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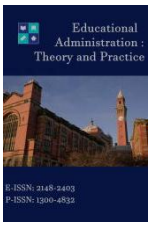

Systematic Literature Review on Gender Equality Attitude of the Gen Z College Students from a Gender Role Perspective

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Abstract

The study of gender equality attitudes among college students has gained increasing attention in recent years, particularly in the context of the rise of the feminist movement and increased attention to gender issues. In particular, the attitudes of Gen Z college students, who are the future leaders and decision-makers of society, are of great interest in terms of understanding the future direction of gender equality. Understanding and appreciating the importance of gender equality is critical for college students because it is a prerequisite for the development of a society that is both just and equitable. An integrative assessment of the studies on gender equality and the attitudes of college students on gender roles from 2003 to 2022 is presented here. We analyze the nature and content of contemporary research on gender equality among generation Z, and we critically examine the methodological and theoretical approaches that the writers have utilized in their work. We went through 63 publications that were found on Web of Science and read, categorized, and analyzed them. In keeping with previous research, our analysis demonstrates that gender inequalities among college students are still prevalent. Additionally, it appears that the formative years are critical for the development of a perspective concerning gender equality. The three primary areas of study interest include studies on gendered college paths and publication patterns, studies on the influence of new public management on gender, and studies concentrating on how gender plays a role in organizational change. Existing research is lacking in a number of important areas, including (1) a focus on the horizontal dimension (i.e. across disciplines), (2) studies generating concepts and theory, and (3) studies focused on the repercussions of changes in the research policy framework for college education.

Keywords: Gender Equality; Attitude; College Students; Generation Z; Gender Role

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Introduction

The demographic group that comes after the Millennials is called Generation Z. They are also referred to as the iGeneration and the Post-Millennials. Those who were born between the years 1997 and 2012 are often considered to fall into this age range (Dangmei & Singh, 2016). There is a growing body of research on the gender equality attitudes of Gen Z college students, and the role that gender roles may play in shaping these attitudes. Some studies have found that Gen Z college students generally have more positive attitudes towards gender equality than previous generations, and are more supportive of gender equality in the workplace, education, and other areas (Lin, H. H., Ling, Y., Lin, J. C., & Liang, Z. F., 2021). However, there is also evidence that gender roles may still play a role in shaping the attitudes of Gen Z college students toward gender equality. For example, some research has found that traditional gender roles, such as the idea that men should be breadwinners and women should be caregivers, may influence the attitudes of Gen Z college students towards gender equality Jurado De Los Santos, P., Moreno-Guerrero, A.-J., Marín-Marín, J.-A., & Soler Costa, R., 2020). Additionally, Bucchetti and Casnati (2022) have found that exposure to more progressive gender roles, such as the idea that men and women should be equal partners in parenting and household responsibilities, may be associated with more positive attitudes towards gender equality among Gen Z college students. In the member countries of the European Union, just 24% of academics were female, even though they made up 48% of students and graduates (Silander, C., Haake, U., Lindberg, L., & Riis, U., 2021). Generation Z faces difficulties achieving gender equality, according to a past research literature (Azcona, G., Bhatt, A., Davies, S., Harman, S., & Smith, J., 2020). This suggests that a number of factors contribute to the persistence of gender inequality. Additionally, to this evidence, other studies have demonstrated that men and women provide distinct justifications for gender disparity in academia (England, P., Levine, A., & Mishel, E., 2020). Including institutional and personal meritocratic arguments, Aragonés-González & Rosser-Limiñana, (2020) describe the constraints on women's advancement in science. Other scholars highlight a variety of elements, including subliminal gender discrimination and stereotyping, a lack of organizational drive, social explanations of choices, and the value of family and household responsibilities (Jessica Ringrose, 2007). University students have been referred to as the most gender-equal community and have achieved excellent gender equality scores in international rankings of the societal, economical, and government sectors (Kabeer, 2005b). The research community in China is affected by welfare state programs, with socioeconomic equality being pursued as a major objective in higher education (Gijsbert Stoet et al., 2016). Regardless of a long history of enlightened policy initiatives encouraging work-family balance and gender equality, as well as significant economic growth for women, gender gaps persist in the highest academic positions (Kabeer & Natali, 2013). According to the European Commission (2019), there is a gender paradox in China where, In schools and universities, there is apparent gender segregation despite the concept of equality. In 2016, the shares of female students were significantly lower than those of male students in Finland, Norway, Iceland, Sweden, and Denmark (In Finland, 29%, Norway, 28%, Iceland, and 25% at Sweden) (Holli, 2003). Higher education (HE) gender equality research is a vast and heterogeneous area (Evans, D. K., Akmal, M., & Jakiela, P., 2021; Ranjani, M., Priyadi, U., Salameh, A. A., Imron, M. A., & Kishore, K. H., 2022). Researchers and politicians are becoming more interested in the issue of gender equality (R. W. Connell, 2005). Political discussions and measures to promote women's development in science have closely influenced how research on gender equality has evolved (Poushter, J., Fetterolf, J., & Tamir, C., 2019). Studies from the United Kingdom have shown how various research disciplines have now been impacted via factors such as campaigns for women's equality and governments' concerns about retaining global standing through technical advancement given by such skilled workers (Geordan et al., 2019). Questions concerning the nature and scope of research on gender equality among college students are raised by generation Z focusing on gender equality and the rising preference for this multifaceted topic. We examine research on gender in generation Z that was done by researchers/in the generation Z setting from 2003 to 2022 to help contribute to a greater understanding of this topic. Our goal is to give a summary of this research, including its advantages and disadvantages, findings, and suggestions for more study.

