GENDER INEQUALITY, POVERTY, AND THE DIGITAL DIVIDE AMIDST COVID-19: AN INTEGRATIVE LITERATURE REVIEW (2020-2022)

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Abstract

This article explores the intersection of education, economics, and culture during the COVID-19 period. The study aims to understand the challenges experienced by countries, focusing on analyzing education conditions through the lens of socioeconomic status in relation to COVID-19. This study integrates quantitative and qualitative research conducted during the three-year COVID-19 period. An integrative literature review (Torraco, 2005) is employed to generate new perspectives and frame emerging concepts on the impact of COVID-19 on education. After a search in four databases, 49 empirical research studies in 36 developing and developed countries were selected for rigorous analysis. The study reveals that the digital divide, poverty, and gender inequality were significant educational challenges during the COVID-19 pandemic. Students from low socioeconomic families, particularly those residing in rural areas and with strong religious traditions, faced vulnerabilities within the education system. They experienced limited access to quality education and faced gender-based discrimination. In some cases, these circumstances led to heightened risks of suicide and other mental health issues. This review highlights the primary role of the educational resource deficit in generating socioeconomic disparities due to unequal allocation. The authors argue that policymaking processes should prioritize the needs of the most vulnerable student groups, including female teachers, in the post-COVID-19 period. Additionally, there is a need for empirical research on the long-term effects of COVID-19, commonly referred to as "long COVID-19" on most vulnerable groups of students.

Key words: COVID-19, education, socioeconomic status, cultural inequality, mental breakdown

Introduction

Throughout the world, nations and individuals were affected negatively by the pandemic. Due to the threat to individual safety, the COVID-19 pandemic has transformed the values of collective societies into a more individualistic nature. Economics, culture, and education are interconnected sectors that influence one another as socially significant aspects, especially during the pandemic. First, the limits of production and consumption at the national or international level caused economic depression in all sectors during that time [1]. For example, Hall and Kudlyak (2020) estimated that the number of American workers with jobs but unemployed increased to 93% while the unemployment of workers without jobs was at its historical peak in 2020 [2]. World Bank research also showed that unemployment is one of the acute effects of the pandemic in the economic sector. Its recovery might be slower depending on the duration of business shutdowns [3].

In light of these difficulties, for example, the UK government financially supported workers and industries to cover their wages and bills [3]. In addition, the OECD subsidized job retention programs in developed countries, supporting 60 million people. Moreover, commodity prices collapse, and currency increases have caused unprecedented collapse across countries, especially notable in developing countries [4]. According to OECD reports, those consequences caused per capita income to decline by 8% in 2020 [5].

2020 was one of the most challenging years for many nations worldwide, economically and socially. For example, the former Soviet country of Kazakhstan saw an economic downturn that far outweighed previous economic catastrophes, such as the challenging years in 2008 and 2015, with both urban and rural communities facing unemployment and poverty [6]. To support vulnerable groups, Kazakhstan's government implemented a social assistance program for those who lost their jobs [7]. This

program was one of the strategies to handle the economic downturn that helped people avoid shocking income losses.

In addition, the pandemic greatly affected education. Estimates demonstrated that about 70% of low-income countries could not pivot their education to provide distance learning, in contrast to only 10% of high-income countries [8]. The OECD also revealed that adults and children in poverty struggled during remote working and learning periods, which might damage their potential in the future [5]. For instance, although Ecuador (a developing country) took necessary measures to give access to remote learning at home, providing 74% of students with an internet connection, students, especially from the lowest income families still left behind with no technologies for learning [9]. The pandemic period was challenging for Kazakhstan, too, because it needed more time to be ready to conduct classes in a distance format. Bokayev et al. (2021) and Seilkhan et al. (2022), in their research, revealed that two reasons cause problems for education: equal access to the internet, especially in villages, and stakeholders' ICT skills issues [10, 11]. In Addition, Marteau (2021) noted that the differences between high-performing (Nazarbayev Intellectual Schools, public urban schools) and low-performing students (rural public schools) are considerable, with three to four years of underperforming results [12]. The gap has been deepened over the COVID-19 period and is a priority to address in Kazakhstan's post-COVID-19 education. Furthermore, a cultural ecosystem has been innovated during the pandemic, accelerating digitalization.

