



# How does the university achieve gender equality in education? An applied study

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**Abstract:** Gender equality in education is a critical issue that plays a significant role in achieving sustainable development by providing equal learning opportunities for all individuals, regardless of gender. The aim of this study was to examine the importance of gender equality in education through a survey administered to a sample of 70 students. The research gap lies in the limited studies addressing the effectiveness of legal policies and the cultural and social challenges that impact gender equality in education in the UAE. The findings indicate that the UAE has made considerable progress in promoting gender equality in education, with an average score of 3.37, reflecting a moderate level of achievement. However, the results also revealed that legal reforms aimed at promoting gender equality still require improvement, as the statement regarding legal policies received the lowest score (2.90). The main challenges identified were cultural attitudes towards girls' education, with proposed solutions focusing on expanding educational initiatives in remote areas. Additionally, significant gender differences in education were observed, highlighting the need for further efforts to ensure equal educational opportunities.

**Keywords:** cultural challenges, education policies, gender equality, sustainable development, education system

## 1. Introduction

Gender equality in education remains one of the most pressing issues for governments and global organisations today. Despite significant progress, disparities between male and female education persist, especially in certain societies where access to education is still unequal based on gender or social status. Numerous solutions have been proposed to address this crisis, yet the promotion of equity and equal learning opportunities for all genders remains a primary objective of international bodies such as the United Nations (Isa, 2021).

In many societies, girls and women face significant discrimination in education. Gender-based inequalities manifest in various forms, including differential treatment by teachers and peers, leading to a clear distinction between the educational experiences of boys and girls (Bakr, 2019). This discrimination, which often stems from deep-seated societal norms, has far-reaching consequences, negatively impacting not only the educational development of girls but also their future work life (Shehata, 2020).

Despite these challenges, women often emerge as high achievers within educational systems. They frequently outperform men at all levels of education, demonstrating resilience and success despite systemic barriers (Fouad, 2022). However, girls in many regions still encounter significant obstacles to education, including economic barriers, cultural practices such as early marriage, and the geographical distribution of educational institutions (Adel, 2020).

The United Arab Emirates (UAE), recognising the importance of gender equality in education, has made considerable strides in addressing these issues. The government has enacted policies and allocated resources to foster gender equality in education, aiming to create a more inclusive society. Public awareness campaigns have also been launched to educate both young people and adults about the critical role of female education in national development (Abed, 2019).

### **1.1. Significance of the Study**

This study seeks to address several key objectives, including eliminating gender discrimination, challenging traditional customs and beliefs, and raising awareness about the importance of women's education for national development. Understanding these factors is essential for promoting gender equality and ensuring that all individuals, regardless of gender, have equal access to educational opportunities.

### **2.1. Problem Statement**

Despite global efforts to close the gender gap in education, significant disparities persist, particularly in Africa and parts of

West Asia. In many regions, girls still face inequality in accessing both primary and higher education, with secondary and university enrollment rates lagging behind those of boys (Shalgum, 2020). Economic hardship, cultural practices, and logistical barriers, such as the lack of nearby schools, continue to limit educational access for girls. Parents in some societies, often due to economic constraints, prioritise boys' education over girls', assuming that the former will contribute more to the household's financial stability (Isa, *ibid.*).

Additionally, girls in many schools receive less support and fewer opportunities compared to their male counterparts, leading to neglect of their educational needs and hindering their academic progress (Abed, *ibid.*). Despite these challenges, the UAE has made significant efforts to achieve gender parity in education, with women now serving as ministers and parliamentarians. However, there are still gaps that need to be addressed (Fouad, *ibid.*). This study aims to explore the status of gender equality in education in the UAE, focusing on the experiences of students at University.

### **3.1. Study Objectives**

1. To examine the role of the UAE in promoting gender equality in education.
2. To identify the challenges faced by the UAE in achieving gender equality in education.
3. To propose solutions to enhance gender equality in education within the UAE.
4. To investigate the impact of gender on the effectiveness of educational policies and programs in the UAE.

### **4.1. Questions**

1. What is the role of the UAE in promoting gender equality in education?
2. What challenges does the UAE face in achieving gender equality in education?

3. What solutions can be proposed to enhance gender equality in education within the UAE?

### **Hypothesis**

**H0.** There is no significant moral impact of the role of the UAE in achieving gender equality in education, attributed to gender differences (male vs. female).

