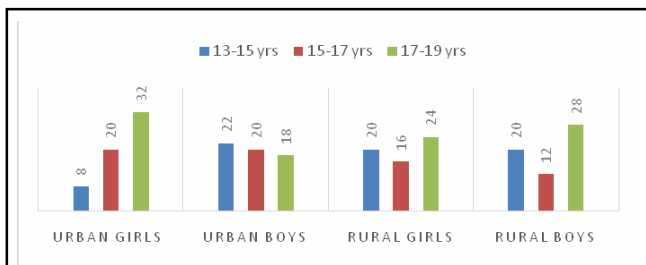


Fig. 1 : Distribution of the respondents according to their age group

Distribution of respondents according to their caste:

The Fig. 2 shows that in urban area maximum girls respondent (33.3%) were belonged to reserved caste and minimum girls respondent (16.77%) were belonged to the general caste whereas, maximum boys respondent (30.0%) were belonged to reserved caste and minimum boys respondent (20.0%) were belonged to general caste. Whereas in Rural area maximum girls respondent (26.7%) were belonged to the reserved and minimum girls respondent (23.3%) were belonged to general caste whereas, maximum boys respondent (30.0%) were belonged to the general category and minimum boys respondent were belonged to (20.0%) reserved caste.

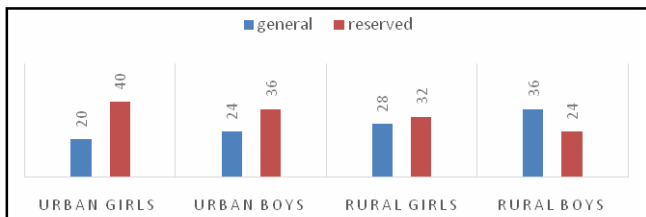


Fig. 2 : Distribution of respondents according to their caste

Distribution of respondents according to their religion:

The Fig. 3 shows that in urban area maximum girls respondent (20.0%) were belonged to Hindu religion and minimum girls respondent (6.66%) were belonged to the other religions whereas, maximum boys respondent (19.17%) were belonged to Hindu religion and minimum boys respondent (8.33%) were belonged to other religions. Whereas in Rural area maximum girls respondent (25.0%) were belonged to the Hindu religion and minimum girls respondent (8.3%) were belonged to Sikh religion whereas, maximum boys respondent (26.7%) were belonged to the Hindu religion and minimum boys respondent were belonged to (1.6%) other religions.

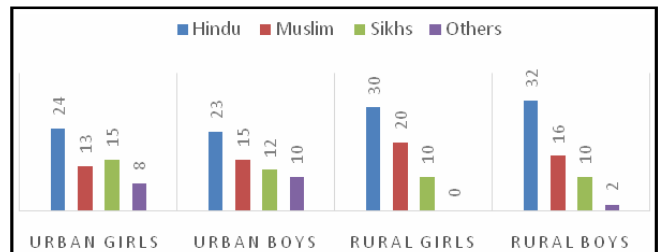


Fig. 3 : Distribution of respondents according to their religion

Average Educational facilities of urban respondents according to their age group:

The Fig. 4 shows that in the field of education average educational facilities 53.8 were found to be more in the 17-19 years age group of adolescent girls followed by 15-17 years age group. Average education facilities of urban boys 54.7 were found to be more in the 17-19 years age group followed by 13-15 years age group. More deviation were found to be 15-17 years age group because in this age adolescent boys and girls more deviate towards the eructation.

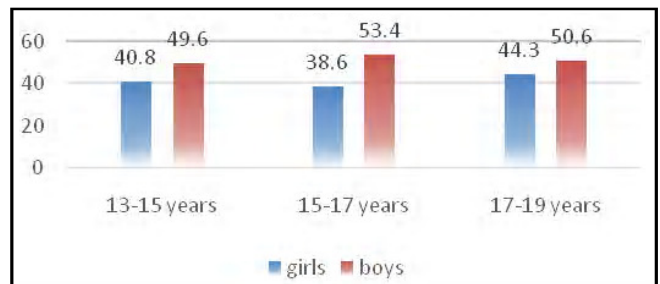


Fig. 4 : Average Educational facilities of urban respondents according to their age group

Average responsibilities of the urban adolescents according to their age group:

It is well illustrated by the above Fig. 5 that in urban area average responsibilities 48.1 were found in the 17-19 years age group of adolescent girls followed by 15-17 years age group. Average responsibilities 46.2 of urban boys was maximum at the age 15-17 years followed by 13-15 years age group. More deviation was found to be 13-15 years age group *i.e.* 45.3 average responsibilities of urban respondents as per their age group. In the field of responsibilities girls were have got similar responsibility as the boys in urban areas.