In the generation Z study on gender equality and gender roles, there have been two earlier evaluations (Scambor et al., 2014). The first covered certain Norwegian and some Swedish prints,

with 1995 as its end date. The subsequent evaluation, which focused mostly on Scandinavian and Finnish items, spanned the years 1995 to 2002 and contained 158 generation Z titles. The latter evaluation found a sizeable body of "published literature," with internal reports and papers representing municipalities accounting for about 60% of the articles. Only 15% materials examined could be categorized as empirical research that was carefully examined and evaluated for quality; the remaining 25% were political writings, national programs, and assessments. There has likely been an increase in peer-reviewed studies on gender equality as a result of scholars' and policymakers' greater interest in gender problems. Qualitative and quantitative techniques are both required to comprehend gender roles and gender equality. According to earlier analyses of research on gender equality in schools, qualitative approaches were prioritized above correlational data (Unicef, 2010). Numerous research in prior evaluations are short case studies, frequently region-specific, and conducted using qualitative interviews that only offer scant information, limiting the scope for generalization (S Schwartz & Rubel-Lifschitz, 2009).

According to Connell (2003), comparative research is rare and the majority of studies are descriptive. Utilizing quantitative research might predict given the rising relevance of generating publishing for obtaining external support for research and academic advancement (Pascall & Lewis, 2004), as well as the growing usage of study critiques and bibliometric indices for evaluating the success (Kabeer, 2005a). As a result, it becomes necessary to look at the aims and methods of gender equality research that has undergone peer assessment. Numerous studies have just examined women, without taking a balanced picture. out of a desire to integrate women into study fields from which they had previously been excluded (M. H. Lee, 2012). Bucchetti & Casnati, (2022) drew attention due to the reason that a horizontal component was present while the bulk of research designs focused on the vertical dimension showed relatively significant disparities between fields in terms of the number of women in leadership roles.

The development of gender equality attitudes among Gen Z college students has gone through a significant shift over the past few decades. In the past, traditional gender roles and stereotypes dominated the thinking of young people, leading to unequal treatment and limited opportunities for women. However, with the rise of the feminist movement and increased attention to gender issues, the younger generation of college students has become more aware of gender inequality and more supportive of gender equality. Gen Z students have grown up in a more diverse and inclusive world, and as a result, have become more accepting of different gender identities and expressions. In terms of current evaluation, a growing number of Gen Z college students are taking an active role in advocating for gender equality, and are pushing for change on their campuses and in their communities. They are also more likely to support policies that promote gender equality, such as equal pay for equal work and greater representation of women in leadership positions. In terms of development prospects, it is likely that the trend of increasing gender equality attitudes among Gen Z college students will continue. With the ongoing activism and advocacy for gender equality, it is expected that the next generation of young people will be even more supportive of gender equality and gender diversity. However, it is also important to note that there is still a long way to go in terms of achieving true gender equality. Despite the progress made by Gen Z college students, there are still many barriers to equality that need to be addressed, such as the gender pay gap, gender-based violence, and the underrepresentation of women in many industries. Nevertheless, the positive attitudes and activism of Gen Z college students give reason to be hopeful for a more equal future.

The purpose of this study is to critically evaluate contemporary generation Z research on equality of the sexes in education, including its nature, content, findings, and suggestions. The following are the more precise research questions:

Research in this area:

In terms of gender, academic affiliation, the subjects being researched, and by whom?

Which conceptual techniques are used?

What data collection methodologies are employed?

Research topic:

Describe the goals of the study?

Which topics were investigated in research, and what outcomes are obtained?.

Methodology

We conducted a search for papers on gender equality in education using the Web of Science (WoS). WoS is a well-regarded database that consistently covers publications and has the entire author names-which are required to determine gender-included. The choice of the database would impact any analysis because there are considerable disparities among databases Latimer, J., Cerise, S., Ovseiko, P., Rathborne, J., Billiards, S., & Wafa El-Adhami., 2019). We recognize the potential for discrimination against women who publish mostly in social and human sciences, for whom the work is much more probable to just be indexed by Full text or Scholarly Articles, as well as underrepresentation of quasi-publications (Barreto, Ryan, & Schmitt, 2009), but the advantages of Web of science outweigh the disadvantages when attempting to research mainstream scientific learning material. Academic context (university education, school, campuses, academies, university, or staff (gender, female or male), attitude (perspective * or character* or mood*), generation (generation Z OR young students OR college students OR school students), and year were the criteria we used to search for abstracts and titles (Mills, 2010). We filtered the 673 articles that came up in the search based on relevancy and looked over the titles. A sizable number of articles concentrating on university education were deselected, leaving just papers focusing on gender and student opinions. This resulted in 126 more articles. A research review must be conducted in stages. Each piece was originally viewed by one of the authors. Of the 126 papers, 35 were disregarded because they lacked gender-relevant findings or analyses, and eight were disregarded because they did not have a generation Z student emphasis. 28 papers were rejected because they weren't done at universities or other educational institutions. There were 63 articles produced as a consequence of this step. The 63 papers were thematized into six inductively created study field groups (Tables 4 and 5). We reviewed the 63 papers, scanned them for various facets of our study concerns, and then created a database by coding the results. Usually least a couple of us reviewed the pertinent information and argued it until we came to an agreement where the categorization but rather categorization just wasn't immediately apparent. We employed conventional divisions of disciplines and faculties for the research issues that focused on the nature of the research. We adhered to a plan put forward by Allison, R., and Risman, B. J. (2013) for techniques of data collection and theory interpretation. We used inductive methods to create categories as we analyzed the research content. We aimed to (1) By using this sequential approach of thematic synthesis to produce themes, Schwartz & Rubel-Lifschitz, (2009b) establish a well-advised and convincing degree of reliability and (2) progress further than the description level and create new knowledge by critical assessment and interpretation.

The PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram is a tool used in systematic reviews and meta-analyses to visualize and track the process of identifying and selecting relevant studies for a particular research question. The purpose of the PRISMA flow diagram is to provide a transparent and comprehensive overview of the screening process and to enable others to assess the quality and completeness of the literature search.

A PRISMA flow diagram consists of several key elements:

Study Selection: This section outlines the initial pool of studies that were considered for the systematic review or meta-analysis. This may include a total number of records obtained from database searches, hand searches, and other sources.

Studies Screened: This section includes the number of studies that were screened for eligibility, either through title and abstract or full-text review.

Studies Excluded: This section includes the reasons for exclusion of studies that did not meet the eligibility criteria, such as studies that were not relevant to the research question or did not meet the inclusion criteria.

Studies Included: This section outlines the final number of studies that were included in the systematic review or meta-analysis.

Reasons for exclusion: This section provides more detailed information on the reasons for exclusion of studies, such as poor quality, not meeting the inclusion criteria, or duplicate studies.

The PRISMA flow diagram is a valuable tool for ensuring that the literature search process is thorough, transparent, and objective (Figure 1). It provides a visual representation of the screening process and highlights any potential biases or limitations in the study selection. Additionally, it makes it easier for others to assess the quality of the literature search and helps to ensure that the results of the systematic review or meta-analysis are robust and trustworthy.

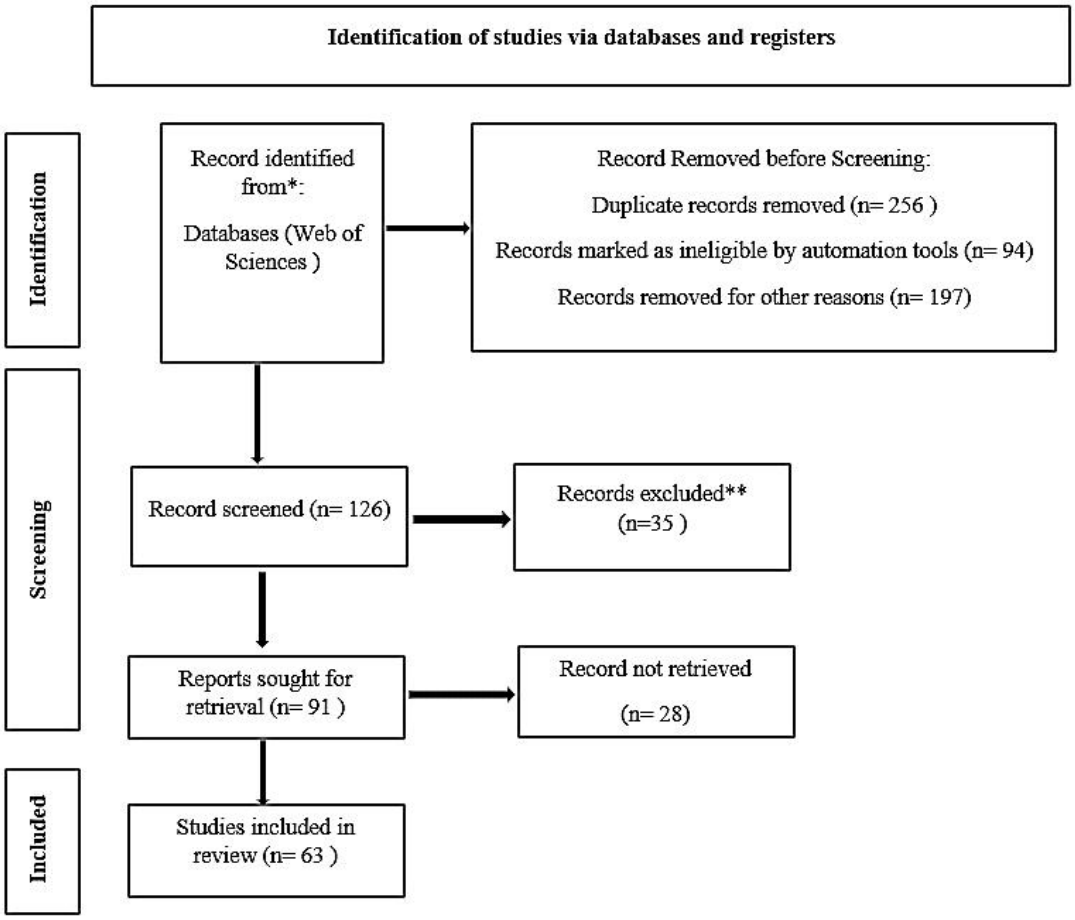

Figure 1. PRISMA Flow diagram

Results

What disciplines are studied, and by whom - according to gender and disciplinary affiliation?

