

# **Patterns and Processes of Equalization and Separation:**

## **---The Changing Gender Inequality in Education**

### **Abstract**

The degree of gender differentiation is an index representing the level of social development and has been an important issue for sociological research. In this dissertation, I discuss the patterns and processes of gender inequality in education. Basically, the objectives of this dissertation include: (1) to describe the pattern of the changing in gender educational differentiation on vertical segregation and horizontal segregation after the World War II in Taiwan; (2) to compare and contrast the effects of gender and socio-economic status on education; and (3) to analyze the impacts of structural and educational development on the equalization and separation of gender educational differentiation.

In operationalization, first of all, after reviewing the studies on gender inequality in education, I extend Hwang's (1992) structural change model to build a new one for explaining how the key factors are affected by economical development and educational expansion. I use 1990-2001 "The Social Change Survey in Taiwan" data and 1966-2004 "The Educational Statistics of Higher Education" data to estimate the gender effect on attaining a senior high school and a college from 1951 to 1991, and on attaining master degree and doctor degree from 1966~2004. Secondly, I use 1990-2001 "The Social Change Survey in Taiwan" data as well to observe the gender gaps of educational transition and tracking with five cohorts to compare the maximally maintained inequality hypothesis (MMI) with the effectively maintained inequality hypothesis (EMI) to distinguish the differences between the effects of gender and socio-economic status on education. Thirdly, I use 1972-2003 "The

Educational Statistics of Higher Education” data to compute the index of dissimilarity of study fields between genders from 1972 to 2003 and estimate the effects of the key factors.

According to my data, we may conclude that the pattern of the gender educational differentiation in Taiwan has been switched “unequal and separate” to “equal but separate.” Other main findings are: (1) the equalization process of education attainment between genders is not a linear relationship with economical development, but rather ladder-like, and is consistent with the assumption of Threshold Hypothesis. (2) The effect of gender on education is quite different from that of socio-economic status for both educational transition (MMI) and tracking (EMI). However, the gender gaps of educational transition and tracking are both declining in the long run. (3) The fields of study are still separated by gender significantly and the most important factor is the configuration of departments of higher education. Specially, the indexes of dissimilarity for colleges are higher than universities, and for vocational universities are higher than for academic universities.

Key words: Equalization, Separation, Vertical Segregation, Horizontal Segregation, Educational Attainment, Educational Transition, Educational Tracking, Threshold Hypothesis, Maximally Maintained Inequality Hypothesis (MMI), Effectively Maintained Inequality Hypothesis (EMI), Field of study