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Structural Functionalism and Gendered Role Socialization in Educational Institutions

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ABSTRACT

This study explores the interplay between structural functionalism and gendered role socialization in educational institutions, examining how schools transmit societal norms and shape gendered behaviors. Employing a qualitative research design, data were collected through purposive sampling of published research documents, including peer-reviewed articles, ethnographies, and theoretical analyses. Thematic analysis identified eight major themes: theoretical foundations of structural functionalism, gendered role expectations and norm internalization, curriculum content and gender bias, teacher practices and classroom dynamics, extracurricular activities and role differentiation, peer influence and social reinforcement, impact on academic achievement and career aspirations, and policy implications for inclusive education. Findings reveal that whereas educational institutions function to maintain social stability, they also reproduce gender hierarchies through formal and informal mechanisms, influencing students' identities, learning experiences, and future opportunities. The study underscores the importance of integrating critical insights with functionalist theory to address inequities and promote inclusive educational practices. Policy interventions such as gender-sensitive curricula, equitable pedagogy, and inclusive extracurricular opportunities are essential for fostering agency, diversity, and equitable outcomes in schooling.

Keywords: Structural Functionalism, Gendered Role Socialization, Educational Institutions, Curriculum Bias, Peer Influence, Academic Achievement, Inclusive Education

Introduction

Structural functionalism has been rooted in the works of Durkheim (1925) and Parsons (1959), conceptualizes society as a complex system in which various institutions perform interrelated functions to maintain social stability and cohesion. Inside this framework,



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educational institutions are viewed as pivotal arenas for socialization, transmitting not only academic knowledge but also cultural norms, values, and behavioral expectations (Connell, 2002; Bem, 1981). Schools operate as mechanisms for social integration, shaping students' roles in accordance with societal needs, including those related to gender (Sadker & Sadker, 1994; Eccles, 1994; Martin, 2003). Gendered role socialization within educational settings reflects the functionalist belief that distinct social roles for males and females contribute to the orderly functioning of society, as students are subtly guided toward behaviors, aspirations, and career paths considered appropriate for their gender (Durkheim, 1925; Parsons, 1959; Eccles, 1994).

In educational institutions, the processes of gendered socialization manifest through curricula, pedagogical practices, teacher expectations, and peer interactions that collectively reinforce traditional notions of masculinity and femininity (Bem, 1981; Eccles & Barber, 1999). Textbooks, classroom participation norms, and extracurricular activities often encode implicit gender messages, shaping students' perceptions of capabilities, interests, and societal responsibilities (Francis, 2000). However, functionalists argue that such differentiation ensures societal stability, contemporary scholarship critiques this perspective for perpetuating gender inequalities and constraining individual agency (Sadker & Zittleman, 2009). Understanding the dynamics of structural functionalism in relation to gendered role socialization thus provides a lens for examining both the intended integrative functions of education and the unintended reinforcement of gender hierarchies within institutional contexts (Martin, 2003).

Study Context

Regardless of the recognized role of educational institutions in shaping societal values and social roles, gendered role socialization remains a persistent challenge (Shoaib, Shamraiz, Baneen, & Abdullah, 2026c, 2026d; Shoaib & Ullah, 2026), often reinforcing traditional gender hierarchies and limiting students' opportunities and aspirations (Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b). However, structural functionalism highlights the integrative function of education in maintaining social order (Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a), it provides limited insight into how these gendered expectations perpetuate inequality rather than foster equitable development (Shoaib, Shahzadi, & Abdullah, 2026; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026c). In many educational contexts, curricular content, pedagogical practices, and institutional norms subtly channel boys and girls into distinct roles (Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b, 2026c), thereby influencing career trajectories, academic engagement, and social behaviors along gendered lines (Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). This dynamic raises critical questions about the extent to which educational institutions (Shoaib, Ahmed, Iqbal, & Abdullah, 2026b, 2026c), under the guise of functional stability (Shoaib, Ahmed, Iqbal, & Abdullah, 2026a), contribute to the reproduction of gendered power relations (Shoaib, Abdullah, & Baneen, 2026b). Hence, there is a pressing need to investigate how structural functionalist mechanisms intersect with gendered socialization processes, and how these interactions affect students' agency, identity formation, and access to equitable learning opportunities.