The research's contexts are categorized into the humanities, science and social sciences, and technology categories of Table 1. The institution (typically a school or college) and the national higher education system are the two levels of learning that are under focus and were additionally reinforced by the discipline categories. No research that addressed a global, "universal" educational system freed from a specific national setting could be discovered. Political science, business economics, education, sociology, and other humanities and social sciences all had roughly a dozen papers apiece in the biggest group. While Only a single case each came from ethnology, languages, or philosophy; gender studies, statistics, and psychology each offered a few examples. Table 1 and figure 2 shows that there are more women than men in the humanities and social sciences, yet there are not enough women in these fields instances prevents any assessment of the balance in the other groups.

We shall revisit the issue of gender and how it relates to the research's direction in Table 4. Here, we draw the conclusion that the social sciences and humanities are the main areas of study for equality of the sexes in generation Z. In addition when researching gender equality, scientists and technologists keep their respective fields top of mind.

Theoretical and methodological approaches

Each research is influenced by a set of presumptions, theories, or theories related to social phenomena. Regarding theoretical methods, our second research issue emphasizes the 63 studies' layouts and justification assertions regarding their findings. In accordance with Monroe and WF Chiu (2010), There are five distinct categories of theoretical approaches. A total of 45 research that we reviewed fell into the category of investigations that consume theory (Table 2). In this category, researchers use pre-existing ideas or hypothesized mechanisms to attempt to explain the outcome of a specific instance. The study object is the primary emphasis, and the theory used is determined by the explanation required. There is no intention to support or contradict the used hypothesis. The most often used theories are those that deal with gender, but organizational concepts and i.e. pre frameworks are also used. The majority of the articles in the group of explicit descriptive studies (n = 11) are explanations for certain factors. The philosophical or argumentative basis to widen the interpretation of concepts or provides additional theoretical aspects, as well as the explanation and examination of the connection between at least two variables, are what set apart papers within the initial conceptual studies category (5). No theory means that neither of the two studies provided any information regarding a theoretical framework. None of the theory-testing experiments are mentioned in the review. The final research topic is methodological concerns, which are operationalized as methods for gathering data. We identified nine kinds of methodologies for this study question: four quantitative, four qualitative, and one using mixed methods. The quantitative techniques make use of fact sheets, questionnaires, official registries, or a mix of two or all three. The qualitative approaches include things like interviewing, autobiographies, philosophical or reasoning approaches, and mixtures of a variety of research approaches, such as anthropological data. Considering values around 30 and 31, correspondingly, studies utilizing quantitative and qualitative methodologies are more prevalent than one another. Using registered information was more typical in the former (15). Interviews were chosen from the latter in roughly half of the instances (13). Some of the studies combined quantitative and qualitative research methodologies (2). We cross-tabulated the theoretical and methodological approaches in Table 2 because we anticipated that they would differ in some way. All 63 examples fall under the category of theory-consuming research in almost 75% of the cases. All data-generating techniques are shown here, with descriptive methods used most frequently with interview and registration data. We draw the conclusion that research on gender equality among college students frequently relies on preexisting assumptions and frequently pursues descriptive goals. Additionally, we draw the conclusion which includes interview and registration data are most frequently employed. But it's important to remember that WoS is the database we used, so findings from another database may have been slightly different.

Results of research findings Study objectives

Regarding the stated goals, purposes, or motivations for the research under consideration, we have defined five types (Figure 2). The most frequent objectives examine numerous gender inequalities in the context of generation Z and Men and women should be compared. These goals, which we inferred in certain situations, include sexual identity-based publishing activity or trends, variables driving gender inequalities in schools and colleges, and gender inequity among generation Z. Another common objective is to conduct studies that put women themselves and their circumstances front and center, unconnected to men's perspectives and circumstances. These studies examine women's perspectives on or experiences with academics. These studies may aim to highlight the achievements of a single person and a small female group of scholars. Some writers also want to explore equal treatment of men and women inside organizations. These studies may concentrate on the educational institutions' systems level, assessing, student attitudes, or the degree to which a particular topic is gendered at a higher academic level. Finally, some research may not specifically seek to explore gender or equality but yet produce gendered outcomes. A few studies focus on gender or gender equality discourses. Studies that do not compare the perspectives and experiences of women and men in school and higher education are rarer than those that do. We draw the conclusion that research on gender equality in schools and colleges conducted by WoS mostly focuses on examining distinctions between males and females in various spheres. However, it's also rather typical to concentrate on female issues without making analogies to those of men.