### **5.1. Literature review**

Fouad (2022) explored gender equality in Arab countries, using a descriptive approach with a sample of 12 Arab nations. The study found significant disparities, with countries like Somalia and Mauritania exhibiting limited gender equality, while the UAE, Qatar, and Kuwait had made considerable progress. The study emphasised the need for further advancement in gender equality. In the same field Adel (2020), investigated the role of gender equality in sustainable development, found that gender equality plays a crucial role in achieving sustainable development. The study, based on a sample of 120 students, recommended continued efforts to attain gender equality in all sectors. Abed (2020) examined the impact of gender equality on development in Oman. The study found that gender equality has a significant positive effect on development and called for increased awareness and advocacy to further gender equality. Also Chalgoum (2020) studied the empowerment of Moroccan women from the perspective of gender equality. The study revealed that promoting gender equality enhances women's empowerment in Morocco and recommended societal awareness campaigns to support this initiative.

### **6.1. Theoretical Framework**

#### ***6.1.1. The Concept of Gender Equality***

Gender equality refers to the principle of ensuring that individuals, regardless of gender, have equal access to opportunities and resources, particularly in education. As women represent nearly half of the global population, the pursuit of gender equality in education has become a significant societal objective. Women continue to advocate for their basic rights to education and strive

for independence and self-reliance. The core aim of gender equality is to eliminate societal discrimination and provide equitable opportunities for all, irrespective of gender (Zayed, 2019).

In the educational context, gender equality entails offering fair and equal educational opportunities to all individuals without discrimination based on gender. This includes ensuring that educational resources, activities, and opportunities are distributed equitably among students in the classroom and across the broader educational system (Hassan, 2019). The foundations for equality in education have been established to ensure that all members of society—especially children and girls from disadvantaged areas—are granted the opportunity to learn and grow. Governments and international organisations must strive to provide gender-sensitive education and create an inclusive, equitable learning environment, as this remains one of the most pressing challenges in many societies (Abdus Salam, 2019).

### ***6.1.2. Gender Rights in Education***

Access to education is considered one of the most fundamental human rights, as advocated by numerous international and human rights organisations (Mahmoud, 2019). These rights encompass the following:

- The right to free primary education, especially in the early stages, with equal opportunities for both vocational and academic education.
- Equity in the development of curricula, assessments, and the provision of learning resources, ensuring they are available to all students without bias.
- Equal access to scholarships and financial aid for all students.
- The promotion of adult literacy and education programs, particularly those aimed at reducing educational disparities between genders.

- Community awareness campaigns to address the negative effects of girls' school drop-out rates and the development of educational programs to support girls who have left school prematurely.
- Equal access to extracurricular activities, including sports, for both male and female students (Yunus, 2019).

### ***6.1.3. Forms of Equality in Education***

The studies found different forms of equality, and the most well-known of them are:

#### **Equality of Educational Opportunities**

Providing equal and fair access to education for all students, regardless of gender, socioeconomic background, ethnicity, or religion, is a key tenet of gender equality in education (Said, 2019).

**Equal Access to Education:** Governments and community organisations must ensure equal educational opportunities for all, particularly by establishing schools in rural and geographically remote areas. Public education should be provided for free to enable families from low-income backgrounds to enroll their children in school (Salah, 2019).

**Equality in the Quality of Education:** A unified and standardised curriculum should be developed for all students across various schools. However, challenges exist in ensuring quality control, as many factors, such as resources and teacher training, can affect the educational experience (Al-Saadani, 2019).

**Equality in Higher Education:** Higher education opportunities, including scholarships, should be allocated fairly based on student enrollment numbers for each academic year. Both public and private universities should be developed to ensure equal access to higher education for all students (Zayed, *ibid.*).

**Equality in Digital Education:** With the advancement of technology, digital learning and online platforms have become increasingly important. Governments must ensure that all students

have access to the necessary technological tools and resources, providing equal opportunities for learning regardless of gender or location (Hassan, *ibid.*).

#### **6.1.4. Achieving Equality in Education**

To achieve gender equality in education, collaborative efforts between governments, educational institutions, and communities are essential (Abdus Salam, *ibid.*). Key strategies to promote gender equality include:

1. **Increased Investment in Education:** Governments should allocate more resources to the educational sector, increasing budgets for schools and universities, particularly in underserved and remote areas. This includes providing sufficient educational materials, resources, and qualified teaching staff (Mahmoud, *ibid.*).