The review of the economics, education, and culture sectors in the COVID-19 pandemic period shows that each sector has been affected and was contextually subjected to crisis prevention measures. Regarding connections between sectors, it could be concluded that unemployment and poverty influenced quality education and equal access to education during the lockdown. OECD (2020a) has already reported that the pandemic may challenge the "inclusive growth" of poor children mostly unless equity, access, and inclusion measures are taken appropriately [13]. Cancelling cultural events might lead to financial loss, as seen in the examples of the USA and Canada. In addition, the digitalization of education and culture has deepened the access gap to resources, thus creating inequalities due to its deficit. Overall, the interconnectedness of the three sectors should be explored from different perspectives to understand the future consequences and long-term effects of the crisis.

The post-COVID-19 educational space is still undergoing transformations and reconsideration due to the unprecedented impacts on life's social, economic, and cultural aspects. Undoubtedly, the arrival of the hybrid schooling mode heralded a new educational era. Hargreaves (2021) stated that there is no return to what has been before, but there should be a solid commitment to rebuild education and pertinent aspects of life for the better [14]. There is an urgent call for world governments to redesign schools to respond to the fourth industrial revolution, which has advanced digital literacy and social-emotional skills [15]. Many education systems still practice obsolete forms of teaching and learning based on direct instruction and passive knowledge transfer. In contrast, a reflective and transformative learning nature needs to be promoted in light of global economic, social, and cultural changes. As Xiao (2021) explains, schools should be places to fit the needs of all children, not the other way round, fostering the principles of inclusion, equity, and equality, placing care and social justice beyond mere academic cognition and achievement [16].

The education systems worldwide are still recovering from the consequences of COVID-19 period lockdowns and school closures. The measures taken to address school closures and the pre-existing socioeconomic factors have primarily affected marginalized students and widened inequality gaps [17]. Students from elevated socioeconomic families were provided with the facilities to cope with digital learning challenges, whereas those from disadvantaged backgrounds remained behind with the schools closed. While teachers worldwide had to adapt their pedagogies to a new mode of teaching and instruction, low-economic learners were still at risk of falling behind due to the lack of access [18]. Thus, the impetus is provided not only for an inclusive approach to technological provision but also for physical access to high-speed internet along with the assistance of faculty members or support of adults to ensure student participation in the learning process [19].

Furthermore, economic disruptions in the labor market have threatened to result in what appears to be long-lasting impacts on unemployment among youngsters [13]. As a result, pre-existing unemployment conditions have increased due to disruptions in learning, and young people with limited access to learning have faced new employability challenges.

Disruptions in learning have mainly affected female students. Furthermore, female students experienced pressures due to intensified domestic chores and the use of child labor in farming and households in some traditional contexts [20].

A regression analysis held by Flor et al. (2022) on gender equality concerning health, social, and economic factors revealed that female students tend to excel over their counterparts in many educational settings of developed countries [21]. However, there is still a wide gap of girls dropping out of school in countries with low and middle-income economies and a pertinent danger of unemployment and the use of unpaid female care work. The authors highlighted the importance of fostering gender equality in post-pandemic educational spaces and preventing female drop-outs from schools as the main principle of human capital development. OECD report on COVID and Well-being (2021d) highlighted that women tended to experience long COVID, including decreased mental health and feelings of loneliness [22]. The evidence from several countries reported by the OECD (2021d) showed an unsurpassed burden of unpaid work and family commitments of homeschooling, household, and care [22].

By examining a diverse range of scholarly works, this integrative review aims to generate new insights, perspectives, and conceptual frameworks that can deepen understanding of the intersection between education, economics, and culture during the COVID-19 period spanning 2020 to 2022. This approach allows the paper to contribute to the ongoing discourse on educational responses to the pandemic, which remains pertinent as societies continue to navigate its aftermath and to frame emerging concepts that may inform future research, policy development, and educational practice.

Methodology

This integrative literature review looks at the impacts of COVID-19 [23] on education, the economy, and culture. It addresses an emerging topic through "a holistic conceptualization and synthesis of the literature" [24, p. 410]. Whittemore and Knafl (2005) state that incorporating both quantitative and qualitative information is the advantage of an integrative literature review [25]. Accordingly, this method was applied better to understand the emerging topic from different research perspectives. Broadly, the study was written following Torraco's (2005) three sections incorporating 1) preliminary search, 2) description of methods, and 3) critical analysis.

Inclusion and Exclusion Criteria

The empirical research (qualitative and quantitative) that underwent an academic peer review process published from 2020 to 2022 was chosen as the data. Another important criterion in the article was the socio-economic and socio-cultural issues related to COVID-19 and education. The empirical studies with no open access and no research-based supplementary appendix, theoretical reviews, and reports were excluded.

Search Strategy

A multidisciplinary approach (as authors searched in the fields of education, economics, and culture) was used to collect the data. The following databases were included for search: Google Scholar, ERIC, Academic Search Premier (EBSCO), and EconLit. The keywords for the search were "COVID-19", "education", "learning", "teaching", "gender", "economics", "culture", "rural", "equity", "equality", and "educational challenges". Due to the immense number of articles within such keywords, two authors searched the databases three times in the first stage to select as much relevant data as possible. The keywords' order and inclusion in the search were changed over time, which might be the limitation of the study.

Nonetheless, to optimize the search, the first author used specific parameters *(such as "subjects-analyse of education"/"descriptor- socio-economic status")* in ERIC and EconLit databases. As a result, 877 articles from ERIC and 450 from EconLit were found based on the keywords, but only 72 were chosen based on the titles. In the case of the second author, as Google Scholar does not have similar search parameters, she screened the first 500 relevant article titles (three times search in a total of 1500) and also 100 relevant articles (three times search in a total of 300) from Academic Search Premier (EBSCO). As a result, she found 119 articles relevant to the topic, considering their titles from both databases. As a result of the two authors' search, 189 articles were chosen for further abstracts screening stage, and 2 were duplicates. After the second stage of reading abstracts was completed, 49 articles were removed due to their being non-relevant and non-empirical research (e.t. reports, reviews, systematic literature reviews). Then, the next stage was full-text detailed reading for data analysis inclusion.

Consequently, 91 articles were also excluded because 59 articles did not cover both socio-economic and socio-cultural factors concerning COVID-19 and education, and accordingly, data saturation approach was reached. Finally, 49 articles were included for integrative literature analysis

(Table 1) that holistically conceptualized (Table 2) emerging themes at the intersection of COVID-19, education, economics, and culture. Fifteen developed, and 21 developing countries out of 36 countries were studied in those 49 articles.

Table 1. *Diagram for CEEC Expulsion Literature Search. CEEC = COVID-19, Education, Economics, and Culture*

Stage 1	Articles Identified through Scholar (n=96) Excluded: 1404 *relevance	Articles Identified through ERIC (n=61) Excluded: 816 *not discipline	Articles Identified through EconLit (n=11) Excluded: 439 *not discipline	Articles Identified through Academic Search Premier (n=23) Excluded: 277 *relevance *not discipline	Duplicate articles removed (n=2)
Stage 2	Article abstracts screened (n=189)				Abstracts excluded (n=49) *Non empirical research *non-relevant
Stage 3	Full-text articles assessed for inclusion (n=140)				Full articles excluded (n=91) *Non-relevant *Non-discipline *Non empirical research *No access
Stage 4	Articles included in the integrative literature review (n=49)				

Data Analysis

Overall, 49 articles were analyzed using Torraco's (2005) review, critique, and synthesized literature strategy on the connections between COVID-19, education, economics, and culture. A shared spreadsheet was used as an instrument (Figure 1).

*Figure 1. A Shared Spreadsheet with Final Data Matrix*

Findings

The findings of this integrative review have been analyzed through the concept map (Table 2). Accordingly, three main themes and ten sub-themes have emerged as critical ideas:

1. The digital divide theme includes access to technology for learning, and internet connection.
2. The poverty theme included marginalized groups, rural areas, family issues, mental breakdown, and social isolation.
3. Gender inequality includes female teachers' competing roles, female students' discrimination, and household chores' burden.

Table 2. Concept Map of Emerging Themes

COVID-19, Education, Economics, & Culture	Digital divide	Access to technology for learning
		Internet connection
	Poverty	Marginalized groups
		Rural areas
		Family issues
		Mental breakdown
		Social isolation
	Gender inequality	Female teachers' competing roles
		Female students' discrimination
		A burden of household chores
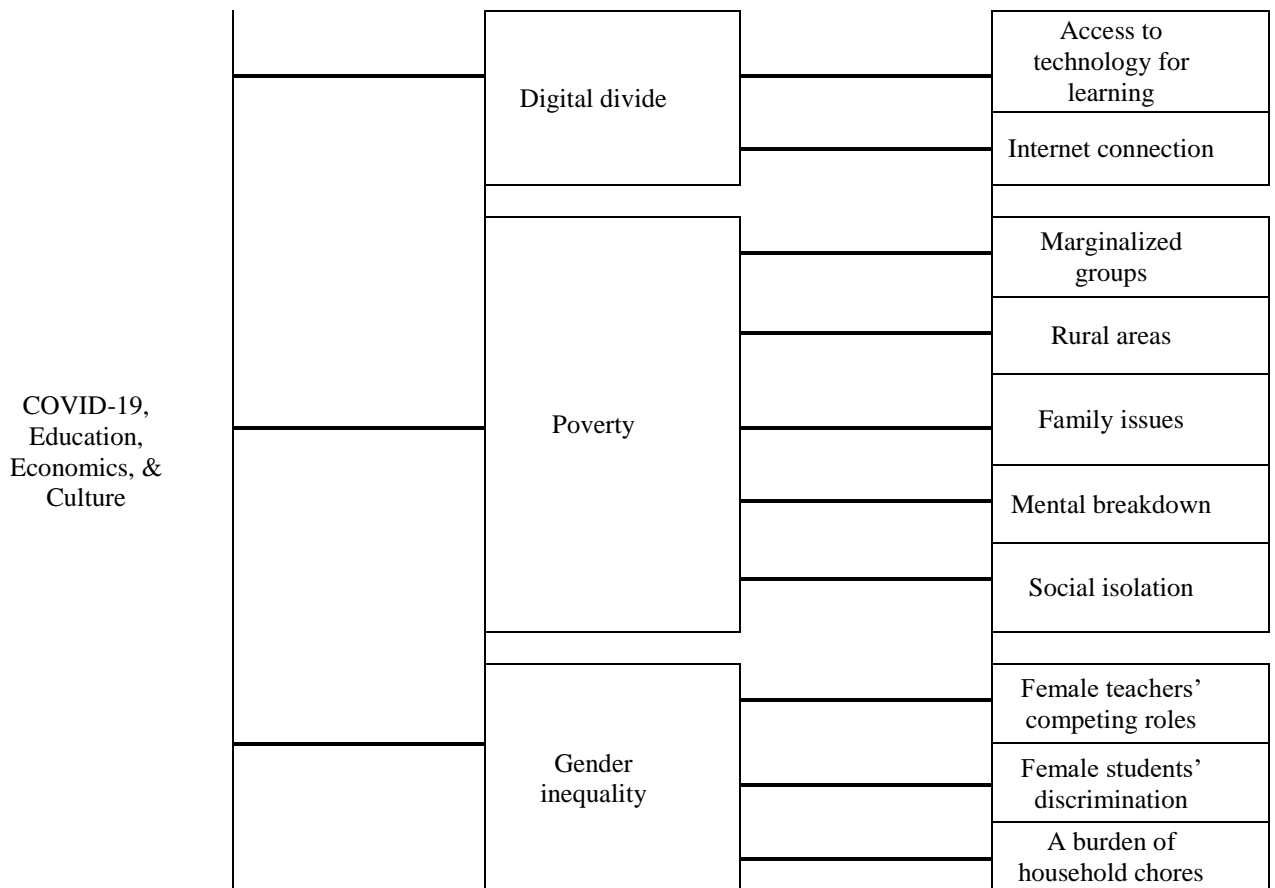
Digital Divide

The digital divide in education has become a big issue in light of the global economic crises caused by the pandemic. Equitable access to technology was challenging due to several factors, such as learning device availability, internet connectivity, and lack of ICT skills. During remote learning, a significant part of underprivileged students had no access to proper digital devices ([26; 27; 28; 29; 30; 31; 32; 33; 34; 35; 36].

Access to Technology for Learning. Some students were forced to use smartphones without laptops [37; 38; 39; 40] as well as teachers who gave their apparatus to their children [35]. Moreover, in families with many children and remote working parents, learning online for all siblings was inconvenient as they shared a device [30; 41; 42; 43]. Both cases negatively affected students' engagement [44] because they missed classes [45], and their academic results declined [35].

Internet Connection. The internet, especially at times of high volume use of traffic, did not work well during remote learning [40; 46]; consequently, students could not either find information or submit their assignments [29, 46]. Teachers could not deliver quality content during synchronous sessions because of the poor internet connection [44]. Students with financial constraints could access high-speed internet [40; 46]. As a result, to find a good internet connection, students tried to use schools' and other buildings' Wi-Fi nearby [37].

Poverty

Poverty during Covid-19 has become a burden for minority groups. Students from lower socio-economic status (SES) were biased due to their race, ethnicity, family issues, living in rural areas, mental breakdown, and social isolation.

Marginalized Groups. Students of color were segregated in online classrooms due to their low SES [43; 47; 48]. According to Francis and Weller (2022), housing instability is mostly the problem of immigrants, which is correlated with students' fewer remote learning opportunities [49]. Moreover, those marginalized ethnicities left behind the schools' provision of online learning devices and supervision [50] and even were attacked by racist hackers in virtual classrooms [48]. Poor immigrant students could not do assignments [41] and translate the information into their mother tongue [43] because of low internet conditions [49; 41]. Language is an essential part of culturally disadvantaged immigrant students, who face the fear of speaking on the microphone because of judgement [31]. In general, those students were discriminated against for being not white and prejudiced as underachievers by teachers [43].

Rural Areas. COVID-19 has also increased extreme global poverty by 115 million people [51]. Poverty is predominantly a rural phenomenon because 79 % of the population all over the world lives in poverty in rural areas [52]. In developed countries such as Saudi Arabia, Canada, and Europe, low-SES families from rural areas were disadvantaged due to poor access to technological advancements [26; 37; 39]. However, the most acute issue for families living in rural areas in developing countries such as for example, Mexico, India, South Africa, Ethiopia, and Vietnam was access to good quality internet [35; 36; 41; 46; 47; 53]. Furthermore, in Ethiopia, half of the families from rural areas cannot send their children to school because of financial problems [53]. Students from rural areas were socially isolated because of internet problems and low economic conditions [54]. Nevertheless, those students from rural areas with less experience in remote learning appreciated their teachers' assistance [47]. In turn, state and rural vernacular schools even worsened the situation by not having distance education capacities to support children ([33]. In comparison, Azubuike et al. (2021), Al-Jarf (2021), and Degwale (2020) found that private university and school students who usually live in the cities were more privileged in terms of internet quality, personal devices, and ICT skills mastery [26; 28; 53]. Another study by Zhao et al. (2022) showed that rural students engage in and benefit from distance learning less than their peers in urban areas [55].

Family Issues. Parents' priority from low SES was to pay bills and buy food, while education was not their primary interest [28; 33; 37; 43]. Some parents thought that online learning via gadgets could become a useless addiction [35]. As many low SES parents lost their jobs in remote format, parents went to work outside, not having time to help children with education [2; 37; 43; 56; 70]. While some students themselves supported their families by working full-time and dropping out of school [33; 37; 43], some parents forced their children to home labor [38; 53; 54].

Smetackova and Stech (2021) report that low-SES parents could not use devices to help their children [56]. In particular, less educated parents (with a few years of schooling) and single parents could not spend more time with their children to help with learning [28; 35; 50]. Parents understood that they did not have enough pedagogical skills to teach their children in remote schooling [42; 34]. Therefore, in Indonesia, parents learn content with their children [71]; but in Finland, parents refuse the role of a teacher at home [7142]. On par with insufficient parental support, some parental cultural prejudices limited students'

participation in remote learning. For example, in Palestine, parents are concerned about their children's interaction with the opposite gender and safety on the internet [44]. Religious prayers and rituals also distracted students from their online studies during the lockdown [45]. Parent-teachers [46] and parent-students [35] were challenged to keep academic and life balance.

Mental Breakdown. In low SES families, students had no personal space to study, which decreased their performance [35; 45; 47; 57] and worsened their emotional state [33]. Anxiety, depression, and stress were common among families that could experience challenges with learning devices for online learning [35; 33; 44; 46]. Loneliness because of isolation was another reason for emotional breakdown for both teachers and students [34]. Some students idealized [46], and some committed suicide during remote education [33].

Social Isolation. Interaction is a form of cultural and social activity. During lockdown and remote learning, many students were isolated from society at home or interacted with only family members in the collectivist society in Namibia. Students struggle a lot due to online education [40]. On the other hand, interaction with only family members and the absence of social interaction with classmates worsened other students' relationships within the family. In Finland, students less controlled their behavior at home and could be irritated when siblings distract them from learning [42]. The studies show that a noisy environment did not allow students to concentrate [31; 40; 46]. In online learning, students have become less controllable even by teachers avoiding active interaction [58]. Ferri et al. (2020), Frei-Landau and Avidov-Ungar (2022), and Onwuegbuzie et al. (2020) claimed that ICT gadgets in socialization could not replace physical interaction in a classroom [30; 39; 46].

Gender Inequality

Female Teachers' Competing Roles. Several findings concerning sociocultural factors revealed inequalities towards female teachers. The pressures were primarily felt by an increased workload in their households, including care and homeschooling in Kazakhstan, where the teaching profession is feminized [59]. The findings are consistent with another one with a culturally similar context of Turkish female teachers. Female teachers in Turkey also experienced increased professional and domestic duties, and the absence of supporting babysitting and cleaning assistance experienced mental health issues connected with a feeling of guilt and shame for being worthless as wives and mothers in a patriarchal cultural context [60]. Regarding Western academia, the findings revealed a lack of gender policy feasibility towards female teachers' support during the COVID-19 period as they did not consider a potential decrease in work productivity and career disruption caused by increased household chores and gendered parental roles in the families [61].

Furthermore, as the study by Stuart et al. (2022) on the impact of the pandemic on perceived publication pressure showed, female academic teachers were reported to produce fewer publications due to an unequal share of household responsibilities [62]. Portillo et al. (2020) reported a lower self-perception in using digital technology due to emotional anxiety resulting from a workload [63]. In addition, as a result, deteriorating family relationships between scholar mothers and children were argued to be resultant of struggles to balance professional and household commitments [59; 64]. Scholar mothers experienced double pressures to pursue their children's academic achievements and professional responsibilities. Makura (2022) elaborated on pre-pandemic strategies utilized by scholar mothers to cope with their family roles. However, according to the findings, the strategies to compartmentalize and delegate their duties were ineffective in handling two competing roles in an unprecedented pandemic ([64, p. 65).

Discrimination of Female Students and Resilience. Another emerging theme in the literature review was gender discrimination, including violence and educational negation in highly culturally gender-divided settings. Examples of gender-based discrimination were provided in the empirical research by Musasa (2021) and Pillay (2021) [65; 66]. Both studies revealed a surge of discriminative attitudes concerning female students, resulting in the lack of incentives due to high unemployment rates and a deficit in career opportunities for women. Considering the lack of other productive activities, early marriage appeared to increase during lockdown in Zimbabwe [65]. However, despite the rise of gender-based discrimination, many female students were reported to emerge more robust and more resilient, seeking a balance between education and traditions [66]. The findings resonate with Haque (2022), whose study claimed an increase in abuse and violence, with 87% of reported teasing and 9% of abuse and violence increasing throughout the study [67].

A Burden of Household Chores. An increased burden due to household chores on female students in providing care to their younger siblings and house-cleaning was reported as an impeding factor towards academic engagement with online studies [31; 35; 48; 68]. Furthermore, female students faced traditionally-situated challenges [44] in potential threats of privacy due to the use of webcams for online classes and sharing personal information. Online studies reported absenteeism mainly from prioritizing feminized

household duties [35]. However, female students received more teacher support in the study of gender differences [69] as they tend to rely more on social support due to their feminine gender role.

Discussion

The condition of the digital divide, poverty, and gender inequality was deepened during the COVID-19 pandemic causing an unprecedented effect on education worldwide. Social marginality in developed and developing countries was created due to economic stagnation [1]. Especially people with low SES [26; 27; 28; 29; 30; 31; 32; 33; 34; 35; 36], low ICT skills [29; 30; 37; 46], and gender inequality [44; 45; 65; 66; 67] did not have equal access to education.

This integrative review shows that adults were disadvantaged during the lockdown. Unemployment, as one of the destroyable effects of the pandemic [3; 13], worsened the financial state of SES families. As a result, SES parents needed help to provide the necessary educational environment for their children instead of thinking about a day of supply, such as food, bills, and rent [28; 33; 37; 43; 49]. Those parents' SES, conditioned by their illiteracy, made them feel helpless even in supporting their children's learning [34; 42; 56]. During this challenging time, some parents perceived online education as an ineffective activity for their children [35] and engaged children in labor [33; 37; 38; 43; 53; 54]. Lastly, teachers also experienced inconveniences in teaching remotely due to management problems of work-life balance [46; 35] and unpreparedness to use ICT devices [29; 30; 37; 46].

Furthermore, the analyzed articles demonstrate that students experienced academic concerns. Although Carvalho et al. (2020) noted the ratio of low-income countries' provision with remote learning was seven times lower than high-income countries [8], the studies of this integrative literature review depict that SES students in both cases were similarly challenged. Students' academic performance declined [35] because they shared their devices with siblings [30; 41; 42; 43]. Furthermore, students use inconvenient smartphones [37; 38; 39; 40]. In addition, they did not have adequate ICT skills [29; 30; 37; 46] and struggled with internet connection issues [29; 40; 46]. Mainly, students from marginalized groups [17] or/and rural communities experienced all the issues mentioned earlier. The marginalized groups faced racial discrimination [50], perceived underestimation for being underachievers [43], and a language barrier [43; 47; 48]. For students from rural areas, access to education was restricted due to poverty [26; 37; 39] and low internet services [35; 36; 41; 46; 47; 53]. Overall, all the factors mentioned above led to desperate consequences such as school dropout [33; 37; 43; 45]; conflict with family members [31; 40; 42; 46], lack of interest in education [58] and lack of social interaction [40].