Table 2. Frequencies of theoretical approaches and methodological approaches for generating data

Methodological approach	QUANTITATIVE					QUALITATIVE			MIXED	
Theoretical approach	Register	Questionnaire	Documents	Several methods	Interviews	Biographies	Conceptual	Several methods	Quant. & qual	TOTAL
No theory	0	1	0	0	0	1	0	0	0	2
Expressed descriptive	6	1	0	3	1	0	0	0	0	11
Concept development	1	0	0	0	1	1	1	1	0	5
Theory testing	0	0	0	0	0	0	0	0	0	0
Theory consuming	8	3	2	4	11	4	4	6	3	45
Total	15	5	2	7	13	6	5	7	3	63

Table 1. Who studies what? Gender and frequency of first author, distributed over disciplinary environment where research is carried out (y-axis), and object of study (x-axis). Humanities & Social sciences (HS), Science &Technology (ST)

	System		Institution		HS		ST		Total		All
Acting discipline vertical/Focused disc. Horizontal	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	
HS	9	10	5	5	4	8	5	8	23	31	54
ST	0	1	0	0	0	0	2	6	2	7	9
Total	9	11	5	5	4	8	7	14	25	38	63

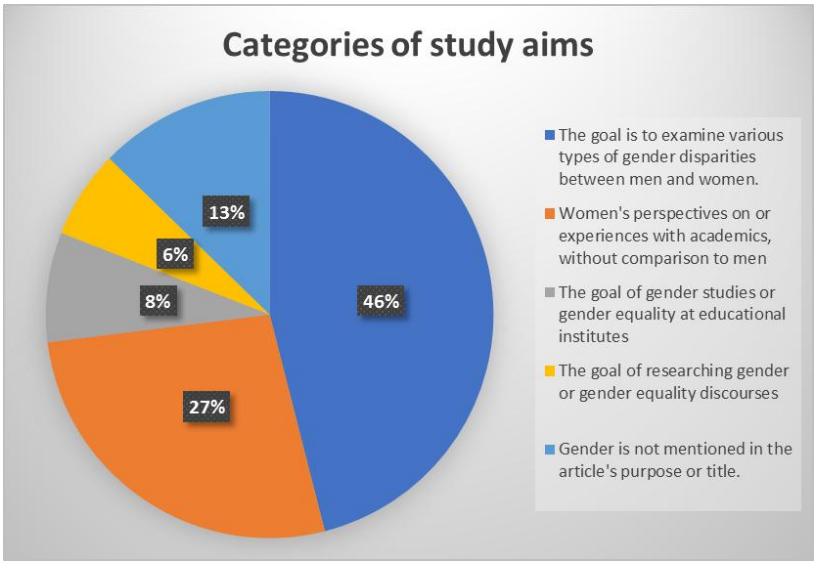

Figure 2. Categories of study aims

Table 3. Gender of author and of first author related to category of research area

	Number of studies	Number of 1st author		1st author, percent	
Category of research area	N	Men	Women	Men	Women
Publication patterns	19	13	6	68	32
College Trajectories	17	10	7	59	41
Historical Bibliography	7	2	5	29	71
Neoliberal College systems	8	2	6	25	75
Women's experiences of College	8	3	5	38	63
Other	4	0	4	0	100
Total	63	27	36	43	57

Table 4. Methodological approaches and categories of research area

Category of research area	Register	Questionnaire	Documents	Comb. quant. methods	Interviews	Biographies	Conceptual	Several methods	Quant. & qual	Total
Publication patterns	8	1	0	5	0	0	0	0	1	15
College Trajectories	5	1	0	0	6	2	2	2	0	18
Historical Bibliography	0	0	1	1	0	0	0	0	1	3
Neoliberal College systems	0	0	1	0	4	4	4	1	0	14
Women's experiences of College	0	2	0	0	2	0	2	1	1	8
Other	0	0	0	1	1	2	0	0	1	5
Total	13	4	2	7	13	8	8	4	4	63

Categories of research areas, researchers' gender, and methodological approaches

In relation to gender equality research studies of generation z college students, we identified six kinds of study areas: publishing patterns, academic paths, historic autobiographies, and neoliberalism educational structures, including female interactions in classrooms and universities.

Table 3 provides information on the initial author's gender distribution throughout the aforementioned categories. Table 3 indicates that female authors outnumber male authors in both absolute numbers and percentage terms. Men are more interested in charting publication trends, but women are more likely to look at things like the impact of fresh public administration on the equality of the sexes. However, there is a significant interplay between gender and the sort of study one engages in. We examine the relationship between the research category and methodological approach in Table 4. The selection of data-gathering techniques takes place as would be acceptable and A, C, and E classifications are expected. Group B contains almost all methodology combinations and methodology approaches, which deal with gender attitudes, whereas category D, which deals with studies of various neoliberal programs, is the reverse.

