

## SYSTEMATIC DIFFERENTIATION OF DOMESTIC KNOWLEDGE AND EDUCATION OPPORTUNITIES BASED ON GENDER ROLES

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**Abstract:** this article explores the gendered nature of household education, focusing on how gender roles and expectations shape educational experiences and responsibilities within the home. It examines the ways in which caregiving, tutoring, and educational support are often divided along gender lines, reflecting broader societal norms and inequalities. The discussion highlights the implications of these dynamics for gender equity in education and family life, suggesting pathways for more balanced and inclusive educational practices at home.

**Keywords:** gender roles, household education, educational inequality, family dynamics, caregiving, gender equity

Household education—the informal teaching, learning support, and intellectual nurturing that occur within families—plays a critical role in shaping children's educational outcomes. However, this domain is deeply gendered, with societal norms dictating distinct roles for men and women. Understanding the gendered nature of household education is essential for addressing disparities in educational support and promoting equitable learning environments.

Research consistently shows that women disproportionately bear the responsibility for educational tasks within the household, including helping with homework, managing school-related activities, and fostering educational aspirations (Lareau, 2011). This division is rooted in traditional gender roles that associate women with caregiving and men with breadwinning, thereby relegating educational support to the feminine sphere. Men's involvement tends to be less frequent and often more peripheral or disciplinary rather than nurturing or instructional (Smith & Green, 2019). This disparity contributes to reinforcing gendered expectations not only for parents but also for children, perpetuating cycles of inequality.

The gendered nature of household education affects children's engagement with learning. Girls may receive more emotional and instructional support from mothers, while boys might experience more performance pressure or limited involvement from fathers (Connell, 2009). These patterns influence academic self-concept and motivation, potentially affecting long-term educational trajectories. Moreover, the

unequal distribution of educational labor can strain women's time and resources, impacting their well-being and economic opportunities (Bianchi et al., 2012). This dynamic underscores the intersection between gender, education, and social equity. Addressing the gendered nature of household education requires challenging traditional norms and promoting shared responsibility for educational support. Policies and programs that encourage paternal involvement, provide parental education, and support work-life balance can mitigate these disparities (OECD, 2015). Educational institutions can also play a role by engaging fathers and promoting inclusive family participation strategies. Ultimately, fostering gender equity at home enhances children's educational experiences and contributes to broader social justice. The gendered nature of household education reflects and reinforces societal inequalities, shaping educational outcomes and family dynamics. Recognizing and addressing these patterns is crucial for achieving gender equity in education and beyond. Collaborative efforts from families, educators, and policymakers are essential to create more balanced and supportive educational environments within the home.

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