The Data and Methods

This study employed a qualitative research design to explore the intersection of structural functionalism and gendered role socialization in educational institutions. Data were



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collected through purposive sampling of published research documents, including peer-reviewed journal articles, ethnographic studies, and theoretical analyses, selected for their direct relevance to the study's focus. The selection criteria prioritized sources that provided insights into gendered practices, institutional norms, and the functionalist framework within educational settings. The collected data were analyzed using thematic analysis, which involved systematic and iterative coding, pattern identification, and refinement of emerging concepts. This process enabled the identification of eight major themes that capture the nuanced ways in which educational institutions socialize students into gendered roles whereas maintaining social cohesion. By integrating insights across multiple sources, the study provides a comprehensive understanding of the mechanisms, implications, and policy considerations related to gendered role socialization within the functionalist perspective.

Results and Discussion

Theme 1: Theoretical Foundations of Structural Functionalism in Education

Structural functionalism posits that society operates as an interconnected system where institutions, including education, perform essential functions to maintain stability and social order. In the educational context, functionalist theorists such as Parsons argue that schools serve as conduits for transmitting societal norms, values, and expected behaviors, preparing students to occupy predefined social roles (Parsons, 1959). Education, from this perspective, is not merely a site for academic learning but a mechanism for integrating individuals into the broader social structure, ensuring continuity and cohesion across generations. Gendered role socialization is conceptualized within this framework as a naturalized process (Shoaib, Abdullah, & Baneen, 2026a, 2026c), whereas boys and girls are guided toward behaviors and responsibilities that align with societal expectations (Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b), reinforcing the functional balance of society (Shahzadi, Shoaib, Baneen, & Abdullah, 2026; Shahzadi, Shoaib, Iqbal, & Abdullah, 2026).

However, functionalism emphasizes stability and consensus (Shahzadi, Shoaib, & Abdullah, 2026), contemporary scholarship critiques its tendency to overlook the inequalities embedded in role differentiation (Larijani, Shoaib, & Abedi, 2026), particularly along gender lines (Ali, Abdullah, & Shoaib, 2026). By framing gendered socialization as a functional necessity, the approach risks legitimizing hierarchies and constraining individual agency (Ali, Abdullah, & Shoaib, 2026), limiting the recognition of diverse identities and capabilities within educational spaces (Connell, 2002). Nevertheless, the functionalist lens provides a foundational understanding of how institutions codify expectations and organize social roles (Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b), offering a structural perspective on the mechanisms through which schools reproduce gender norms (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Waris, Shoaib, Sharif, & Abdullah, 2025a). This theoretical grounding establishes a basis for examining how specific practices (Waris, Shoaib, Sharif, & Abdullah, 2025b), policies, and interactions in educational settings operationalize the functionalist vision of gendered social order (Waris, Shoaib, Sharif, & Abdullah, 2025c).

Theme 2: Gendered Role Expectations and Norm Internalization

Educational institutions play a critical role in shaping gendered behaviors by establishing and reinforcing socially constructed expectations for boys and girls (Shoaib, Zaman, & Abdullah, 2025; Waris, Shoaib, Iqbal, & Abdullah, 2025). Through classroom interactions, teacher feedback, and institutional routines (Shoaib & Zaman, 2025),



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students learn what is deemed appropriate for their gender, a process described as norm internalization (Bem, 1981). Functionalist perspectives suggest that these expectations are necessary for maintaining societal stability (Shoaib, Waris, Zaman, & Abdullah, 2025b), as they prepare individuals to fulfill distinct roles within the social system (Shoaib, Waris, Zaman, & Abdullah, 2025a). From early childhood through secondary education, boys and girls are often directed toward different subjects, activities (Shoaib, Waris, Iqbal, & Abdullah, 2025), and behaviors boys toward assertiveness and leadership (Shoaib, Waris, & Iqbal, 2025c), and girls toward cooperation and caregiving reflecting deeply embedded societal assumptions about gender roles (Shoaib, Waris, & Iqbal, 2025b).