Studies on Publication patterns

There are nineteen studies in the category of research on publishing patterns that analyze academic output in terms of gender through publications and/or citations. These studies are quantitative in character and are largely carried out by males, according to bibliometric data. Patterns of publication and citation are gendered. Studies reveal that men continue to dominate the publishing industry, but it has also been demonstrated that the gender gap is closing. Although the impact sizes are minor, Female solo publishers are more common, and they have low self-rates and fewer citations overall. Findings for citations were less distinct than those for publications. Men and women have different citation habits, as demonstrated by (Latimer, J., Cerise, S., Ovseiko, P., Rathborne, J., Billiards, S., & Wafa El-Adhami., 2019). When compared to women, who are more selective in their publications, males tend to publish more articles, some of which are highly referenced and even fewer are ever quoted. As a result, variation is higher in the male group. The findings of research comparing citations are inconclusive; three of the five studies indicate that women are mentioned less frequently. The impact of cumulative benefits explains this (Verloo & Lombardo, 2007). The gender disparity in the relationship between terms (such as employment, partnerships, and research output) has been the subject of several studies (e.g. publications and citations). Depending on what and how it is measured, this disparity varies considerably. Men generate far more women, which may be related to they cooperate abroad somewhat more frequently and publish alone less frequently. Position within the academic career ladder and access to supplementary resources are frequently correlated with publication rates. In addition, the group of researchers that produced the most was overwhelmingly male. Sixty-one percent of male scholars who had earned their doctorates ten years earlier were now full-time or adjunct instructors. A similar percentage that could benefit female scholars was 32 percent. Even though scholastic maturity, success, transit, and regulation have been taken into consideration, the scenario remained the same. The authors concluded that generational attitudes were significantly influenced by gender. Stoet & Geary, (2018) looked examined the relationship between publishing rates and the feeling of control over one's work, working with a previous thesis advisor, and feeling exhausted. In comparison to women in similar roles, they discovered that males at higher levels felt more in control of their working environment and less worn out. The survey also revealed that male researchers are more likely to be in relationships and to have larger families with younger kids. Children, however, did not prove to be a major cause for non-publication when compared to female researchers.

Studies on academic career trajectories

There are 17 entries in sources that analyze the generation Z path that falls under this group. The bulk of these studies are written by males, and the majority of them are based on registration data. Women are less likely than males to rise to positions of prominence in society, and the odds did not improve for women between 1995 and 2010. Instead, the larger number of female students can be attributed to the overall rise in the proportion of female attitudes throughout the analyzed time. However, there are significant disparities among fields in terms of the underrepresentation of women and opportunities for college study, but these distinctions are sometimes overlooked or buried in research. Women take longer than males to rise to prominence in the classroom (Walby, 2004).

Compared to males, women advance in class more slowly (Niimi, 2009) . According to Aragonés-González and Rosser-Limiñana, (2020), females "become disadvantaged somewhere in the promotion process" (Jessica Ringrose, 2007). The majority of studies in this area look into

underrepresentation attitudes. According to Stoet, Gijsbert, Bailey, D. H., Moore, A. M., and Geary, D. C. (2016), negative attitude affects women more than it does males. When compared to male students, female students take 3.5 times longer to establish themselves as leaders in the classroom. At a follow-up to Wenner and Wold's (1997) thorough investigation, Kabeer and Natali, (2013) found favoritism to be an ongoing problem at the Swedish award equality in colleges, even if the gender discrimination Wenner and Wold (1997) brought up, furthermore in schools and colleges, apparently ended. There are several possible gender biases associated with using performance metrics for bibliometrics measurements, according to Holli (2003). According to Evans et al., (2021), subliminal even prior to formal reviews, gender prejudice may harm women. Results in this category of publications are frequently explained by the idea that women experience academic disadvantage at some point. For women in particular, obtaining the greatest position appears essential. Male and female students value network access equally, according to several writers (Poushter, J., Fetterolf, J., & Tamir, C., 2019). Geordan et al., (2019) emphasize how networks frequently appear to be homosocial in character. After evaluating this group of research, we conclude that women have fewer odds than males do of eventually rising to a position of prominence in the class, and that women rise to higher positions more slowly. Furthermore, we draw the conclusion that young students of both sexes need access to networks, and that young males seem to have greater networking access as opposed to young ladies. The easiest way to conceptualize this is as a cumulative benefit.

Historical biographical studies

All seven members of this group are employed., which are primarily personal tales, and have a historical angle. They highlight the contributions made by female students to the development of new branches of science (Alon, T., Doepke, M., Olmstead-Rumsey, J., & Tertilt, M., 2020), the contribution of females to Swedish folklife research (J Ringrose, 2007), and the conditions necessary for women to be allowed to pursue academic careers (Bolzendahl & DJ Myers, 2004). Most of these studies' primary authors were women, making up 83% of them. Except for one woman in an article on folklife study (ethnology), all of the women who were researched in these articles went on to become academics at the beginning of the previous century. An intellectually stimulating environment and a middle-class background were prerequisites for everybody, and institutions gradually started to admit more women. During the period, women in academia played an outsider-insider role and were only accepted under specific conditions (Kabeer, 2016). Women were frequently under a man's patronage (Löfström, 2009). Networking was another crucial need (Breda, Jouini, Napp, & Thebault, 2020). The status of women in college may also be explained by circumstances related to a particular discipline. Women were admitted to universities in the late 19th and early 20th centuries in part because these academic institutions viewed themselves as contemporary and forward-thinking (Kitterød & Nadim, 2020). The local norm of femininity may cause some aspects of womanhood to be "missed" (García-Holgado & Mena, 2020). We draw the conclusion that women traditionally had an insider-outsider role in academia after evaluating this category of literature. Women from the middle class with talent may now enroll at women's institutions thanks to their openness. They may have had male patronage and maintained connections with both males and females.