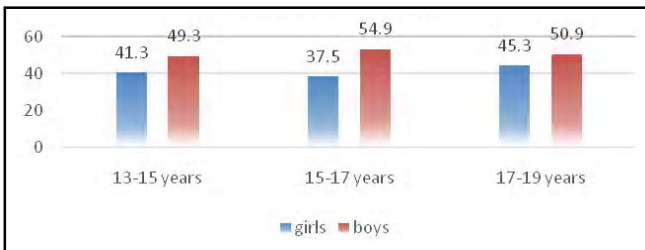


Fig. 5 : Average responsibilities of the urban adolescents according to their age group

Average decision making status of the urban adolescents according to their age group:

The Fig. 7 shows that in the field of decision-making average decision making 54.8 were found to be more in the 17-19 years age group of adolescent girls followed by 15-17 years age group. Average decision making of urban boys 61.4 were found to be more in the 17-19 years age group followed by 15-17 years age group. More deviation were found to be 15-17 years age group because in this age adolescent boys and girls more deviate towards the eructation.

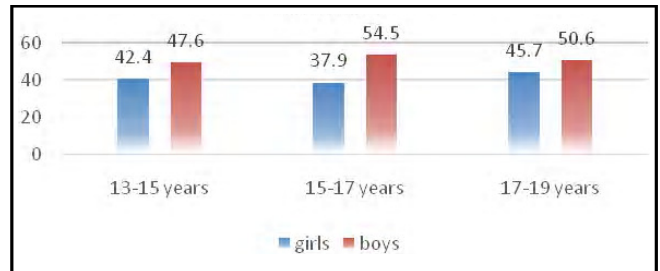


Fig. 7 : Average decision making status of the urban adolescents according to their age group

Average health status of the urban adolescents according to their age group:

The Fig. 6 reveals that health wise gender difference in urban area according to their age group. In urban area average health facilities 62.7 were found to be more in the 15-17 years age group of adolescent girls followed by 17-19 years age group. Average health facilities 66.1 were found to be more in 17-19 years age group of adolescent boys followed by 15-17 years age group. More deviation were found to be 13-15 years age group in urban girls, 15-17 years age group in urban boys. In the field of health girls were found less health facilities to compare with boys in urban areas.

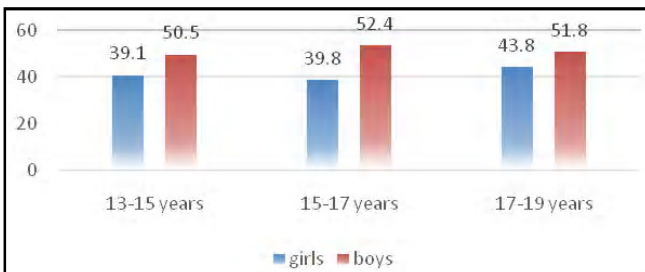


Fig. 6 : Average health status of the urban adolescents according to their age group

Average Educational facilities of rural respondents according to their age group:

The Fig. 8 shows that in the field of education average educational facilities 36.9 were found to be more in the 13-15 years age group of adolescent girls followed by 15-17 years age group. Average education facilities of rural boys 47.7 were found to be more in the 17-19 years age group followed by 13-15 years age group. More deviation were found to be 15-17 years age group because in this age adolescent boys and girls more deviate towards the eructation. In rural area, girls were have less educational facilities to compare with rural boys.

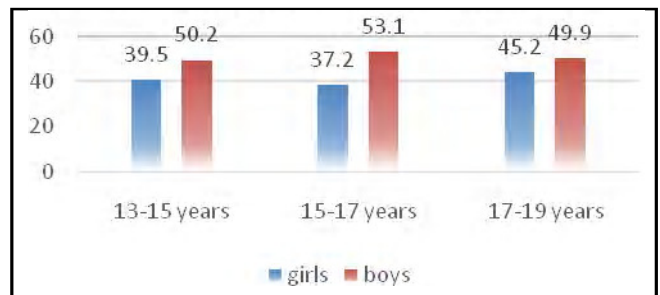


Fig. 8 : Average Educational facilities of rural respondents according to their age group

Average responsibilities of the rural adolescents according their age group:

It is well illustrated by the Fig. 9 that in rural area average responsibilities 39.7 were found to be more 17-19 years age group of adolescent girls followed by 15-17 years age group. Average responsibilities 45.3 of urban boys was maximum at the age 17-19 years followed by 13-15 years age group. More deviation was found to be 13-15 years age group. In the field of responsibilities girls were have got less responsibility as the boys in urban areas.



Fig. 9 : Average responsibilities of the rural adolescents according their age group

Average health status of the rural adolescents according to their age group:

The Fig. 10 reveals that health wise gender difference in rural area according to their age group. In rural area average health facilities 42.6 were found to be more in the 13-15 years age group of adolescent girls followed by 15-17 years age group. Average health facilities 52.5 were found to be more in 15-17years age group of adolescent boys followed by 17-19 years age group. More deviation were found to be 15-17 years age group in rural respondents. In the field of health girls were found less health facilities to compare with boys in rural areas.

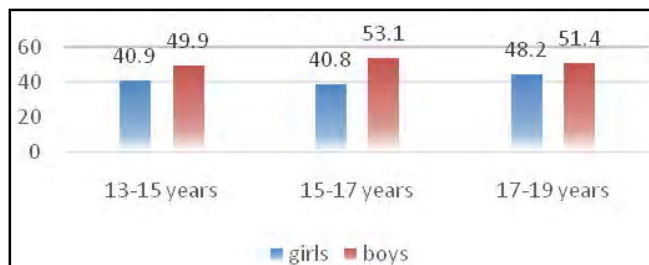


Fig. 10 : Average health status of the rural adolescents according to their age group

Average decision-making status of the rural adolescents according to their age group:

The Fig. 11 shows that in the field of decision-making average decision making 44.3 were found to be more in the 17-19 years age group of adolescent girls followed by 13-15 years age group. Average decision making of urban boys 53.4 were found to be more in the 15-17 years age group followed by 17-19 years age group. More deviation were found to be 15-17 years age group because in this age adolescent boys and girls more deviate towards the eructation.

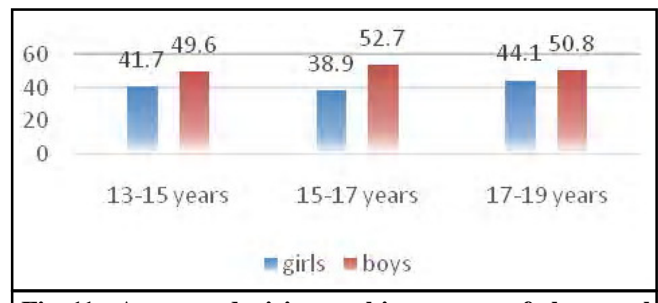


Fig. 11 : Average decision-making status of the rural adolescents according to their age group

Comparison between Average educational facilities of the urban and rural adolescents according to their family income group:

The Fig. 12 shows that education wise gender difference in rural and urban areas according to income group. In the field of education average educational facilities 54.2 were found to be more in the 40,000 and above income group of the adolescent girls followed by 20-40k income group. Average educational facilities of urban boys in the field of education 54.9 were found to be more in the 40,000 and above income group followed by 20-40k income group. In rural area average educational facilities 33.1 were found to be more in 20,000-40,000 income group of adolescent girls followed by >40,000 income group and average educational facilities 42.1 of boys were belonged to 40,000 and above income group followed by 20,000-40k income group. More deviation were found to be 20,000-40,000 income group because in this age adolescent boys and girls more deviate towards the education. In the field of education in rural area both girls and boys were have less educational facilities to compare with urban area. In rural area girls were have less education facilities to compare with rural boys whereas, in urban area both girls and boys were have almost equal opportunity for education.

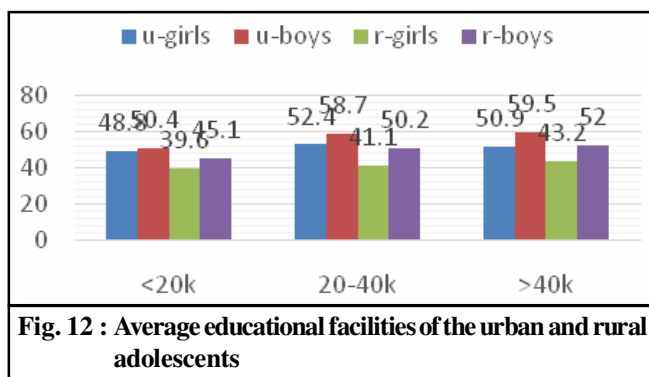


Fig. 12 : Average educational facilities of the urban and rural adolescents

Comparison of Average responsibilities of urban and rural adolescents according to their income group:

The Fig. 13 shows that responsibilities wise gender difference in rural and urban areas according to income group. In urban area average responsibilities 48.5 were found to be more in <20k income group of adolescent girls followed by >40,000 income group. Average responsibility 51.9 of urban boys in the field of responsibility were found to be more in the 20-40k income group followed by <20,000 income group. In rural area average responsibility 37.5 were found to be more in the 40,000 and above income group of adolescent girls followed by 20,000-40k income group. Average responsibility 42.8 were found to be more in the >40,000 income group of adolescent boys followed by <20,000 income group. More deviation were found to be <20,000 income group. In the field of responsibility boys were have got more responsibilities in both rural and urban areas. In urban area girls were found more responsibilities to compare with rural girls.

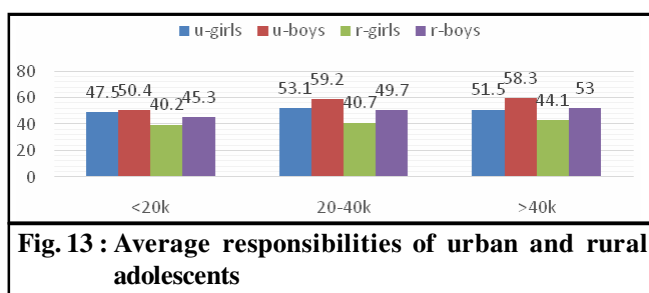


Fig. 13 : Average responsibilities of urban and rural adolescents

Comparison of Average health status of the rural and urban adolescents according to their income group:

The Fig. 14 shows that average health facilities 64.6 were found to be more in 40,000 and above family

income group of adolescent urban girls followed by <20,000 income group. In urban area average health facilities were found to be more in the 40,000 and more income group of urban adolescent boys followed by 20-40k income group. In rural area average 43.2 health facilities were found to be more in the >40,000 family income group of adolescent girls followed by 20-40k family income group. Average 52.0 health facilities of rural boys were found to be more in the >40,000 family income group followed by 20-40k family income group. More deviation were found to be 20,000-40,000 family income group of urban girls and rural girls, <20,000 family income group in urban boys, 20-40k and above family income group in rural boys. In the field of health girls were found less health facilities to compare with boys in rural area. In the field of health rural girls were found less health facilities to compare with urban girls.

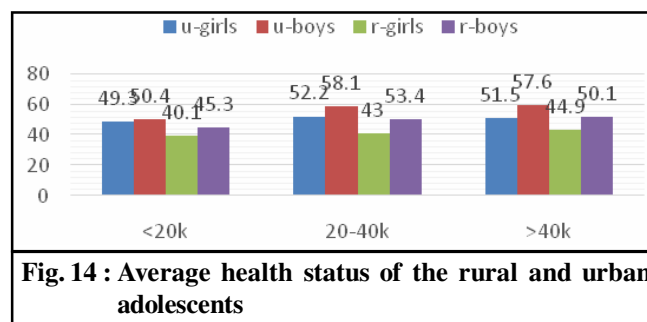
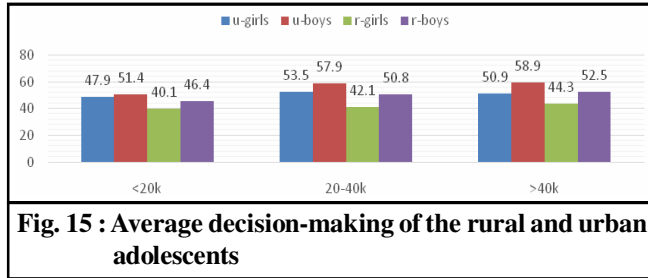


