Exploring the Relationship between Gender, Family SES, and Education

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Abstract. Disparities in family SES directly contribute to differences in mental health and resources. Environmental factors may also lead to gender biases in self-estimated intelligence, which may be an extension of existing sociocultural gender stereotypes. The difference between male and female learning ability and behavioural ability is caused by the difference in thinking patterns and physiological structure. Boys and men reported higher overall and academic self-esteem than girls and females. The family SES gap has educational differences in terms of gender. Low family socioeconomic status may have an impact on individual development, putting them at risk in terms of academic performance, cognitive ability, and other aspects of development. Children from higher socioeconomic families have higher levels of anxiety and depression and are also at risk of developing social maladjustment.

1. Introduction

The phenomenon of gender differences objectively exists as males and females are exposed to distinct factors. During human growth, various factors may influence individuals to different extents. Parents' beliefs and expectations can unintentionally enhance or hinder a developing child's intellectual self-concept and self-efficacy beliefs [1]. The family plays a significant role in shaping children's cognitive disparities, behavioral abilities, mental health, and social cognition. Individuals from low socioeconomic status (SES) families are more likely to experience stressors related to family circumstances, such as inadequate income and unfavorable neighborhood environments (e.g., residing in areas with higher crime rates) [2]. Furthermore, ample evidence suggests that males have noticeable advantages in certain spatial tasks regardless of age. In addition to disparities in overall performance, boys and girls also exhibit differences in their approaches to spatial tasks [2]. Environmental factors may also contribute to gender biases in self-perceived intelligence, which can be an extension of existing socio-cultural gender stereotypes [1]. Children develop distinct self-understandings due to gender differences. For example, there may be variations in social or external validation needs between males and females. However, these differences are not universal and may vary based on cultural and environmental factors. Some studies have found that females tend to value social approval and relationships more than males, while males may prioritize external approval and achievement more than females. As they grow older, both boys and girls become better at controlling their emotional expressions. Generally, girls are more proficient than boys in regulating their facial expressions and concealing their emotions, particularly in public settings [3]. Additionally, family SES will shape children's psychological health and social cognition in different ways. This paper aims to combine gender differences and family socioeconomic status, and conclude that the socioeconomic status gap will have varying impacts on the education of males and females.

2. The Difference Between Males and Females in Grades, Learning Ability and Behaviour

2.1 Different Thinking Patterns Between Males and Females

The difference in thinking between males and females is an essential factor influencing their behavior. The formation of thinking patterns is not only influenced by nurture but also by the innate physiological differences between male and female thinking patterns. During childhood, the environment plays a crucial role in character development. It must be acknowledged that individuals in childhood stages are influenced by external gender stereotypes to varying degrees as they grow up. Stereotypes reflect general expectations of members of a particular social group [4]. Stereotypes primarily influence males and females to different extents during their developmental periods. For example, parents may choose toys such as guns, cars, and construction toys for males, while they may choose dolls, accessories, and makeup for females. Gender stereotypes in society also contribute to the development of various gender differences to varying degrees. These patterns not only change and develop with personal experiences but also

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directly impact individuals' interpretations of the world [5]. The stereotypes encountered in childhood contribute to the differences in thinking between males and females, which in turn lead to varying degrees of differences in their behavior.

The difference in thinking between males and females is not solely a result of nurture but also has biological underpinnings. In 1994, scientists Kimura and Doreen discovered that the production of testosterone in males and estrogen in females could influence cognitive abilities [6]. As a vital organ governing human behavior, the brain is also a significant component of cognitive processes. It is precisely because of these gender differences that there are variations in the function and structure of the brain, resulting in differences in behavior, cognition, and abilities between males and females. Due to these physiological differences, males and females exhibit distinct thinking patterns.

Males and females display noticeable differences in their thought processes, which have been observed and studied over time. Females tend to utilize both sides of their brains more equally than males, which is a significant distinction. This suggests that females are more inclined to combine logical and intuitive thinking when problem-solving or making decisions, whereas males rely more on logical reasoning alone. Additionally, women often excel in multitasking and transitioning between tasks, enabling them to navigate complex situations with greater ease than men.

On the other hand, males tend to have stronger spatial orientation and a greater aptitude for mathematical and analytical reasoning compared to females. This may explain why males are often overrepresented in fields such as engineering, computer science, and physics. Males also tend to exhibit more competitiveness and assertiveness in their thinking, which can be advantageous in certain situations but may also lead to more aggressive behavior. Overall, while these generalizations and exceptions exist, understanding these differences in thinking patterns can help individuals and organizations foster more diverse and effective teams.