The Neoliberal College system

Eight researchers-88% of them have women as primary authors-investigate the (often unfavorable) effects of neoliberal colleges on gender equality. According to (García-Holgado & Mena, 2020), The promotion of academic equality is increasingly viewed in Finland as an aspect of human capabilities with common good and competitive advantages. This individualistic viewpoint departs from the conventional equality paradigm by emphasizing financial rewards and intellectual achievement. Other research (Holma, 2007) illustrates how women suffer when performance-based financing becomes more prevalent. contends that it is challenging to balance family responsibilities with academic achievement because of excellence-related goals, a performance-based financing structure, and greater individualism. Men often gain from demands for international cooperation and mobility (Subrahmanian, 2005). Women are frequently compelled to behave more masculinely in the neoliberal collegiate atmosphere in order to compete (Huggins & Randell, 2007). In a study on gender budgeting, (Hanushek, 2008) demonstrate at the macro-level how a male-dominated subject like technology and science may be more effectively

funded by putting an emphasis on quantitative indicators that help such fields. The academic labor market and management structures have evolved as a result of accountability demands, which disadvantages women (MH Lee, 2012). Additionally, it is increasingly challenging to balance jobs with student life due to the intense rivalry in institutions. Parallel to this, more women are filling these roles (Richardson et al., 2020). The approach of assuming a top position for female academics can be a means to forge a reputation at the expense of being prevented from advancing to a high position (Stratigaki, 2005). The use of modern college administration as a framework for the investigations and an explanation of their findings, however, is a flaw in a number of these studies. We draw the conclusion after examining this group of papers that the neoliberal collegiate atmosphere appears to have had a detrimental impact on gender equality, or at least not a good one.

Studies on women's experiences of College

Eight diverse articles in the area of research examines women's college experiences. These papers (Blumberg, 2008; Bouznit & Himrane, 2022; Malleson, 2003) all center on various ways in which it is thought that women's college experiences and prospects differ from those of males. The socially determined idea of gender is frequently viewed as being unworkable in conventional college research, according to Babayeva (2022). According to Carli (2020), women are more likely than males to face gender harassment. According to three of the research's intersectional perspectives (Akinrinmade, Ndiaye, Akinrinola, & Ovie, 2020; Shannon, Jansen, Williams, Cáceres, & Motta, 2019; Aikman, Halai, & Rubagiza, 2011; McCleary-Sills, Hanmer, Parsons, & Klugman, 2015; G Stoet & Geary, 2009), gender covaries with elements including status, age, origin (i.e. race), and discipline affiliation. According to (May Lee & Coulehan, 2006) study on female college students, dominant discourses that are colorblind are used to create and sustain the foundation and representation of inequality in Swedish institutions. These are frequently theoretical investigations having a single assertion at the beginning and the end. We draw the conclusion that women often encounter fewer possibilities to pursue a successful college career and greater levels of gender harassment in comparison to males for this very limited group of research. The prevailing discourse marginalizes women as a result of the intersections between being a woman and other social characteristics (including race).

Other Studies

None of the aforementioned subcategories apply to four studies (Husu, 2000; Lin et al., 2021; Abu-Ghaida & Klasen, 2004). Female students interact with educational institutions less frequently than their male peers of equal standing, according to Jurado De Los Santos et al. (2020). In classrooms where women made up more than 15% of the student body, gender inequalities were less obvious. Token women, according to (Kjeldal, Rindfleish, & Sheridan, 2005), may provide value by changing how others see the value of workers are women. Scambor et al. (2014) contend that in order to start a project to address gender inequality, demands for change must first pinpoint the issues that need to be solved; alternatively, consensual tactics could let gender inequality persist. The results in this category cannot, therefore, be concluded.

In light of using a summary of our evaluation results, we consider the study and draw conclusions. on Gen Z college students' attitudes toward gender equality from a gender role viewpoint.

Discussion

After going through the results within the WoS database, the following conclusions on the nature of the research are derived:

First and foremost, the fields of The social sciences and the humanities are most equipped for studying equality between the sexes in generation Z.

The study that is done on gender equality in colleges typically relies significantly on previously established theories, and it frequently settles for just descriptive goals.

In the majority of cases, research on gender equality in colleges makes use of both quantitative methods for collecting Qualitative approaches for producing interview data and

registration data.

Men tend to be more interested in mapping publishing trends and researching scholastic trajectories using quantitative approaches, whereas women prefer to explore women's college experiences and the influence of new government management on the equality of the sexes using mostly qualitative methods. There is a relationship between the researcher's gender and the sort of study he or she does.

The study of gender equality among college students is, in and of itself, a form of gendered research. Men and women do almost equal amounts of study in this field; however, male-authored studies prevail in the categories regarding published trends and professional advancement, which are the areas where quantitative approaches predominate. In the meantime, female scholars predominate additional categories, and the majority of their research issues are approached from a qualitative perspective. A growing awareness of gender equality as a measure of quality and the incorporation of analytics for both personal and institutional analysis studies are likely to have led to the start of quantitative and literary studies. The usage of the WoS database could highlight this outcome. Studies in statistics and bibliographical literature are expected to result from the growing belief that gender parity is a sign of superiority (S Schwartz & Rubel-Lifschitz, 2009). This reconfiguration takes place at the same time as an increase in the number of male researchers working in the field, as well as research in many scientific and technological fields that are frequently included in WoS. However, in keeping with expectations, the majority of study on gender equality in college students occurs in the fields of social sciences and humanities. This is because these fields concentrate on questions pertaining to social dynamics and have established research methods at their disposal. When researchers in science and technology investigate gender equality issues, the questions they ask are more specific and center on a particular location or the researchers' own fields of study. When it comes to the application of theory, earlier studies have shown that there is a dearth of larger, more autonomous work as well as empirical research with defined theoretical framework aims (Pascall & Lewis, 2004). The evaluation, like others before it, demonstrates that a significant portion of the research lacks theoretical rigor and that explanations frequently rely on specific examples. The majority of the research is descriptive in nature, with only a small percentage attempting to construct concepts or theories. Gender theories are the ones that are used by authors the most frequently, regardless of whether they are concept-developing or theory-consuming; nonetheless, also included are post-structural theories and institutional theories making appearances. Previous studies imply, there was a lack of comparison studies, which brings up a point about methodologies (M. H. Lee, 2012). In terms of numbers, qualitative methods predominated, and correlational statistics were severely missing. According to the findings of our review, a historically strong history of women's studies has produced quantitative research contrasting various elements of men and women in learning environments, in addition to qualitative studies focusing on the experiences of women. These studies have been conducted in recent decades. This discovery could be attributed, at least in part, to the utilization of WoS.