The internalization of these norms has far-reaching consequences for students' identities, aspirations, and social behaviors (Shoaib, Waris, & Iqbal, 2025b). Peer interactions further reinforce gendered expectations (Shoaib, Waris, & Iqbal, 2025a), creating an environment where conformity is rewarded and deviation has been sanctioned, either subtly or overtly (Shoaib, Tariq, Rasool, & Iqbal, 2025; Shoaib, Waris, & Iqbal, 2025a). However, structural functionalism frames this process as functional for societal cohesion (Shoaib, Tariq, & Iqbal, 2025b), contemporary critiques highlight that such internalization perpetuate inequality and restrict individual potential (Martin, 2003). Understanding how educational institutions systematically transmit gendered norms offers insight into the mechanisms through which social hierarchies are reproduced (Shoaib, Tariq, & Iqbal, 2025a) and illuminates pathways for interventions aimed at promoting more equitable educational experiences (Shoaib, Shamsher, & Iqbal, 2025).

Theme 3: Curriculum Content and Gender Bias

Curriculum content serves as a primary vehicle for transmitting societal norms and values (Shoaib, Shamsher, & Iqbal, 2025), including those related to gender, within educational institutions (Shoaib, Rasool, Zaman, & Ahmed, 2025). From a structural functionalist perspective, curricula are designed to equip students with the knowledge and skills necessary to fulfill their expected roles in society (Shoaib, Rasool, & Zaman, 2025c; Shoaib, Rasool, Zaman, & Abdullah, 2025). However, the content often reflects and reinforces gendered assumptions, subtly privileging masculine experiences (Shoaib, Rasool, & Zaman, 2025a, 2025b), achievements, and perspectives whereas marginalizing or stereotyping feminine ones (Sadker & Zittleman, 2009). Textbooks, reading materials (Shoaib, Rasool, Kalsoom, & Ali, 2025), and examples in subjects such as history, literature, and science frequently present male figures as central actors (Shoaib, Rasool, Iqbal, & Abdullah, 2025a, 2025b), whereas female contributions are underrepresented or framed within traditional domestic or supportive roles (Shoaib, Rasool, & Iqbal, 2025a, 2025b), perpetuating a gendered hierarchy of knowledge (Shoaib, Kausar, Ali, & Abdullah, 2025; Shoaib, Rasool, & Iqbal, 2025c).

The presence of gender bias in curricula has significant implications for students' self-concept (Shoaib & Kausar, 2025), interests, and academic trajectories (Shoaib, Iqbal, Rasool, & Abdullah, 2025). Girls internalize limitations on their capabilities in STEM subjects (Shoaib, Iqbal, & Iftikhar, 2025), whereas boys perceive caregiving or collaborative roles as less valued, shaping future career aspirations and reinforcing societal role divisions (Francis, 2000). Furthermore, curriculum content interacts with pedagogical practices and institutional norms to consolidate gendered expectations (Shoaib, Batool, Kausar, & Abdullah, 2025), creating a self-reinforcing system of role differentiation (Shoaib & Bashir, 2025). Recognizing and addressing these biases is essential for fostering equitable educational environments (Shoaib, Ali, & Kausar, 2025),



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as it challenges the assumption that functional stability is best achieved through strict gendered delineation (Shoaib, Ali, Iqbal, & Abdullah, 2025b) and opens pathways for more inclusive and socially just learning experiences (Shoaib, Ali, Iqbal, & Abdullah, 2025c).

Theme 4: Teacher Practices and Classroom Dynamics

Teachers play a pivotal role in shaping students' gendered experiences within educational institutions, acting as both transmitters and enforcers of societal norms (Shoaib, Ali, Iqbal, & Abdullah, 2025a). From a structural functionalist perspective, teacher practices contribute to social stability by guiding students toward behaviors (Shoaib, Ali, Iqbal, & Abdullah, 2025c) and roles deemed appropriate for their gender (Parsons, 1959). Classroom dynamics, including the allocation of attention, encouragement (Shoaib, Ali, Iqbal, & Abdullah, 2025b), and disciplinary actions, often differ based on gender (Shoaib, Ali, Iqbal, & Abdullah, 2025a), subtly reinforcing societal expectations (Shoaib, Ahmed, Zaman, & Abdullah, 2025). For instance, boys have been praised for assertiveness and leadership (Shoaib, Ahmed, & Usmani, 2025b), whereas girls receive reinforcement for compliance and cooperation (Shoaib, Ahmed, & Usmani, 2025a), signaling the socially sanctioned behaviors that align with broader functionalist notions of societal order (Shoaib, Ahmed, Iqbal, & Abdullah, 2025).