2. **Provision of Necessary Educational Resources:** It is crucial to ensure that essential educational resources, such as qualified teachers and comprehensive curricula, are available to all students, regardless of gender (Yunus, *ibid.*).

3. **Promotion of Gender Equality Awareness:** Achieving gender equality in education requires raising awareness about its importance, not only within the education system but also in society at large. This includes highlighting the significant role of women's education in societal development (Said, *ibid.*).

4. **Implementation of Compulsory Education Laws:** Government policies should ensure that all children receive an education by enforcing laws on compulsory education, particularly at the pre-university level. These laws should ensure that families have access to free public education (Salah, *ibid.*).

5. **Eliminating School Drop-Outs:** The phenomenon of school drop-out is a significant barrier to achieving gender equality. Various factors, such as early marriage, long travel distances to school, and socio-economic pressures, contribute to this issue. Addressing these factors is essential to ensure that all students, particularly girls, can complete their education (Al-Saadani, *ibid.*).

6. Creating an Inclusive Educational Environment: Ensuring a safe and supportive educational environment is crucial for promoting gender equality. This involves creating schools that are geographically accessible, free from discrimination, and equipped with resources that meet students' needs (Zayed, *ibid.*).

### ***1.1.5. The Negative Impact of Inequality in Education***

Gender inequality in education leads to widespread societal disparities, with women often bearing the brunt of these inequities. The negative effects of educational inequality include:

- **Spread of Ignorance:** Gender-based educational disparities contribute to widespread ignorance, particularly when girls are denied access to education (Hassan, *ibid.*).
- **Increased Poverty Rates:** The lack of equal educational opportunities contributes to greater poverty and economic instability, as individuals without education struggle to secure well-paying jobs (Said, *ibid.*).
- **Higher Crime Rates:** Educational inequality can result in a lack of opportunities, leading individuals to resort to criminal activities as a means of survival (Al-Saadani, *ibid.*).
- **Poor Economic Development:** Societies that do not provide equal educational opportunities to both men and women are likely to face slower economic development, as human resources are underutilised and potential innovations are stifled (Zayed, *ibid.*).
- **Increased Social Inequality:** Educational disparities create significant cultural and social gaps within society. When girls are deprived of education, it exacerbates gender differences and limits societal progress (Hassan, *ibid.*).

## **2. Methodology**

### **2.1 Research Design**

A mixed-methodologies strategy was used in this research to gather and analyse data, integrating quantitative and qualitative methods. The present study adopts a **descriptive approach**, which is well-



suiting for understanding and analysing the phenomenon under investigation. This approach allows for a comprehensive examination of the subject matter by providing detailed information about the study's variables and context.

## 2.2. Participants

The study population consists of all students enrolled at AAU (University) during the academic year 2023/2024. The sample was selected using simple random sampling, consisting of 70 students. The following table provides the demographic distribution of the study sample.

**Table 1:** *Distribution of the study sample by demographic variables*

Variable	Level	Sample Size	Percentage (%)
Gender	Male	45	64.3%
	Female	25	35.7%
	Total	70	100%
Age	20-30 years	18	25.7%
	31-40 years	30	42.8%
	41-50 years	12	17.2%
	51 years and above	10	14.3%
	Total	70	100%
Marital Status	Single	10	14.3%
	Married	40	57.1%
	Divorced	11	15.7%
	Widowed	9	12.9%
	Total	70	100%
Employment Status	Government Sector Employee	35	50%
	Private Sector Employee	25	35.7%
	Self-Employed	10	14.3%
	Total	70	100%
Income Level	Less than 6,000/month	9	12.8%
	7,000-13,000/month	41	58.6%
	More than 14,000/month	20	28.6%
	Total	70	100%

From Table 1, we observe that The male participants in the sample comprise 64.3% (45 students), while females account for 35.7% (25 students). The largest age group is 31-40 years, which constitutes 42.8% of the sample, while the smallest group is those aged 51 and above at 14.3%. The majority of participants are married (57.1%), while widowed individuals represent the smallest group at 12.9%. Government sector employees make up the largest employment category at 50%, and self-employed individuals represent the smallest category at 14.3%. The majority of participants fall within the income range of 7,000-13,000 per month (58.6%), with the smallest group earning less than 6,000 per month (12.8%).

### 2.3 Data Collection

In order to collect both quantitative and qualitative data, a thorough data collecting approach was put into place. Surveys were used in the approach, The study tool consists of two main sections: The first section content of Demographic Characteristics: This section collects basic information about the participants, such as gender, age, marital status, employment status, monthly income, and family size. The second section includes items designed to answer the research questions and achieve the study's objectives. The questionnaire comprises 14 items grouped into three main sections: First Axis: The role of the UAE in promoting gender equality in education (5 items):

1. The UAE provides education to all nationalities on its soil.
2. The UAE provides schools that accept diversity in cultures and gender.
3. The UAE trains educational personnel who believe in the right of all individuals to education.
4. The UAE designs curricula that promote gender equality in education.
5. The UAE legislates laws that ensure equality between men and women in education.

The Second Axis: The challenges facing the UAE in achieving gender equality in education (4 items):

1. Customs and traditions that prevent females from advancing in their education.

2. The great diversity of nationalities in the UAE, which can be a challenge for achieving equality in education.

3. The lack of belief among some educational professionals in the right of both genders to education, particularly at higher levels.

4. The lack of awareness among some parents about the importance of educating girls.

The Third Axis: Proposed solutions to enhance gender equality in education in the UAE (5 items):

1. Organising workshops to raise awareness among parents about gender equality in education.

2. Enacting laws that guarantee gender equality in education.

3. Launching television programs to raise awareness of gender equality in education.

4. Implementing educational initiatives in remote and underserved areas.

5. Raising awareness among education stakeholders about the importance of gender equality in education.

To ensure the validity of the tool, the initial version of the questionnaire was submitted to the supervising professor for review. The feedback provided was used to assess the clarity, language, and relevance of the questionnaire items, and any necessary revisions were made accordingly. To test the reliability of the questionnaire, the Cronbach's Alpha coefficient was calculated, as shown in Table 2:

**Table 2:** Cronbach's alpha reliability coefficient

Tool	Internal Consistency Reliability (Cronbach's $\alpha$ )
Questionnaire	0.90

From Table 2, we observe that the Cronbach's Alpha value of 0.90 indicates strong internal consistency and suggests that the questionnaire is well-constructed and suitable for the purposes of this study.

### 2.4 Intervention Scoring System

To evaluate the responses to the study's questionnaire, a five-point Likert scale was used, with the following scoring system:

- 5 points: Very High
- 4 points: High
- 3 points: Moderate
- 2 points: Low
- 1 point: Very Low

For analysing the study's findings, the following interpretation of the scores was used:

- Low score: 1.00 to 2.33
- Moderate score: 2.34 to 3.67
- High score: 3.68 to 5.00

This scoring system helps categorise the responses and provide meaningful insights into the study's variables.

## 2.5 Data Analysis

The data were analysed using IBM SPSS Statistics software. The analysis included:

Descriptive statistics to summarise participant characteristics and overall trends. Descriptive statistics (mean, standard deviation) were used to evaluate responses, while t-tests were used to assess differences based on personal variables

## 3. Results

**1.3. Results of the First Research Question:** What is the role of the UAE in gender equality in education?

Table (3) presents the arithmetic means and standard deviations of the responses to the statements related to the role of the UAE in gender equality in education.

**Table 3:** *Averages and standard deviations of responses on the uae's role in gender equality in education*

Rank	Statement	Mean	Standard Deviation	Degree	Relative Values (%)	Test T	Significance Level
1	The UAE provides schools that accept diversity in cultures and gender.	3.82	0.73	High	76.40	44.343	0.000
2	The UAE designs curricula that promote gender equality in education.	3.70	0.98	High	74.00	41.428	0.000
3	The UAE trains educational staff who believe in the right of everyone to education.	3.42	1.51	Moderate	68.40	41.846	0.000
4	The UAE provides education to all nationalities on its soil.	3.38	1.43	Moderate	67.60	42.970	0.000
5	The UAE enacts laws that promote equality between men and women in education.	2.90	1.65	Moderate	58.00	55.930	0.000
<b>Overall</b>		<b>3.37</b>	<b>1.91</b>	<b>Moderate</b>	<b>67.40</b>	<b>54.650</b>	<b>0.000</b>

From Table 3, the overall arithmetic mean of the responses regarding the UAE's role in promoting gender equality in education is 3.37, which corresponds to a moderate rating. The responses to individual statements ranged from 2.90 to 3.82. Notably, two statements received a high score: Statement 2: "The UAE provides schools that accept diversity in cultures and gender," with a mean of 3.82. Statement 4: "The UAE designs curricula that promote gender equality in education," with a mean of 3.70. The remaining statements received a moderate score, with the highest being 3.42 for "The UAE trains educational staff who believe in the right of everyone to education," and the lowest being 2.90 for "The UAE enacts laws that promote equality between men and women in education."

**2.3. Results of the Second Research Question:** What are the challenges facing the UAE in gender equality in education?

**Table 4:** Averages and Standard Deviations of Responses on Challenges to Gender Equality in Education in the UAE

Rank	Statement	Mean	Standard Deviation	Degree	Relative Values (%)	Test T	Significance Level
1	Some educational workers do not believe in the right of both sexes to education, especially at higher levels.	3.74	0.79	High	74.80	49.205	0.000
2	Some parents are unaware of the need to educate girls.	3.69	0.92	High	73.80	52.179	0.000
3	The large diversity of nationalities in the UAE creates a burden on the state in terms of education and equality.	3.47	1.41	Moderate	69.40	55.528	0.000
4	There are customs and traditions that prevent females from advancing in education at higher levels.	2.54	1.65	Moderate	55.60	50.674	0.000
Overall		3.03	1.80	Moderate	60.60	51.831	0.000

As shown in Table 4, the overall arithmetic mean for the challenges facing gender equality in education in the UAE is 3.03, indicating a moderate level of challenge. The responses to the statements ranged between 2.54 and 3.74. Two statements received high scores: Statement 3: "Some educational workers do not believe in the right of both sexes to education, especially at higher levels," with a mean of 3.74. Statement 4: "Some parents are unaware of the need to educate girls," with a mean of 3.69. The remaining statements received a moderate score, with the highest being 3.47 for "The large diversity of nationalities in the UAE," and the lowest being 2.54 for "There are customs and traditions that prevent females from advancing in education."

### 3.3. The results of the Third Research Question: What are the proposed solutions to increase gender equality in education in the UAE?

**Table 5:** Arithmetic averages and standard deviations of the study sample's responses to proposed solutions for increasing gender equality in education in the UAE

Rank	Statement	Mean	Standard Deviation	Degree	Relative Values (%)	Test T	Significance Level
1	Launching educational initiatives in remote areas and beyond city limits.	4.13	0.73	High	82.60	41.746	0.000

Rank	Statement	Mean	Standard Deviation	Degree	Relative Values (%)	Test T	Significance Level
2	Taking action to ensure gender equality in education.	4.00	0.98	High	80.00	42.158	0.000
3	Raising awareness among educational stakeholders about gender equality in education.	3.53	1.54	Moderate	70.60	45.985	0.000
4	Creating television programs to raise awareness about gender equality in education.	3.45	1.60	Moderate	69.00	46.469	0.000
5	Enacting laws that require adherence to gender equality in education.	3.00	1.21	Moderate	60.00	47.394	0.000
Overall		3.61	1.31	Moderate	72.20	51.831	0.000

Table 5 indicates that the overall mean for the proposed solutions to increase gender equality in education is 3.61, which represents a moderate level. The responses to individual statements ranged from 3.00 to 4.13. Two statements received high scores: Statement 4: "Launching educational initiatives in remote areas and beyond city limits," with a mean of 4.13. Statement 1: "Taking action to ensure gender equality in education," with a mean of 4.00. The remaining statements received moderate scores, with the highest being 3.62 for "Raising awareness among educational stakeholders," and the lowest being 3.00 for "Enacting laws that require adherence to gender equality in education."

**4.3. The result of the Hypothesis:** There is no significant effect of the UAE's role in gender equality in education attributed to gender (male, female).

The T-test was used to analyse differences between male and female responses on the UAE's role in gender equality in education.

**Table 6:** T-Test results for gender differences in responses about the UAE's role in gender equality in education

Gender	Mean	Standard Deviation	T-value	Significance Level
Male	3.73	0.59	0.153	0.879
Female	3.72	0.62		

From Table 6, the significance level of 0.879 is greater than the critical value of 0.05, leading to the acceptance of the null

hypothesis. This indicates that there are no significant differences between male and female respondents in terms of their views on the UAE's role in gender equality in education.

#### 4. Discussion

##### **1.4. Discussion of the First Research Question result:** What is the role of the UAE in gender equality in education?

