

Gendered Pathways, Language, Technology, and Gendered Narratives among Tertiary Level Students: A Sociological Inquiry

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Abstract

This study examined gendered pathways, language, technology, and gendered narratives among tertiary-level students from a sociological perspective. A quantitative, cross-sectional survey design was employed at a public-sector university in Punjab, Pakistan. The target population comprised male and female students enrolled in BS programs within the Faculty of Social Sciences across the 1st, 3rd, 5th, and 7th semesters. Using Yamane (1967) formula, a sample of 397 students was selected through proportionate random sampling. Data were collected through a structured questionnaire using a four-point Likert scale and administered in classrooms over approximately one month. A pilot test of 25 students established satisfactory reliability, with Cronbach's alpha values ranging from .708 to .867 and an overall reliability of .911. Data were analyzed using frequencies and percentages. The findings indicate that gendered pathways, language, technology, and gendered narratives are interconnected dimensions of students' educational experiences. The study highlights the sociological significance of technology and communication in reproducing or challenging gender norms and advocates inclusive and gender-sensitive digital environments in higher education.

Keywords: Gendered Pathways, Gender and Technology, Language and Gender, Gendered Narratives, Higher Education

Introduction

The rapid integration of digital technologies into higher education has transformed how tertiary-level students communicate, learn, construct identities, and negotiate gender relations (Ahmed, Shoaib, Iqbal, & Abdullah, 2026; Ahmed, Shoaib, Iqbal, & Abdullah, 2026a, 2026b). Technology is not socially neutral; rather, its design,

accessibility, language, and patterns of use reproduce or challenge existing gendered structures (Ali, Abdullah, & Shoaib, 2026; Ali, Abdullah, & Shoaib, 2026a, 2026b). Gendered pathways within digital and educational spaces shape students' participation, opportunities, and experiences, whereas language functions as an important medium through which gender norms and identities are communicated and reinforced (Ali, Shoaib, Shamraiz, & Abdullah, 2026; Ditta, Noor, Shoaib, & Baneen, 2026a, 2026b). Similarly, gendered narratives emerging through digital platforms influence how students understand themselves, others, and broader social relations (Larijani, Shoaib, & Abedi, 2026; Nazir, Adnan, & Shoaib, 2026; Nazir, Shoaib, & Bukhari, 2026; Nazir, Shoaib, & Kausar, 2026). From a sociological perspective, examining the intersection of pathways, language, technology, and narratives provides insight into the ways gender is produced and negotiated in contemporary educational contexts (Nazir, Shoaib, & Mubeen, 2026; Noor, Ditta, & Shoaib, 2026; Noor, Shoaib, & Ditta, 2026; Sarfraz, Kausar, Shoaib, & Abdullah, 2026). Tertiary-level students are particularly relevant because they engage extensively with digital technologies whereas simultaneously developing academic, social, and professional identities (Sarfraz, Sheraz, Shoaib, & Abdullah, 2026; Sarfraz, Shoaib, & Kausar, 2026; Sarfraz, Shoaib, Kausar, & Abdullah, 2026). This study therefore inspects gendered pathways, language, technology, and gendered narratives among tertiary-level students, focusing on how these interconnected dimensions shape students' experiences and perceptions of gender within contemporary higher education.

Review of Literature

Social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Sarfraz, Shoaib, & Sheraz, 2026a, 2026b; Shahzadi, Shoaib, & Abdullah, 2026; Shahzadi, Shoaib, Baneen, & Abdullah, 2026). In similar fashion, the argument of the study clinched that social media generated a supportive learning context in educational institutions (Shahzadi, Shoaib, Iqbal, & Abdullah, 2026; Shamraiz, Shoaib, Baneen, & Shahzadi, 2026a, 2026b). Correspondingly, the results of the study pointed out that social media platforms allowed students to actively participate in networking activities and publish information at tertiary level (Shoaib, Abbas, Ali, & Abdullah, 2026; Shoaib, Abbas, Shamraiz, & Abdullah, 2026; Shoaib, Abdullah, & Ali, 2026; Shoaib, Abdullah, & Baneen, 2026a, 2026c). Uniformly, the analysis of the study revealed that social media facilitated students to establishment of networks and connectivity in higher education (Shoaib, Abdullah, & Baneen, 2026b; Shoaib, Ahmed, Iqbal, & Abdullah, 2026a, 2026b, 2026c). Similarly, the study findings asserted that interactive platforms facilitated the students to collaboration, feedback, interaction, and own-curated materials at tertiary level (Shoaib, Ali, Ditta, & Abdullah, 2026; Shoaib, Ali, Hassan, & Abdullah, 2026; Shoaib, Iqbal, Iqbal, & Abdullah, 2026a, 2026b). Moreover, the study findings reported that social media accessed students to commercial marketing, advertisement, and promotional activities (Shoaib, Iqbal, Baneen, & Abdullah, 2026a, 2026b, 2026c; Shoaib, Kausar, Sarfraz, & Abdullah, 2026a). Furthermore, the argument of the researcher conveyed that the use of social media to improve learning

was recognized to be considered social media in education (Shoaib, Kausar, Sarfraz, & Abdullah, 2026b, 2026c; Shoaib, Nazir, & Iqbal., 2026; Shoaib, Nazir, & Kausar, 2026; Shoaib, Nazir, & Mir, 2026). Moreover, the study found that social media had become an essential aspect of everyone's life, particularly educators, researchers, and students in higher education (Shoaib, Nazir, & Rashid, 2026a, 2026b; Shoaib, Nazir, & Sheraz, 2026a, 2026b). For instance, the conclusion of the study mentioned that social media increased students' levels of learning interest and advancement of skills at tertiary level (Shoaib, Noor, Iqbal, & Abdullah, 2026; Shoaib, Noor, Mir, & Abdullah, 2026; Shoaib, Noor, & Ditta, 2026a, 2026b, 2026c, 2026d, 2026e). Specifically, the study findings indicated that feminist reflection reflected analytical thinking, acquiring knowledge, and an understanding the method of education in higher institutions (Shoaib, Noor, Ditta, & Baneen, 2026a, 2026b; Shoaib, Sarfraz, & Kausar, 2026a, 2026b; Shoaib, Sarfraz, Kausar, & Abdullah, 2026a, 2026b).

It had been asserted that social media practices, gendered technology, and trust relations had affected feminist reflections among male and female students in higher education (Shoaib, Shahzadi, & Abdullah, 2026; Shoaib, Shahzadi, Iqbal, & Abdullah, 2026; Shoaib, Shahzadi, Shamraiz, & Abdullah, 2026a, 2026b, 2026c). In similar fashion, the argument of the study clinched that using web-based platforms to securely communicate and engage with content and knowledge was a social functionality at tertiary level (Shoaib, Shamraiz, