










## The Gender Discrimination and Regional Difference effect on Reading Literacy of College Students: A Case from Iraq

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### Abstract

Building a strong sense of citizenship and literacy via reading is essential. Students who are proficient readers may perform better in educational settings. Reading literacy has been connected to gender and regional inequalities in national and international studies. As a result, the research's main goal is to examine how gender disparities and regional influences affect Iraqi college students' reading literacy. Data were gathered from rural and urban students attending public sector colleges in Iraq for this purpose. According to descriptive statistics, male students in both urban and rural areas scored less than female students overall. Compared to rural areas, the female scores were higher in urban areas. The independent sample T-test used in inferential statistics shows that there are statistical differences between gender and region in terms of reading literacy. The study could assist governing bodies and educational institutions in effectively addressing gender and regional inequalities so that students' reading and literacy needs could be met, perhaps increasing their positive impact on Iraq's economy.

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## Introduction

Reading literacy is a crucial academic skill in the age of globalization that is necessary for success in most academic courses and competing in the global village (Kern et al., 2018; McElvany & Schwabe, 2019). The assessment procedure is one of the key areas where reading literacy is necessary (I Andreeva, V Martynova, Vishnyakova, & I Solnyshkina, 2021). Gender is undoubtedly one of the criteria that determines reading literacy, topic, and genre (Wu, 2014). In domestic and foreign studies, literacy participation has been correlated with gender. Additionally, numerous scholars show how complicated the relationship between gender and literacy is (Guzzetti, Young, Gritsavage, Fyfe, and Hardenbrook (2013). Early studies reveal gender variations in language usage, showing that boys are more likely than girls to use language to describe things and things that happen to them (Linnakylä & Malin, 2000). Other studies have suggested that women read more proficiently in rural and urban settings than men (Syamsuri & Bancong, 2022).

Prior research has focused primarily on examining the relationship between gender and reading literacy, but little attention has been paid to regional disparities' impact on reading literacy. AlSereidi (2021) examined the literacy indicators for inferential, appreciative, and critical reading. Characteristics that affect pupils' reading literacy were discovered in prior investigations (Dong & Hu, 2019; Xiao & Hu, 2019). Parental support and self-motivation help students' reading literacy by an additional 27%. (Stuart, Stainthorp, & Snowling, 2008). Inequalities in reading literacy between male and female pupils have been discovered in numerous other research (Alfarwan, 2021; Ritonga & Sutapa, 2020), as well as variations based on regional perspectives (Echazarra & Radinger, 2019). In a different study, Reilly, Neumann, and Andrews (2019) said that women are more literate than men regarding reading. On the other hand, several researchers disagreed with this, claiming that both male and females could easily interpret various transcripts (Derwing, Rossiter, & Munro, 2002; Lebauer, 1984). They contended that reading literacy is a skill both men and women can master (Derwing et al., 2002; Lebauer, 1984). The fact that there are gender variations in reading literacy is a hotly debated topic.

There have been several research on the connection between gender and financial literacy (Martino & Kehler, 2007; Peterson & Parr, 2012; Syamsuri & Bancong, 2022), but the results are still ambiguous. Numerous studies have revealed that students in urban regions have higher reading literacy levels than rural ones (Wang, Wang, Li, & Li, 2017; Wang, Li, & Wang, 2018). On the other hand, some researchers have shown that rural students perform better than urban students, notably in other nations (Echazarra & Radinger, 2019; Kanniainen, Kiili, Tolvanen, Aro, & Leppänen, 2019). Another study revealed that men score higher in reading and literacy than women (Pietri et al., 2017). Another study revealed that urban females scored higher in reading literacy than urban males (Syamsuri & Bancong, 2022). They further discovered that women in rural regions perform higher on financial literacy tests than men (Syamsuri & Bancong, 2022). These contradictory results suggest that additional studies may be conducted. However, research has found that gender disparities in reading literacy have individual effects (Lam, Tse, Lam, & Loh, 2010; Watson et al., 2019). While there is limited focus on gender and geographical inequalities in college students' reading literacy, particularly in Iraq, Furthermore, explanation, persuasiveness, and exposition are utilized as reading literacy indicators in earlier studies (Syamsuri & Bancong, 2022), with less focus on reading fluency, comprehension, pronunciation, reading words, and vocabulary. Furthermore, prior research has largely concentrated on other nations (Lam et al., 2010; Syamsuri & Bancong, 2022; Wu, 2014), with little attention paid to the setting of Iraq. Existing literature makes the case that Iraqi pupils' reading literacy is extremely low compared to other nations (Capstick, 2022; Celik, Bilgin, & Yildiz, 2022). Between the ages of 10 and 49, one out of every five Iraqis is illiterate. Literacy rates vary by gender, age, and the distinction between urban and rural locations. Iraqi men (11%) are less likely than Iraqi women (24%) to be illiterate (Alhashmi & Rahman, 2022). The study's goal is to ascertain the impact of gender and regional disparities on the reading literacy of Iraqi college students based on prior practical, theoretical, and contextual gaps.