The results of the study show that the UAE has made significant strides in promoting gender equality in education, with an overall average score of 3.37, indicating a moderate level of achievement. Specifically, the phrases related to the UAE's role in ensuring gender equality in education received varying scores. Two phrases stood out with high ratings: "The UAE provides schools that accept diversity in cultures and gender" (score: 3.82) "The UAE designs curricula that help gender equality in education" (score: 3.70) These findings reflect the UAE's commitment to inclusivity and diversity in educational settings. The design of curricula and the provision of schools that embrace diversity are essential for fostering gender equality in education. However, the statement "The UAE legislates laws that help equality between men and women in education" received the lowest score (2.90), suggesting that legal reforms may still be an area needing improvement.

This result aligns with earlier studies by Fouad (2022), Adel (2020), and Abed (2019), all of which reported the UAE's notable contributions to gender equality in education, but also pointed to gaps in the legislative and policy framework.

##### **2.4. Discussion of the Second Research Question result:** What are the challenges facing the UAE in gender equality in education?

The study also identified several challenges hindering gender equality in education in the UAE, with an overall average score of 3.03, reflecting moderate challenges. The key challenges that emerged were: "The lack of belief among some educational workers in the right of both sexes to education, especially at higher levels" (score: 3.74). "The lack of awareness among some parents regarding the need to educate girls" (score: 3.69). These challenges



indicate that despite the UAE's efforts to ensure gender equality, cultural and societal attitudes towards education—particularly for girls—remain obstacles. Additionally, the "great diversity of nationalities in the UAE" was seen as a challenge (3.47), which reflects the complexity of meeting the diverse educational needs of the country's population. On the other hand, the statement "The existence of customs and traditions that prevent female learning at advanced stages" received the lowest score (2.54), suggesting that while traditional barriers may still exist, they are perceived to be less of a challenge compared to other factors.

These findings are consistent with studies by Fouad (2022), Abed (2019), and Shalghum (2020), which also highlight cultural resistance and the lack of awareness about gender equality as key challenges in achieving full gender parity in education.

**3.4. Discussion of the Third Research Question result:** What are the proposed solutions to increase gender equality in education in the UAE?

The study revealed that the proposed solutions to increase gender equality in education in the UAE received an overall average score of 3.61, indicating a moderate level of importance. The solutions that received the highest scores were: "Launching educational initiatives in remote areas and areas far from cities" (score: 4.13). "Gender equality matters in education" (score: 4.00). These high ratings reflect the importance of increasing accessibility to education for girls, especially in underserved or remote areas. Furthermore, raising awareness about the significance of gender equality in education was also considered important (3.62). The proposal to "Enact laws that commit everyone to the right of gender equality in education" received the lowest score (3.00), indicating that while legislative changes are considered important, other solutions were perceived as more immediate or impactful.

These findings resonate with Fouad (2022), Shalghum (2020), and Abed (2019), who have emphasised the importance of outreach, awareness programs, and legal reforms to further gender equality in education.

**4.4. Discussion of the Hypothesis result:** There is no significant effect of the UAE's role in gender equality in education attributed to the gender variable (male, female)

The hypothesis testing revealed no significant differences in perceptions about the UAE's role in gender equality in education between male and female respondents. The T-test results showed a calculated value of 0.153, which is less than the critical value, and a significance level of 0.879 (greater than 0.05). This means that gender does not influence respondents' views on the UAE's efforts to promote gender equality in education.

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This result suggests that both male and female respondents recognise and value the UAE's efforts in advancing gender equality in education. This aligns with the findings of Fouad (2022), Adel (2020), and Shalghum (2020), which also found no significant gender differences in the perception of gender equality initiatives in education.

## **6. Conclusion and Recommendations**

Based on the study's findings, the following recommendations are proposed to further enhance gender equality in education in the UAE:

1. Launch educational initiatives in remote and underserved areas to ensure that education is accessible to all, regardless of geographic location.
2. Raise awareness about the importance of gender equality in education among those responsible for the educational process, including teachers, administrators, and policymakers.
3. Create television programs and media campaigns to promote awareness and understanding of gender equality in education, targeting both the general public and specific communities where traditional views may hinder educational progress.
4. Enact laws and policies that commit all stakeholders to the right of gender equality in education, ensuring that these principles are codified and enforced through legal frameworks.

These actions would contribute to overcoming existing barriers and further promoting the UAE's commitment to gender equality in education, particularly in addressing societal and cultural challenges.

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