In addition, as an effect of such socioeconomic and sociocultural struggles, teachers, parents, and students had mental breakdowns (anxiety, depression, stress, loneliness) [33; 34; 35; 44; 46;]. However, the findings of suicide incidents in India [33] and the idealization of suicide in South Africa [46] show that some situations were out of the control of all. Therefore, there is a concern that socioeconomic and sociocultural factors can cause long-term adverse effects on education. Furthermore, the OECD has already announced that the problems with distance working and learning might damage adults' and children's futures [5]. The findings of this review reveal that education, economics, and culture are closely interconnected, and their turbulence and unsustainability have been shown during COVID-19.

The studies on the impacts of COVID-19 on gender in culturally situated experiences revealed unprecedented pressures on female students and teachers. Several studies have identified that the feminization of household duties is a leading cause of low academic achievement [31; 35; 48; 68;]. Furthermore, other experiences included school drop-out due to early marriage, lack of further career aspirations in the traditional African context [65], and absenteeism from online classes conditioned by feminized household chores [35]. Some traditional families posed restrictions on using webcams and accessing online platforms as they saw potential threats of privacy violation [44]. However, as reported by [69], female students received more teacher support for online education due to a greater reliance. The challenges female students faced prompted more robust women's emergence in balancing their traditional household roles and academic aspirations [66].

The integrative literature review showed an intensification of female teachers' competing roles. Culturally similar contexts of Kazakhstan and Turkey put immense pressure on female teachers and caused an increase in emotional disturbance and mental health issues due to multiple responsibilities in households during the pandemic [59; 60]. As further elaborated by Parlak et al. (2021), Turkish female teachers experienced a feeling of guilt due to the traditional belief of failing to perform their household duties during the lockdown period [60].

Concerning the "Western" academic context, the study by Makura (2022) revealed a failure of the

pre-COVID-19 copying mechanism and advised female scholars to compartmentalize and delegate their duties to maintain work-life balance [64]. The findings are consistent with Sutherland et al. (2021), who defined a gendered distinction between parental involvement in homeschooling and keeping households. The intensification of workload and family responsibilities worsened relationships between scholar mothers and their children as they perceived their duty to discipline and support their academic performance alongside their work as teachers [63]. Additionally, Sutherland et al. (2021) claimed the impacts of deteriorated mental health due to household burden on self-perceived digital competencies and capability to utilize technology [61]. Stuart et al. (2022) discussed publishing in academia as a highly aspired professional responsibility. As consistent with previous studies, the study findings show a decrease in published manuscripts due to intensified household responsibilities [62].

Limitations

This study had several limitations. Notably, the complexity of the topic and its interdisciplinary breadth, while assets in some respects, also posed challenges. The keywords had to be revised multiple times in an effort to best capture an understanding of the topic.

Implications and Conclusion

This integrative literature review provides insights into education, intersecting with economic and cultural conditions in the COVID-19 period. The analysis of empirical studies has shown that unprecedented challenges faced by education systems worldwide have intensified pre-existing barriers to quality education. The educational and economic disruptions have affected mainly the most socio-economically vulnerable students and revealed pre-existing conditions of inequality and access to quality education.

The selection of 49 research studies in significant search databases helped to apply a critical lens to uncover the themes of the study. It was revealed that students with low socio-economic status had experienced the burden of distant learning due to a lack of resources or deprivation of access. Such conditions have intensified stress and emotional misbalance, which in some cases resulted in suicidal ideation.

Students' cultural and traditional backgrounds have primarily affected females. One of the significant impacts was an intensification of household duties and the use of child labor, conditioned by underestimation of the role of education and the lack of job and career opportunities for female students in developing countries. Additionally, barriers to using webcams and disclosing personal information also affected female students in some traditional families. Furthermore, it was revealed that female teachers also experienced the pressure of competing roles with the intensification of household chores and family commitments. However, the integrative literature reviews helped identify the emergence of more robust and resilient female scholars in balancing their social and professional roles and raising their voices for gender equality.

This review provides insights into challenges and barriers to quality education, considering pre-existing socio-economic and cultural conditions. The period of a strong and mild pandemic has uncovered socio-economic disparities in educational resources availability and allocation, gender discrimination, and well-being issues due to mental and emotional vulnerability. We argue that the policy-making process should primarily attend to the most vulnerable groups of students, including female teachers in the post-COVID-19 period, along with empirical research on "long COVID-19" effects on education.