Both theoretically and practically, the current investigation contributed crucial new insights. The earlier studies tended to be school-level studies. However, this study contributed literature with important research findings. Additionally, the main focus of the earlier investigations was descriptive rather than inferential statistics. As a result, this study made a significant literary contribution with its research findings. The results of the study show that females perform better in rural areas, indicating a lack of a proper educational system or teachers paying attention to students in these areas. This study's findings could aid top management or the regulatory bodies overseeing education in developing an effective plan to support students in rural areas.

Additionally, this study discovered low scores among male students, indicating the need for special attention from Iraqi educational institutions to understand that male students are not serious about their academic pursuits. This information could assist top management in providing feedback to parents and teachers about why male students' results are lower than those of female students. Therefore, this study recommended addressing this issue and further efforts toward gender equity in Iraq's educational system. Employing male and female teachers for the same course and holding gender-sensitive educator training sessions are strategies that have been demonstrated to improve the proportion of female students in leadership roles in schools.

The study's five main aspects were the introduction, literature review, research methodology, data analysis, and discussion.

## Theoretical and Empirical Literature

An individual who can read and write is said to have reading literacy (Bormuth, 1973). Literacy is the ability to read and write without errors. The core of literacy research is the study of reading and writing strategies and practices (Street, Pishghadam, & Zeinali, 2015). Literacy was defined as "the capacity to read and write at a level that permits one to understand and utilize written communication in print and digital formats" by the "European Literacy Policy Network" in 2016. (Kanniainen et al., 2019). Reading literacy is defined as "the ability to grasp and employ those written language forms necessary to society and/or valued by individuals" by the Progress in International Reading Literacy Study (PIRLS) 2021. (Miles & Huberman, 1994). According to this viewpoint, reading a wide range of textual styles might help a reader better understand the outside world and themselves. Each piece of literature has a unique set of rules and formats that help the reader understand. According to Rupley (2011), providing students with opportunities to practice their knowledge and skills is a crucial part of teaching them to read. Even though students can only imagine the circumstances described in the text, the events and activities revealed in the literature allow the reader to understand themselves and expose their real-life experiences. PIRLS defines reading literacy as "the ability to grasp, apply, analyze, reflect upon, and interact with texts to attain personal goals, progress intellectually, and contribute to one's community." This definition of reading literacy includes "written texts" (Organisation for Economic Co-operation and Development, 2016a). Reading literacy, according to PIRLS, consists of a broader range of abilities that enable readers to engage with the written material offered in one or more books for a specific purpose. The term "reading literacy," as PISA uses, refers to a wide range of cognitive skills, from basic decoding to sophisticated vocabulary and grammar understanding. Therefore, when we talk of reading literacy, we really mean the ability to understand texts and respond to them effectively. Contrary to popular belief, reading does not always serve the primary purpose of comprehension (Marôco, 2021). The simplest definition of reading results from trained decoding and language comprehension mechanisms. Reading comprehension is the capacity to read a specific book quickly and comprehend at least some of what is read (Suggate, Schaughency, McAnally, & Reese, 2018). To read at a higher level, one must be able to comprehend texts, create mental pictures of what they are reading, and apply existing knowledge to novel situations (Schwabe, McElvany, & Trendtel, 2015). Reading comprehension demonstrates a higher literacy level (Kanniainen et al., 2019).