These pedagogical patterns have lasting consequences for students' self-concept, engagement, and academic performance (Shoaib & Abdullah, 2025; Shoaib, Ahmed, & Iqbal, 2025). Research indicates that differential teacher expectations influence subject choice (Shoaib, 2025a), classroom participation, and confidence in abilities (Shoaib, 2025b), often perpetuating traditional gender hierarchies (Sadker & Sadker, 1994). Peer interactions within these structured classroom environments further reinforce the gendered messages delivered by teachers (Iqbal, Shoaib, Iqbal, & Abdullah, 2025), creating a cycle of normative socialization that is difficult to disrupt (Ali, Shoaib, Iqbal, & Abdullah, 2025a; Ali, Shoaib, & Kausar, 2025). However, functionalism emphasizes the stabilizing function of these practices (Ali, Shoaib, Iqbal, & Abdullah, 2025b), critical perspectives highlight their role in reproducing inequalities and constraining student agency (Ali, Shoaib, Iqbal, & Abdullah, 2025b). Understanding teacher practices and classroom dynamics is therefore essential for addressing the subtle mechanisms through which educational institutions maintain gendered role differentiation (Ali, Shoaib, & Ali, 2025; Ali, Shoaib, Iqbal, & Abdullah, 2025a).

Theme 5: Extracurricular Activities and Role Differentiation

Extracurricular activities function as an extension of the formal curriculum, providing additional arenas in which gendered role socialization occurs (Ahmed, Shoaib, & Zaman, 2025; Shoaib, Zaman, & Abbas, 2024). From a structural functionalist perspective, participation in these activities reinforces societal expectations by channeling students toward behaviors and skills aligned with traditional gender roles (Parsons, 1959). Sports, clubs, and other organized activities often privilege physical assertiveness, competition, and leadership for boys (Shoaib, Shehzadi, & Abbas, 2024b), whereas emphasizing nurturing, cooperation, and aesthetic or supportive roles for girls (Shoaib, Shehzadi, & Abbas, 2024a). These experiences are not merely recreational but serve as socializing agents (Shoaib, Ali, & Abbas, 2024), transmitting implicit messages about appropriate gendered behaviors and contributing to the preparation of students for their anticipated roles in the wider society (Shoaib, Abdullah, Naqvi, & Ditta, 2024).

The impact of gendered participation in extracurricular activities extends to identity



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formation (Shoaib, 2024e), skill development, and social networks, influencing both short-term engagement and long-term aspirations (Eccles & Barber, 1999). Boys and girls internalize these differentiated expectations (Shoaib, 2024d), shape confidence, peer relationships (Shoaib, 2024b), and career interests, reinforcing structural hierarchies that privilege certain traits and competencies over others (Shoaib, 2024a, 2024c). However, functionalists argue that such differentiation maintains social cohesion and prepares students for societal roles (Ali, Zaman, & Shoaib, 2024; Shoaib, Usmani, & Abdullah, 2023), contemporary critiques highlight its role in reproducing inequities and limiting the agency of students who deviate from normative gendered patterns (Shoaib, Rasool, Anwar, & Ali, 2023; Shoaib, Shehzadi, & Abbas, 2023). Examining extracurricular activities thus illuminates the subtle mechanisms through which educational institutions perpetuate gendered role expectations beyond the classroom (Shoaib, Mustafa, & Hussain, 2023; Shoaib, Naseer, & Naseer, 2023).