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COVID-19 КЕЗІНДЕГІ ГЕНДЕРЛІК ТЕҢСІЗДІК, КЕДЕЙЛІК ЖӘНЕ ЦИФРЛЫҚ АЛШАҚТЫҚ: ИНТЕГРАТИВТІ ӘДЕБИЕТ ШОЛУЫ (2020-2022)

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Аңдатпа

Бұл мақалада COVID-19 кезінде білім, экономика және мәдениеттің қиылысы зерттеледі. Зерттеу COVID-19 контексіндегі әлеуметтік-экономикалық жағдайдың призмасы арқылы білім беру жағдайларын талдауға назар аудара отырып, елдер тап болатын қиындықтарды түсінуге бағытталған. Бұл зерттеу COVID-19 пандемиясының үш жылдық кезеңінде жиналған сандық және сапалық деректерді біріктіреді. Интегративті әдебиет шолуы жаңа перспективаларды құру және COVID-19-дың білімге әсері туралы пайда болатын тұжырымдамаларды қалыптастыру үшін қолданылады (Торрако, 2005). Төрт дерекқорды іздегеннен кейін 36 дамушы және дамыған елдерден 49 эмпирикалық зерттеулері мұқият талдау үшін таңдалды. Зерттеу цифрлық теңсіздік, кедейлік және гендерлік теңсіздік COVID-19 пандемиясы кезінде білім берудегі маңызды қиындықтар болғанын көрсетеді. Әлеуметтік-экономикалық жағдайы төмен отбасылардан шыққан студенттер, әсіресе ауылдық жерде тұратын және діни дәстүрлері берік студенттер білім беру жүйесінде осал болып шықты. Олар сапалы білім алуға шектеулі қол жеткізуді бастан кешірді және гендерлік кемсітушілікке тап болды. Кейбір жағдайларда бұл жағдайлар өз-өзіне қол жұмсау қаупінің жоғарылауына және психикалық денсаулықтың басқа мәселелеріне әкелді. Бұл шолу білім беру ресурстары тапшылығының тең емес бөлуге байланысты әлеуметтік-экономикалық теңсіздіктерді құрудағы негізгі рөлін көрсетеді. Авторлар саясатты әзірлеу процестері COVID-19-дан кейінгі кезеңде студенттердің ең осал топтары, сонымен қатар әйел мұғалімдердің қажеттіліктеріне басымдық беруі керек деп санайды. Бұған қоса, әдетте «ұзақ COVID-19» деп аталатын COVID-19 студенттердің ең осал топтарына ұзақ мерзімді әсері туралы эмпирикалық зерттеулер қажет.

Түйін сөздер: COVID-19, білім, әлеуметтік-экономикалық жағдай, мәдени теңсіздік, психикалық бұзылыс

ГЕНДЕРНОЕ НЕРАВЕНСТВО, БЕДНОСТЬ И ЦИФРОВОЙ РАЗРЫВ НА ФОНЕ COVID-19: ИНТЕГРАТИВНЫЙ ОБЗОР ЛИТЕРАТУРЫ (2020-2022)

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Аннотация

Эта статья исследует пересечение образования, экономики и культуры в период COVID-19. Исследование направлено на понимание проблем, с которыми столкнулись страны, с акцентом на анализ условий образования через призму социально-экономического статуса в контексте COVID-19. В этом исследовании интегрированы количественные и качественные данные, собранные за трехлетний период пандемии COVID-19. Для создания новых перспектив и формирования возникающих концепций влияния COVID-19 на образование используется интегративный обзор литературы (Torraco, 2005). После поиска в четырех базах данных для тщательного анализа были отобраны 49 эмпирических исследований в 36 развивающихся и развитых странах. Исследование показывает, что цифровой разрыв, бедность и гендерное неравенство были значительными образовательными проблемами во время пандемии COVID-19. Студенты из семей с низким социально-экономическим статусом, особенно проживающие в сельских районах и с сильными религиозными традициями, оказались уязвимыми в образовательной системе. Они испытывали ограниченный доступ к качественному образованию и сталкивались с дискриминацией по гендерному признаку. В некоторых случаях эти обстоятельства приводили к повышенным рискам самоубийства и другим проблемам психического здоровья. Этот обзор подчеркивает основную роль дефицита образовательных ресурсов в создании социально-экономических неравенств из-за неравномерного распределения. Авторы утверждают, что процессы разработки политики должны приоритетно учитывать потребности самых уязвимых групп студентов, включая учителей-женщин, в пост-COVID-19 период. Кроме того, необходимо провести эмпирические исследования долгосрочных последствий COVID-19, широко известных как "длительный COVID-19", для самых уязвимых групп студентов.

Ключевые слова: COVID-19, образование, социально-экономический статус, культурное неравенство, психическое расстройство

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