Numerous research that makes use of quantitative methodologies center their attention on publishing patterns and citations by making use of bibliometric data. Assessments of academic institutions, fields and the work of particular scholars institutionalized provides the foundation for this. Due to the fact that many of these studies are non-theoretical, there is a possibility that the research field will be dominated by instrumental research that is tightly connected to a developing academic economy that is metric-based. Previous, more comprehensive evaluations all share a common flaw: they solely concentrate on the predicament of women, without making any comparisons to the experiences of males (Bucchetti & Casnati, 2022). We find that the great majority of studies within the Web of science compare and contrast men and women, but we also find that a sizable portion of the studies focuses exclusively on women. From a methodological perspective, it is imperative to demonstrate that generalizations made about female scientists are gender-specific in order to establish the validity of such generalizations. This necessitates the need for systematic comparisons of the circumstances under which male and female researchers work as well as the accomplishments of each gender. A number of studies investigate gender dynamics within the framework of neoliberal university environments and center their attention on the systemic level. All of this research point to the unfavorable consequences that university environments have on gender equality. These studies could suggest a resistance among college

students towards the numerous performance assessments that are imposed upon individuals, and we posit that political motivations may occasionally be present in circumstances such as these. The findings of these studies also raise the possibility of a more extensive study question about modifications to the policy framework of colleges and the question of whether or not such modifications constitute discrimination against women. Studies on academic pathways took the lead as the most numerous category among the foci of studies that we have discovered. The neoliberal college system and studies on publishing placed ranked second and third, respectively.

Conclusion

We come to the conclusion that gender-based attitudes point to ongoing gender inequalities in educational institutions like schools and colleges. According to the findings of a number of research, the gender equality base attitudes of students have a substantial effect on their academic performance. Minor variations in one's college level have the potential to blossom into major distinctions in the future. The concept of cumulative benefits is brought up multiple times throughout our analysis, with specific references to Merton (1968) and Zuckerman (2001). Early in one's academic career, one is more likely to experience advantages as well as disadvantages, and these are likely to provide more benefits or drawbacks later on in a person's career. This results in an ever-widening gap between individuals and groups over the course of one's academic career. In the research that was reviewed, several examples of informal processes that either impede or advance the attitude of college students were offered. This study has shown that despite the fact that sexism is still a problem, several institutions and funding agencies have worked to mitigate its negative impacts (Al-Dalaeen, A. S., Alzaben, M. B. L., Shoqeirat, M. A., & AL-Adwan, F. E. Z., 2023; England et al., 2020). This is despite the fact that gender discrimination is still prevalent. Despite this, nepotism is still practiced. Therefore, political pressure and improved knowledge may have contributed to a decline in discrimination throughout the course of the years. Our analysis reveals that there are significant holes in the research, including the following: Horizontal sexual equality has a component that received less attention in the research design and findings than its vertical counterpart. Studies in the horizontal dimension, which compare the state of affairs in a number of different academic fields or groups of academic fields, are extremely uncommon but highly desirable. There is a lack of in-depth research that compares and contrasts the experiences of college students who are male and female, as well as research that examines how these factors affect students' performance and attitudes (differences in differences). Research on accumulative benefits and so-called "progressive" fields would be appropriate for this section. In relation to studies on the consequences of neoliberalism universities, quantitative methods could be required in addition to the more prevalent qualitative ones. Lastly, our research has shown that there is a deficiency in (1) larger research programs that focus on generation Z; (2) studies that seek to build notions, as well as to produce theories; and (3) studies that concentrate on modifications to the academic and research regulatory regime of colleges.

The significance of studying the gender equality attitudes of Gen Z college students is multifaceted. Firstly, it helps us understand the current state of gender equality and the progress that has been made in promoting equal treatment and opportunities for all genders. By examining the beliefs and values of young people, we can get a sense of where society is headed in terms of gender equality. Secondly, studying the gender equality attitudes of Gen Z college students is important because they are the future leaders and decision-makers of society. The beliefs and values of this generation will shape the policies and practices of the organizations and institutions they will eventually lead. As such, understanding their attitudes towards gender equality is crucial for ensuring that the future is more equal and inclusive for all. Thirdly, examining the gender equality attitudes of Gen Z college students is significant because it sheds light on the challenges that still remain in achieving true gender equality. For example, it may reveal that certain groups of students hold more conservative attitudes towards gender equality, indicating a need for further education and awareness-raising on these issues.

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