Theme 6: Peer Influence and Social Reinforcement of Gender Roles

Peers serve as powerful agents of socialization within educational institutions, shaping students' understanding and performance of gendered roles (Shoaib, 2023a, 2023b, 2023c). From a structural functionalist perspective, peer groups help reinforce societal norms by promoting behaviors considered appropriate for each gender (Shoaib, Usmani, & Ali, 2022; Ullah, Shoaib, Ali, & Ullah, 2022), thereby contributing to the stability and cohesion of the social system (Durkheim, 1925; Parsons, 1959). Through daily interactions, group activities, and informal social networks, students observe and internalize standards of masculinity and femininity, often experiencing subtle pressures to conform (Shoaib, Mustafa, & Hussain, 2022; Shoaib, Tariq, Shahzadi, & Ali, 2022). For instance, boys receive affirmation for assertive or competitive behavior, whereas girls are rewarded for cooperation and emotional sensitivity (Shoaib, Mehmood, & Butt, 2022), reflecting broader societal expectations encoded within the functionalist framework (Shoaib, Anwar, & Rasool, 2022).

The social reinforcement provided by peers significantly influences identity formation, academic engagement, and behavioral choices (Shoaib, Ali, Anwar, & Abdullah, 2022; Shoaib, Anwar, & Mustafa, 2022). Peer approval and group norms amplify the effects of teacher practices and curricular content, creating a self-reinforcing cycle of gendered socialization (Martin, 2003). Deviations from expected roles, such as boys expressing emotional vulnerability or girls asserting dominance in competitive settings (Shoaib & Ullah, 2021a), have met with ridicule or social exclusion, further consolidating conformity (Shoaib & Ullah, 2021b). However, functionalism emphasizes the stabilizing function of these peer-driven dynamics (Shoaib, Rasool, & Anwar, 2021), critical perspectives highlight their role in perpetuating gender inequalities and limiting individual agency (Shoaib, Iqbal, & Tahira, 2021). Understanding peer influence is therefore essential for identifying the social mechanisms through which gendered roles are maintained and challenged within educational environments (Shoaib, Ali, & Naseer, 2021; Shoaib, Ali, & Akbar, 2021).

Theme 7: Impact on Academic Achievement and Career Aspirations

Gendered role socialization within educational institutions significantly shapes students' academic engagement and future career trajectories (Shoaib, Ali, Anwar, Rasool, et al., 2021; Shoaib, Ali, Anwar, & Shaukat, 2021). From a structural functionalist perspective, the differentiation of roles based on gender is viewed as a mechanism to prepare individuals for socially prescribed positions in the workforce and society (Parsons,



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1959). Boys and girls are often subtly guided toward subjects and activities that align with traditional societal expectations boys toward STEM (Shoaib, Ahmad, Ali, & Abdullah, 2021), leadership, and competitive fields, and girls toward humanities, caregiving, and supportive roles (Ali, Shoaib, & Abdullah, 2021; Shoaib, 2021). These patterns are reinforced through teacher expectations, peer influence (Ahmad, Shoaib, & Shaukat, 2021), and curriculum content, which collectively influence students' self-perception of competence and interest in specific academic domains (Ahmad, Ahmad, Shoaib, & Shaukat, 2021).

The consequences of these gendered pathways are both immediate and long-term (Abdullah & Shoaib, 2021a, 2021b). Students internalizing traditional role expectations limit their subject choices, extracurricular engagement, and aspirations (Shoaib, Abdullah, & Ali, 2020), whereas those challenging gender norms face social resistance (Eccles, 1994). Over time, this dynamic contributes to the persistence of gendered disparities in educational outcomes and occupational representation, reinforcing societal hierarchies (Ahmad, Ahmad, & Shoaib, 2016; Shoaib & Ullah, 2019). However, functionalists argue that such differentiation maintains social stability, critical scholarship emphasizes the inequities embedded in these processes (Shoaib & Rafique, 2015), highlighting the need for interventions that promote equitable access to opportunities and support the diversification of career aspirations irrespective of gender (Rafique & Shoaib, 2015).

Theme 8: Policy Implications and Pathways for Inclusive Education

Addressing gendered role socialization in educational institutions requires deliberate policy interventions that challenge traditional assumptions and promote equitable learning environments (Shoaib, Latif, & Usmani, 2013; Shoaib, Shaukat, Khan, & Saeed, 2013). From a structural functionalist perspective, education is designed to maintain societal stability (Anwar, Shoaib, & Javed, 2013), yet rigid gender norms embedded within curricula (Anwar, Shoaib, & Shahid, 2024; Anwar, Shoaib, Zaman, & Arshad, 2024), pedagogy, and institutional practices perpetuate inequality (Parsons, 1959). Inclusive policies such as gender-sensitive curricula (Abdullah, Usmani, & Shoaib, 2023a, 2023b; Naseer, Shoaib, & Naseer, 2022), teacher training programs on bias awareness (Anwar, Shoaib, & Mustafa, 2022; Naseer, Shoaib, Ali, & Bilal, 2021; Shoaib & Abdullah, 2021), and equitable participation in extracurricular activities seek to transform schools into sites where all students develop their potential irrespective of gender (Ali, Shoaib, & Syed, 2021; Anwar, Shoaib, & Zahra, 2021; Naseer, Shoaib, Ali, & Ahmad, 2021). By revising institutional structures and practices, education move beyond mere functional reproduction of societal roles toward fostering social equity and inclusion (Abdullah & Shoaib, 2021a; Ahmad, Shoaib, & Abdullah, 2021; Ali, Shoaib, & Asad, 2021; Shoaib & Abdullah, 2020).

The implementation of inclusive policies has both practical and symbolic significance (Shoaib, Khan, & Shaukat, 2012; Shoaib, Munir, Masood, Ali, & Sher, 2012). Practically, such initiatives broaden academic and career opportunities for students by dismantling barriers created by gendered expectations (OECD, 2012). Symbolically, they challenge the perception that gender differentiation is essential for societal stability, encouraging critical reflection among educators, students, and policymakers (Shoaib, 2025a, 2025b). Furthermore, pathways for inclusion emphasize intersectional approaches, recognizing how gender interacts with class, ethnicity, and other social factors to shape educational experiences (Shoaib, 2024d, 2024e). Understanding and integrating these policy implications is essential for creating educational systems that not



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only prepare students for societal participation but also promote justice (Shoaib, 2024b, 2024c), agency, and diversity in knowledge production and social roles (Shoaib, 2023a, 2023b, 2024a).

Theoretical Insights

The application of structural functionalism to gendered role socialization in educational institutions highlights the dual role of schools as agents of social cohesion and instruments for reproducing societal norms (Parsons, 1959; Durkheim, 1925). Functionalist theory emphasizes that gender differentiation within education serves a stabilizing purpose, preparing students to occupy socially prescribed roles and ensuring the continuity of societal structures. This perspective elucidates how formal curricula, teacher practices, peer interactions, and extracurricular activities collectively function to integrate students into the expected gendered framework, reinforcing the idea that schools are not neutral spaces but key sites for normative socialization (Connell, 2002; Bem, 1981).

However, contemporary scholarship critiques the functionalist focus on stability for underestimating the inequalities embedded in gendered role assignment. However, functionalism frames gender differentiation as necessary for societal order, research demonstrates that these mechanisms often limit students' agency, reinforce hierarchical norms, and perpetuate disparities in academic achievement and career trajectories (Sadker & Sadker, 1994; Eccles, 1994; Martin, 2003). Integrating critical insights with functionalist theory enables a more nuanced understanding of how educational institutions simultaneously maintain social cohesion and reproduce gender hierarchies, offering a lens to analyze both the intended functions of schooling and the unintended consequences of gendered socialization practices.

Conclusion

The study highlights that educational institutions, guided by structural functionalist principles, play a central role in both maintaining social cohesion and reproducing gendered norms. Through formal curricula, teacher practices, peer interactions, and extracurricular activities, schools socialize students into socially prescribed gender roles, subtly shaping identities, behaviors, and future academic and career trajectories. However, functionalism frames these processes as necessary for societal stability, the analysis reveals that rigid gender differentiation often reinforces inequalities, limits individual agency, and perpetuates hierarchical structures within education. Thematic analysis of scholarly sources identified eight key areas ranging from theoretical foundations to policy implications illustrating how gendered role expectations are embedded across multiple institutional dimensions. The study underscores the importance of integrating critical perspectives with functionalist insights to understand both the intended stabilizing functions and the unintended inequitable outcomes of gendered socialization. Ultimately, promoting inclusive policies, gender-sensitive curricula, and equitable pedagogical practices is essential to mitigate these disparities, ensuring that educational institutions not only maintain societal cohesion but also foster fairness, diversity, and opportunities for all students to develop their potential.

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