Reading literacy is viewed as being particularly crucial for academic performance. In L1 and L2 (language 1 and language 2) studies, reading is a vital skill for academic achievement. According to scholars, there is a glaring gender discrepancy between men's and women's reading abilities (Monticone, 2015). The disputes regarding gender variations in reading proficiency have not yet been resolved. Investigations on this subject frequently provide contradictory findings; for example, studies on whether women have greater reading skills than men have produced conflicting results (Chen & Volpe, 2002). However, a few academics have suggested that women perform better than men in academic accomplishments (Corpas Arellano, 2013; Logan & Johnston, 2010). For instance, Corpas Arellano (2013) investigated reading literacy using an experimental study. They gathered information from 141 high school students. The study found that women outperformed males in essential readings and received higher reading scores. The critical readings in Corpas Arellano's (2013) research study involved extrapolating meaning from context, identifying meaning incorporated into the text, and gathering general knowledge. By involving 232 students in data collected by UK schools, Johnston, Watson, and Logan (2009) conducted a quantitative study to examine the capacity of reading skills. Students' ages ranged from 10 to 11 years, with 50% male and 50% female. The findings showed that female students had higher reading literacy than male students (van Hek, Buchmann, & Kraaykamp, 2019). Females were also shown to have higher financial literacy than males. According to a study by Reilly et al. (2019), when reading comprehension tests were administered, they discovered that girls consistently scored much higher than boys in reading across all school levels. These studies indicate that women perform better than men. However, other research suggests that men perform better in reading literacy (Chen & Volpe, 2002; Hasler & Lusardi, 2017). However, it was also discovered that men are more financially literate than women (Potrich, Vieira, & Kirch, 2018).

There were numerous biological, social, cultural, and psychological justifications for the claims made in the studies above. The linguistic dominance of women was said to be the cause of the gender gap (AlSereidi, 2021) because it showed that women could learn languages more quickly than males. According to additional research, girls are more motivated and compelled to pursue English, reading, and language arts than males (Jünger, Kordsmeyer, Gerlach, & Penke, 2018; Ngongare, Samalo, & Rettob, 2021). According to cultural factors, Reilly et al. (2019) and Corpas Arellano (2013) studied gender variations in reading and language skills. It means societal norms and cultural values influence how men and women play different societal roles. According to van Hek et al. (2019), the gender disparity in reading proficiency across nations cannot be solely attributed to genetic reasons. The social and educational variables should also be considered because they can vary from country to country.

Additionally, it was anticipated that student interest and drive would have a significant impact on their reading abilities. More female students than male students are interested in reading. Educational policies also matter concerning gender inequalities. Hochweber and Vieluf (2018) claimed in a longitudinal study that insufficient teacher support and reading instruction in schools could occasionally lead to pupils performing badly on reading skills. The ninth-grade kids' poor performance in Germany was a result of the teachers' lack of assistance and the lack of reading instruction.

Literacy is still debatable regarding literal, critical, appreciative, and inferential reading. According to Koç and Koç (2016) and Ghanizadeh and Moafian (2011), there are no appreciable differences between the vital and argumentative thinking of men and women. In a quantitative study, Koç and Koç (2016) examined how gender affects reading comprehension skills. In this study, 60 participants—30 university students, men and women—were involved. The study's findings showed that all students, regardless of gender, did well in reading literacy. This indicates that there was no discernible difference between the genders among the students. According to Adams, Khan, Raeside, and White's (2007) research, the reading abilities of men and women did not significantly differ.

Research from the 2018 Program for International Student Assessment (PISA) demonstrates that when gender and location are taken into account, the reading literacy levels of kids in those developing nations have never increased. Only about a third of pupils in developing countries can efficiently locate the material, consider the text's intention and structure, and recognize the main subject in a moderately lengthy work (Organisation for Economic Co-operation and Development, 2016b). Syamsuri, Chaeruman, and Ishaq (2020) also demonstrate how poorly literate pupils are in impoverished nations. In recent years, several academics have emphasized the significance of the school's surroundings in their talks. Numerous studies have indicated that a school's physical environment has a crucial role in influencing whether or not students are successful in learning to read (Dong & Hu, 2019). Students in an urban environment, as opposed to a rural one, are more likely to read at grade level (Van Staden & Bosker, 2014). Stuart et al. (2008) found that societal influences reduce children's motivation to learn in rural schools. Even though access to education is improving, many village kids still struggle to pay for even the necessities. While it was asserted that children in rural schools in Belgium, England, and the United States outperformed those in urban schools, the study found that, among other countries, there was no such difference (Echazarra & Radinger, 2019). There are large gaps in the body of research on how pupils' reading skills are affected by their schools' locations. According to studies by Lin et al. (2017) and Bai, Wang, and Nie (2021), reading literacy is higher in urban than rural kids. Still, the opposite is false: rural schools routinely outperform their urban counterparts (Syamsuri & Bancong, 2022).