Fig. 14 : Average health status of the rural and urban adolescents

Comparison of Average decision-making status of the rural and urban adolescents according to their income group:

The Fig. 15 shows that average decision making 52.4 were found to be more in 20-40k family income group of adolescent urban girls followed by >40,000 and more income group. In urban area average decision making were found to be 59.5 more in the 40,000 and more income group of urban adolescent boys followed by 20-40k income group. In rural area average 43.2 decision making were found to be more in the >40,000 family income group of adolescent girls followed by 20-40k family income group. Average 52.0 decision making of rural boys were found to be more in the >40,000 family income group followed by 20-40k family income group. More deviation was found to be >40,000 family income group of urban girls and rural girls, 20,000-40k family income group in urban boys, 20-40k income group in rural boys. In the field of decision making were found less decision-making facilities to compare with boys in rural

area. In the field of decision making rural girls were found less decision making facilities to compare with urban girls.



Comparison between mean value of educational facilities of rural and urban respondents:

Interpretation: from the p value of levene’s test we can see that there are enough evidences present for supporting our null hypothesis which is that the variance of two independent groups are same. Now from the second table of t test we can see that p value is greater than 0.05 so we can interpret that there is not any significant difference in the mean values of average educational facilities of urban boys and urban girls.

Independent Samples Test										
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
urban respondents	Equal variances assumed	.489	.486	-1.535	118	.053	-.61667	1.15163	-2.89720	1.66387
	Equal variances not assumed			-1.535	117.305	.053	-.61667	1.15163	-2.89734	1.66401

Interpretation: from the p value of levene’s test we can see that there are not enough evidences present for supporting our null hypothesis which is that the variance of two independent groups are same, so we will interpret that the variance between the two gender groups is not same. Now from the second table of t test we can see that p value is less than 0.05 so we can interpret that there is a significant difference in the mean values of average educational facilities of rural boys and rural girls.

Independent Samples Test										
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
rural respondents	Equal variances assumed	58.627	.000	-4.542	118	.000	-9.43333	2.07702	-13.54639	-5.32027
	Equal variances not assumed			-4.542	81.863	.000	-9.43333	2.07702	-13.56529	-5.30139

Comparison between mean value of responsibilities of rural and urban respondents:

Interpretation: as the p value of the levene’s test for both rural and urban area is less than 0.05 so we can interpret that there is a significant difference in the variance of gender groups of rural and urban areas, from the t test table we can see that all the p values is less

than 0.05 so we can interpret that there is a significant difference in the mean value of responsibilities of boys and girls of urban and rural areas.

Independent Samples Test										
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
urban	Equal variances assumed	18.642	.000	-3.034	118	.003	-4.60000	1.51613	-7.60235	-1.59765
	Equal variances not assumed			-3.034	95.350	.003	-4.60000	1.51613	-7.60975	-1.59025
rural	Equal variances assumed	33.590	.000	-2.254	118	.026	-4.90000	2.17399	-9.20510	-.59490
	Equal variances not assumed			-2.254	96.008	.026	-4.90000	2.17399	-9.21534	-.58466

Comparison between mean value of health status of rural and urban respondents:

Interpretation: as the p value of the levene’s test for rural area is more than 0.05 so we can interpret that there is no significant difference in the variance of gender groups of rural areas, similarly as the p value of the levene’s test for urban area is less than 0.05 so we can interpret that there is a significant difference in the variance of gender groups of urban areas. From the t test table we can see that the p value of rural area is less than 0.05 so we can interpret that there is a significant difference in the mean value of health status of boys and girls of rural areas. Similarly, we can see that the p value of rural area is more than 0.05 so we can interpret that there is no significant difference in the mean value of health status of boys and girls of urban areas.

