

The Impact of Gender Stereotypes on Women Representation in Higher Education. A Systematic Review.

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Abstract

Background: Even though progress has been made when it comes to gender equality in higher education, most European public universities still confront with vertical segregation. Based on a systematic review of literature released between 2000 and 2022, this paper analyzes the main forms of indirect discrimination generated by gender stereotypes that women have to undergo in their university careers.

Methods: Four international databases (Research Gate, ProQuest, JSTOR and EBSCO) were searched for relevant articles in March 2022. The review included quantitative and qualitative studies, as well as mixed research studies. In order for a paper to be included in the review, its focus must be on women employed in higher education. Furthermore, studies had to focus on Romania's higher education or compare other countries to Romania. The data were manually extracted using a three-step process and narrative analyses. The triangulation method was used in order to create the conceptual model for this review.

Results: A total of 6.688 articles resulted from the database search, out of which 15 were included in this systematic review. Differences based on gender were identified in four main areas. Therefore, the study analyzes what forms of indirect discrimination are encountered during: recruitment & selection, evaluation, promotion and collaboration with students, colleagues, and supervisors.

Discussions: Despite the fact that all processes in higher education seem to be gendered equal and non-biased, in reality, women are more disadvantaged than men. Their academic careers are greatly influenced by gender stereotypes and by the perceptions that men are better leaders, while women care more about family responsibilities.

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