Additionally, it was discovered that Iraq is progressing alongside other developing countries, with its reading literacy rate in rural areas being lower than that of developed ones (Jedi, 2022). This demonstrates that both urban and rural parts of Iraq experience gender discrimination. As a result, academics are urged to investigate the matter and ascertain whether or not kids' reading levels are influenced by their geographic location. Lower reading literacy levels among youngsters have been connected to gender gaps in education.

Based on prior research, one could conclude that there are still gaps in earlier studies. While some academics believe that men are better readers than women, some believe the opposite. Other researchers have suggested that women are given more preference. On the other hand, it is also discovered that, from the perspective of gender location, females perform better in reading literacy in urban regions compared to rural areas. However, some have argued that females perform better in rural areas.

Furthermore, the combined influence of regional and gender disparities on students' reading literacy in rural and urban regions received little attention in prior studies, which focused more on the different effects of gender and regional differences on literacy in reading. Therefore, this study contributes to the body of prior studies by bridging the gender gap in reading literacy. Thus, the research hypotheses listed below are based on prior literature:

**H1:** Gender differences have a significant difference in reading literacy.

**H2:** Regional differences have a significant difference in reading literacy.

## Research Methodology

The study aims to determine how gender inequality and geographical disparities affect Iraqi college students' reading literacy. The research was descriptive and used the quantitative research approach for this goal. In a descriptive study, the researcher could only identify and measure; they could not substitute any variable (Levitt et al., 2018). To collect the data, the research team used five evaluation criteria: reading fluency, reading words per minute, comprehension, vocabulary, and pronunciation. Each evaluation process assigned 100 marks out of a possible 500 for the reading literacy assessment. From a measurement standpoint, the Likert scale was applied to each evaluation. For instance, a student with a score of 0-20 was considered to have weak fluency, comprehension, reading words, vocabulary, and pronunciation. A student

with a score of 21–40 is considered to have average fluency, comprehension, reading, language, and pronunciation. A student with a 61–80 is believed to have good fluency, comprehension, reading words, vocabulary, and pronunciation. Before the data was collected, this instrument was validated. Three specialists validated the research instrument. The intermediate-level English textbook was employed to assess the students' reading literacy. The students were given paragraphs from the intermediate English textbook to test their reading comprehension, fluency, vocabulary, and pronunciation. Pupils from urban and rural parts of Iraq were the subjects of the study. 100 student participated in the study. 50 of those were from rural and 50 from urban areas. The sample for the analysis was selected using purposive sampling procedures.

## Data Analysis and Results

Students' results were examined using both descriptive and inferential statistics. The SPSS software was used to carry out both analyses. In terms of central tendencies, such as mean, minimum, maximum, variance, and standard deviation, SPSS descriptive analyses were carried out. On the other hand, the independent sample t-test was used to analyze the differences in findings between boys and females from rural and urban areas.

### *Differences in Reading Literacy among Gender Descriptive and Inferential Statistics*

The anticipated values for the mean scores in [Table.1](#) for students in urban regions are 60.20, 50.23, 65.23, 50.23, and 49.10, respectively. These values relate to reading fluency, comprehension, pronunciation, words read per minute, and vocabulary. The reading fluency, comprehension, pronunciation, and words per minute mean scores for female pupils in urban regions are 66.2, 48.95, 67.3, 54.72, and 45, respectively. The average results show that reading fluency has higher values than the other four skills of comprehension, pronunciation, reading words per minute, and vocabulary. This demonstrates that male students find reading fluency the simplest to understand while finding the vocabulary the most challenging. In other words, except for comprehension, female students in metropolitan areas score higher than male students. This demonstrates how poorly educated female students are in metropolitan areas of Iraq. The results for urban areas are forecast in [Table 1](#) below.

**Table.1:** *Urban Students' Results*

	Male (Mean)	Female (Mean)
Reading Fluency	60.20	66.2
Comprehension	50.23	48.95
Pronunciation	65.23	67.3
Reading words	50.23	54.72
Vocabulary	49.10	50

Results for males in rural areas are 55, 41, 56.23, 49.23, and 40.20 in reading fluency, comprehension, pronunciation, and vocabulary, respectively. Additionally, the findings for men are 57, 45.23, 57.4, 48.2, and 43 for reading fluency, comprehension, pronunciation, and reading words per minute, respectively. Female scores are higher in rural than urban regions, according to the same research done there. The rural male population scores best on pronunciation and worst on vocabulary. Similar findings from a female perspective have been demonstrated, except for vocabulary, where results are lowest, pronunciation receiving the highest marks. [Table.2](#) below provides a prediction of these outcomes.

**Table.2:** *Rural Students' Results*

Rural	Male	Female
Reading Fluency	55.00	57.00
Comprehension	41.00	45.23
Pronunciation	56.23	57.40
Reading words	49.23	48.20
Vocabulary	40.20	43.00

From both male and female viewpoints, the simplest text for students in urban and rural settings is text pronunciation, according to both [Tables.1](#) and [Table.2](#)'s anticipated values. Similarly, urban locations had lower vocabulary scores from males and females than other places. The independent sample test that found a difference between the genders was used to corroborate this finding, as was the literature reading. The independent sample test further confirmed that there is a sizable disparity between the reading literacy of male and female students. This implies that gender significantly affects how well students read.

**Table.3: Independent Sample T-test among Genders**

		<b>Independent Samples Test</b>								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Score	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	6.592	.033	2.405	8	.043	23.89200	9.93531	.98114	46.8028
	Equal variances not assumed			2.405	5.025	.061	23.89200	9.93531	-1.609	49.3937

**Reading Literacy Difference Scores from Regional Perspective Descriptive and Inferential Statistics**

The mean score values of reading fluency, comprehension, pronunciation, reading words per minute, and vocabulary are 55.6, 47.44, 58.89, 53.56, and 40.75, respectively, according to Table.3 and Table.4's anticipated values. These findings suggest that review text in metropolitan regions is strong, with a score of 58.89, while vocabulary is weak, with a score of 40.75. These results demonstrate that urban pupils perform best in pronunciation and worst in vocabulary. In a similar line, the rural pupils' dram scores are the lowest, and their pronunciation scores are the greatest. This demonstrates that children have high pronunciation but poor vocabulary. The tables below (Table.4 and Table.5) predict these outcomes.

**Table 4. Reading score geographical area in urban areas**

	Mean	Max	Min	variance	STD
<b>Reading Fluency</b>	55.6	83	33		<u>10.08</u>
<b>comprehension</b>	47.44	83	30	92.22	<u>9.6</u>
<b>pronunciation</b>	58.89	83	30	189.64	<u>9.6</u>
<b>Reading words Per minute</b>	53.56	77	30	110.75	<u>10.52</u>
<b>Vocabulary</b>	40.75	76	21	123.82	<u>11.13</u>

**Table.5: Reading score geographical area in rural areas**

	Mean	MAX	Min	variance	STD
<b>Reading Fluency</b>	51.48	76	30	108.55	<u>10.42</u>
<b>comprehension</b>	40.12	60	20	54.72	<u>7.4</u>
<b>pronunciation</b>	55.32	83	20	168.2	<u>12.97</u>
<b>Reading words Per minute</b>	47.3	78	28	68.12	<u>8.25</u>
<b>Vocabulary</b>	39.12	77	17	95.4	<u>9.77</u>

However, an independent sample T-test was used to examine whether any gender-related differences in reading literacy were significant. At a significance level of 5%, the findings of the Independent Sample Test revealed a statistically significant difference in reading literacy between boys and girls from rural and urban areas. Cohen's d equation was used to calculate the effect size, and the result is 0.53. (Medium effect). This shows that children's reading literacy scores are marginally influenced by their location (urban or rural).