Independent Samples Test										
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
rural/hs	Equal variances assumed	.645	.423	-3.884	118	.000	-8.15000	2.09844	-12.30548	-3.99451
	Equal variances not assumed			-3.884	103.070	.000	-8.15000	2.09844	-12.31173	-3.98927
urban/hs	Equal variances assumed	44.196	.000	-1.463	118	.146	-5.41667	4.38739	-15.10489	2.27156
	Equal variances not assumed			-1.463	82.439	.147	-5.41667	4.38739	-15.14389	2.31055

Comparison between mean value of decision making of rural and urban respondents:

Interpretation: as the p value of the levene’s test for both rural and urban area is more than 0.05 so we can interpret that there is not any significant difference in the variance of gender groups of rural and urban areas, from the t test table we can see that all the p values is less than 0.05 so we can interpret that there is a significant difference in the mean value of decision making of boys and girls of urban and rural areas.

Independent Samples Test										
		Levene's Test for Equality of Variances		t Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00018	Equal variances assumed	.000	1.000	-84.785	118	.000	-5.70000	.06723	-5.83313	-5.56687
	Equal variances not assumed			-84.785	118.000	.000	-5.70000	.06723	-5.83313	-5.56687
VAR00019	Equal variances assumed	.000	.984	-134.917	118	.000	-7.93333	.05806	-7.94845	-7.71836
	Equal variances not assumed			-134.917	105.722	.000	-7.93333	.05806	-7.94845	-7.71822

Effect of socio economic status on gender inequality:

For urban respondents, Effect of socio economic status:

Interpretation: From the above cross tab we can interpret that out of 120 urban respondents, 12,17,5 respondents belong to lower middle, upper lower, lower class respectively and all of them facing the problem of gender inequality while 19 respondents from upper class do not face any case of gender inequality. The rest 67 respondents belong to upper middle class; in which 54 respondents face the issue of gender inequality and the only 13 respondents are acted negatively about the gender inequality problem.

socio economic status * ever faced gender inequality Crosstabulation

Count		ever faced gender inequality		Total
		no	yes	
socio economic status	upper class	19	0	19
	upper middle	13	54	67
	lower middle	0	12	12
	upper lower	0	17	17
	lower	0	5	5
Total		32	88	120

For rural respondents, Effect of socio-economic status:

Interpretation: From the above crosstab we can interpret that out of 120 rural respondents, 45,34,14 respondents belong to lower middle, upper lower, lower class respectively and all of them facing the problem of gender inequality while 8 respondents from upper class do not face any case of gender inequality. The rest 19 respondents belong to upper middle class; in which 9 respondents face the issue of gender inequality and the only 10 respondents are acted negatively about the gender inequality problem.

socio economic status in rural area * ever faced gender inequality in rural area Crosstabulation

Count		ever faced gender inequality in rural area		Total
		no	yes	
socio economic status in rural area	upper class	8	0	8
	upper middle	10	9	19
	lower middle	0	45	45
	upper lower	0	34	34
	lower	0	14	14
Total		18	102	120

Conclusion:

The conclusions drawn from the presented results and discussions are as follows:

1. General Profile of Respondents: The study examined the demographic characteristics of the respondents and provided a general profile of the participants.

2. Gender Differences in Urban Areas: The research analyzed the gender differences in the fields of education, health status, and decision making among adolescents in urban areas. The findings indicated that there was no significant difference in the mean values of average educational facilities between urban boys and girls.

3. Gender Differences in Rural Areas: In contrast to urban areas, the study revealed that there was a significant difference in the mean values of average educational facilities between rural boys and girls. Additionally, significant differences were observed in responsibilities between genders in both rural and urban areas.

4. Comparing Rural and Urban Areas: The research compared the gender differences in education, health status, responsibilities, and decision making between adolescents in rural and urban areas. The findings indicated that there were significant differences in responsibilities and decision making between genders in both rural and urban areas.

5. Socioeconomic Status and Gender Inequality: The study examined the effect of socioeconomic status on gender inequality. The results showed that respondents from lower middle, upper lower, and lower socioeconomic classes faced gender inequality issues, while those from the upper class had fewer instances of gender inequality. Furthermore, a significant proportion of respondents from the upper middle class experienced gender inequality.

In conclusion, the research findings highlight the presence of gender disparities in various aspects of adolescents' lives, including education, health, responsibilities, and decision making. The study underscores the importance of addressing these gender inequalities, particularly in rural areas, and emphasizes the influence of socioeconomic status on gender disparities. These findings contribute to the understanding of gender dynamics and provide insights for implementing policies and interventions aimed at promoting gender equality among adolescents.

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