2.2 Differences in Ability

Males and Females think differently, which leads to their strengths in different directions. The variance in females' grades in school is generally tiny, whereas the variance in males' grades is significant. Furthermore, the proportion of male students who are biased is more significant. As learning becomes more academic, females disproportionately represent the liberal arts. Males are less likely to pay attention and have restless behavior in class. Males are less likely than females to be interested in subjects they are not interested in. The proportion of male students in science and engineering is also considerable. Both areas of expertise with the body structure development will be completely Zen city more different. Are more advantaged in spatial relationships, abstract reasoning and other areas. Through the preschool and early school years, girls outperform boys in most aspects of language performance [7]. This difference in development direction can also be found in some professions in the gender imbalance. Males have a near monopoly in fields like Aerospace engineers, Aircraft pilots and flight engineers, firefighters and so on. The proportion of females in education, nursing, pharma and other professions is very high. A theme running through all explanations is that gender differences in educational achievement largely reflect gender differences in classroom behavior [8]. The biological and socio-cultural factors differentiate their thinking, leading to their reactions to the education process and future career choices. It is vital to avoid generalising or presuming that all people of a specific sex display a certain attribute. There is a significant variety of variability within each gender, and any individual, regardless of gender, may have various strengths and shortcomings.

3. Different Family SES Lead to Different Cognition, Psychological Health, and Resources.

3.1. Different Resources

Environment, education, and psychological influence the intelligence and behavior of a child. Each type of family has its own dynamics and characteristics, including nuclear, single-parent, extended, orphan, step, and grandparental.

Different socioeconomic groups may choose different educational paths for their children. According to research, learning environments in high-income and low-income households are distinct. Preschoolers' cognitive development and educational accomplishment are significantly influenced by their family's income. Studies indicate that affluent families can afford equestrian, harp, and auto racing instruction. It may be more challenging for low-income families to provide these opportunities, thereby limiting children's preferences. National longitudinal data sources have helped to differentiate poverty-related circumstances and events from infant development effects. This distinction is significant because policy changes such as welfare reform may have a greater effect on household income than characteristics of poverty such as low education or single-parent households. Rich families can afford luxuries and may postpone marriage and procreation until both parents are educated and gainfully employed. These parents place a priority on the early childhood development of their children. Education is essential for college-educated parents. They may encourage bravery, optimism, self-discipline, and responsibility.

Table 1: Descriptive Statistics for Key Variables in the Study

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual household income (in thousands)</td>
<td>30</td>
<td>1.00</td>
<td>6.00</td>
<td>3.52</td>
<td>1.70</td>
</tr>
</tbody>
</table>
In table 1, descriptive statistics for the key variables of annual household income and educational background of family members are presented. The sample size (N) is 30 for both variables. The mean annual household income is 3.52 (in thousands), with a standard deviation of 1.70. The mean educational background of family members is 4.74, with a standard deviation of 1.61. The minimum and maximum values for each variable are also provided.

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly educated family members, annual income &gt; $100,000</td>
<td>14</td>
<td>56.0</td>
</tr>
<tr>
<td>Highly educated family members, annual income &lt; $100,000</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
<td>Low education background family members, annual income &gt; $100,000</td>
<td>1</td>
<td>4.0</td>
</tr>
<tr>
<td>Low education background family members, annual income &lt; $100,000</td>
<td>5</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>100</td>
</tr>
</tbody>
</table>

In table 2, the frequency distribution for the attributes of family education and income is presented. The sample size (N) is 25. The table provides information on the distribution of families based on their educational background and annual income. According to the table, 56.0% of the families have highly educated members and an annual income above $100,000. Additionally, 20.0% of the families have highly educated members but an annual income below $100,000. Only 4.0% of the families have a low education background but an annual income above $100,000. The remaining 20.0% of the families have a low education background and an annual income below $100,000. The table provides an overview of the frequency distribution of these attributes within the sampled population, giving insights into the distribution of family education and income categories.

“Their psychological status of a family, it is crucial to have descriptive data for essential factors such as household income and education level. Table 1 presents a random sample of 30 participants' variables.”

Due to financial instability, low-income and less-educated families are unable to invest in their children's early education. Because of their socioeconomic status, students confront a severe dearth of educational resources. Children's educational opportunities, resources, cognitive development, and future prospects are influenced by the socioeconomic status of their families.