**Table.6: Independent sample T-test on Regional Differences**

		<b>Independent Samples Test</b>								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
	Score	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
	Equal variances assumed	48.471	.000	2.081	8	.071	26.56600	12.76678	-2.874	56.0062
	Equal variances not assumed			2.081	4.462	.099	26.56600	12.76678	-7.478	60.6101

## Discussion and Concussion

The study's goal is to ascertain whether reading literacy varies between urban and rural areas and between male and female pupils in Iraq. Data from first-year students who transitioned from high school to college was gathered to achieve this goal. An approach to quantitative research was used. The main conclusions from the data analysis show that female students' reading literacy is better than male pupils. In a similar vein, the inferential analysis indicates that there is a statistically significant difference in both male and female students' reading literacy scores. This demonstrates how gender differences exist in academic success. These findings are consistent with earlier research (Swanborn & de Gloppe, 2002; Wolter, Braun, & Hannover, 2015), which discovered that men performed worse than women on tests. They further argued that this was because men were less motivated to read than women. After all, women were more task-oriented than men (Tilstra, McMaster, Van den Broek, Kendeou, & Rapp, 2009). However, it was discovered that the pupils' test results were not affected by their geographic location. According to the descriptive results, female students in urban and rural locations score higher than male students, although rural areas produce the best outcomes.

In a similar line, inferential statistics findings show statistical differences between the outcomes of urban and rural locations. The behavior differences between male and female students toward the tasks they were given led to higher scores for female students. From gender and geographic perspective, women in rural areas perform worse. The gender disparity that still exists in Iraqi society may be a contributing factor to this outcome. Discrimination against women is pervasive in the workplace and includes lower employment rates, lower pay, fewer growth opportunities, and fewer top leadership positions. By fostering a supportive atmosphere for learning for women at home, in secondary and higher school, and the workplace, we can promote more future female leaders (Kanniainen et al., 2019). The fact that teachers in rural Iraq must travel further to attend conferences and other professional development activities may contribute to the students' low reading proficiency there. The limited number of textbooks in the library prevents teachers from properly developing students' reading abilities in the classroom. These difficulties harmed the children's reading ability. A few studies have shown a connection between students' reading ability and teacher quality (measured by knowledge and experience) (Dong & Hu, 2019; Naidoo, Reddy, & Dorasamy, 2014). In a perfect world, instructors' efforts to build an environment that encourages active reading would result in children developing a lifetime love of reading (Chen, Zhang, & Hu, 2021). Each student's cultural background must be considered while designing literacy teaching (Vaughn, Jang, Sotirovska, & Cooper-Novack, 2020).

According to the results, male and female pupils in various parts of Iraq have varying degrees of reading competency. Because they view reading more positively, are organically motivated to learn, and are more attentive to the task at hand, female students have a higher positive impact on reading literacy than male students. The results of this study so support the sociocultural hypothesis that students' social and cultural environments influence their learning and development.

## Contributions and Future Recommendations

Both theoretically and practically, the current investigation contributed crucial new insights. The earlier studies tended to be school-level studies. However, this study contributed literature with important research findings. Additionally, the main focus of the earlier investigations was descriptive rather than inferential statistics. As a result, this study made a significant literary contribution with its research findings. The results of the study show that females perform better in rural areas, indicating a lack of a proper educational system or teachers paying attention to students in these areas. This study's findings could aid top management or the regulatory bodies overseeing education in developing an effective plan to support students in rural areas.

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Despite the importance of the research findings, there are still several limitations that could improve future research. First, the study only included college-level students; future studies might include multigrain analyses from college and university students. Second, the study used descriptive and inferential statistics, and a low generalizability independent sample t-test was used for testing. Therefore, research on numerous regressions could be conducted to determine which results are more important. Thirdly, it was restricted to Iraqi colleges to make the research more applicable to other developed nations. Future research on other

developed countries could address this limitation. Fourthly, research has produced conflicting and disputed results regarding the gender gap in academic attainment. According to the first line of research (AlSereidi, 2021; Corpas Arellano, 2013; Logan & Johnston, 2010), women are inherently better readers than men. According to the second body of research (AlSereidi, 2021; Hanna, 2003; Özdemir, Özdemir, Choban, & Uysal, 2019), there were no statistically significant variations in reading proficiency between the sexes.

Furthermore, it is overstated that male students perform less well in reading than female pupils. This difference in viewpoint shows that there is still room for discussion regarding gender inequalities. Consequently, further research could be done to learn more about the variances.

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