**Gender Equity: Eliminating Discrimination or accommodating Differences in Education**

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Introduction

The idea of educational equality started with the establishment of public schools. These schools were formed to offer settings where citizens in a diverse democracy could gains the skills the required to meet the responsibilities of protecting the rights of all individuals leading to equality in education sectors as submitted by Nelson, Palonsky, & McCarthy (2013). However, the current struggle to act impartially in education only resulted in the further delineation of the inequalities. The paper expresses views based on reading as well as research and exploring factors resulting in some citizen’s feelings concerning the segregation of students by gender.

Concerning the readings as well as research, I do not believe that separating students would be advantageous for them or society. No forced separateness can result in equity (Nelson, Palonsky & McCarthy, 2013). If classrooms or schools were to be divided by gender or sexual identity, it would further allow the differences that increase gender typecasting. When the lawmaking process took place, and Title IX of the Educational Amendments made in 1972, the main argument was that women did not excel because of segregation-based education curriculum and other activities. Male and female students school enrolment, as well as scores, are within less than 2 percent of closing the gap that was observed in the past education regimes concerning gender disparities in education sector according to the Office for Civil Rights Department of Education snapshot (2012). Since the adoption of Title X, both girls and boys have improved; therefore, approving my opinion that discrimination in the classroom would adversely affect performance.

One can admit that the past educational approach and gender role shows proof of gender bias based on Nelson, Palonsky & McCarthy’s (2013) description of a person’s biblical understanding. The United States was founded by people who were in search of protection from religious oppression; consequently, it is suitable to surrender to these facts. There was a time when many individuals felt that the quality of education different genders received should not be influenced by biological differences (Nelson, Palonsky & McCarthy, 2013). Courageous efforts made over years have forced changes, yet currently, people still discuss the issue of inequality.

In spite the adjustments made, the increased outcome for female students, and the number of women pursuing higher education, the issue that gender parity is still a problem only makes me feel that there are some difficulties in the society to adopt a full understanding of the question. Society imposes discriminatory ideas brashly upon people. According to McCloskey & Shahvisi (2017), it is significant that people look at their identity and beliefs to comprehend the assumptions, which underestimate these harmful behaviors. In the twentieth century, huge steps were realized focusing on gender inequality in education. Currently, results in education show higher gape percentages in the race and sexual identity among students as compared to that of gender according to Office of Civil Rights Department of Education (2012).

Every individual, despite race, age, sexual orientation, or gender has a personal identity. Some features of a persons’ individuality are out of their control. However, personal identity develops as time passes based on the things a person is exposed. For instance, if an individual grows up in a homestead where domestic violence is the order of the day, he or she may embrace aggressive conduct as a norm. Moreover, all through an individual’s youth, if a predisposed notion of their gender identity is thrust on them, deviating from that might result in personal identity struggles. Regrettably, society has appealed to “gender norms.” Further, Nelson, Palonsky, and McCarthy (2013) deliberates o the political precision ensuing regarding textbooks as well as ensuring that the gender norms are not a succession in education. Furthermore, according to McCloskey & Shahvisi (2017), just like personal identity originates through experience and observation, opinions and behaviors are gained and can be adjusted. Nelson, Palonsky, and McCarthy (2013) also puts it that it is “the laudable aim of creating an equal playing field by opening their minds to the possibilities that transcended traditional gender roles.” Therefore, this statement supports may stand where I oppose segregation of gender in the educational system to ensure that both males and females interact in one environment because this equality improves performance for all.

Conclusion

Only when people change their mentality and abandon the notion of gender norms, the promotion of equality will be realized in society. The views that gender gaps in the school system merely mirror segregation or discrimination in the community not have ended the longstanding shortfalls. Therefore, according to Nelson, Palonsky & McCarthy (2013), it is essential for individuals to unlearn the bias of the past and embrace a new system that accommodates both genders in education without discrimination. The modern world is for people to live today and not the past. Society has evolved as people have moved into the 21st century, where people chose what they think is right. However, these choices ought not to influence the children’s ability to attain comprehensive education nor to wrong them in any way because of their gender. Therefore, educators should guide students and parents regarding the best practices to promote equality in schools for better performance of both males and females.

References

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