4. Psychological Disorders

Children's psychological development is significantly influenced by their environment and the resources they receive, although it is not inevitable. The developmental abilities of children in different socioeconomic environments are limited to varying degrees. In terms of academic achievement, children from low-income families are more likely to drop out of high school compared to their non-poor counterparts. They also have a higher likelihood of experiencing learning disabilities [10]. These factors contribute to adverse psychological effects on children growing up in low-SES families, which can manifest in emotional and behavioral problems. Moreover, low-SES households have higher rates of children born out of wedlock, child abuse and neglect, and involvement in violent crime [10]. These family-related issues lead to varying degrees of psychological trauma for children, and low-SES families often struggle to provide adequate support for their children's psychological well-being. The psychological trauma experienced by children from low-SES backgrounds can also impact their future lives. In the context of higher education, low-SES students have different emotional experiences compared to high-SES students. They are more likely to experience and express significant emotional distress [11]. This implies that children from low-SES families may face challenges in their future lives due to psychological disorders, regardless of their overall development. Different socioeconomic statuses within families shape the psychological construction of children [12]. Affluent parents are able to provide their children with cultural and skill-based education, fostering a competitive mindset through activities such as competitive play. Children learn collaboration and appropriate behavior in public through play and performances. These extracurricular talents can benefit adolescents. Middle-class children may develop a sense of superiority. Cultural capital is cultivated through early childhood experiences, family influence, and participation in extracurricular activities. On the other hand, disadvantaged children have fewer opportunities to acquire these skills. They often have limited interactions with adults and may lack social skills such as eye contact and firm handshakes, which could put them at a disadvantage in future competitions, particularly in employment opportunities. Although they may exhibit comfort among friends and treat family members and siblings with honesty and warmth, these advantages are often overlooked by society's value assessment criteria and may not hold practical value.
5. Conclusion

By examining the differences between males and females and the impact of family socioeconomic status (SES), this study concludes that disparities in family SES contribute to gender differences in educational issues. Firstly, within the context of higher education, students from low-SES backgrounds experience distinct emotional challenges compared to those from high-SES backgrounds. Low-SES students are more likely to experience and express higher levels of emotional distress. Gender differences also play a role in thinking and abilities. Regardless of SES, females generally exhibit better mental health in educational settings. The correlation between social competence and self-worth is stronger for females, as girls tend to rate themselves slightly higher than boys. Confidence is crucial for both genders as they grow up, and the support and resources provided by families play a significant role in fostering a healthy mental state. Males require more confidence as they grow up, but those from low-SES families often lack the necessary resources and skills, resulting in a less favorable mental state and reduced likelihood of success compared to their high-SES counterparts. It's important to note that research on this topic may not provide definitive answers, and this article offers an analysis of the general population. Individual differences in personality, culture, and upbringing can also influence the need for external validation, with males potentially requiring more validation than females. Additionally, the relationship between socioeconomic status and academic achievement is complex and multifaceted, and factors beyond gender may contribute to disparities in educational outcomes. The gender gap in education based on SES is a pervasive issue in many countries. Girls from lower socioeconomic backgrounds face multiple obstacles in education, including limited educational opportunities, insufficient resources, lack of motivation, and restricted career options. This not only hinders their personal development but also poses challenges to societal progress. Therefore, eliminating the educational disparity between genders resulting from SES is crucial for promoting social equity and sustainable development. Governments and educational institutions should develop and implement equitable educational policies, such as providing more educational opportunities, enhancing the distribution of educational resources, combating gender stereotypes, improving the quality of education and teaching, and enhancing the competence of educators. Furthermore, families have a significant influence. Parents should offer their children equal educational opportunities and support to explore their potential and achieve their aspirations. Lastly, addressing the educational disparity between genders resulting from SES requires collective efforts and societal focus. Only through such endeavors can equal educational opportunities and growth be achieved for all genders, fostering social equity and progress. Families from low socioeconomic backgrounds with limited or no education often face instability and vulnerability to various shocks. They allocate less investment towards their children's education and give less importance to their opinions. Such families tend to adopt a "natural development" style, where children's activities are not seen as a priority while parents focus on making a living. In these families, there is a clear separation between adults and children, and parents do not actively manage their children's playtime. As a result, children have more autonomy and can choose their own play items and methods, with some developing unique skills in this regard. On a side note, this was the predominant educational style for the previous generation, and many of today's parents spent their after-school time playing and exploring independently. It is important to note that these family patterns are not fixed, as wealthy families can also experience chaos and instability, while comparatively poor families may have a more stable structure. However, there is a high likelihood that these family types significantly influence the future development trajectory of the subsequent generation. While parental socioeconomic class impacts children's development in various ways across all classes, economic circumstances ultimately play the most significant role. Even if impoverished parents are diligent, it is challenging to fully compensate for the detrimental effects of living conditions on their children's development. Conversely, affluent parents, even if poorly educated, cannot entirely eliminate the advantages that their income and education confer upon their children.

References


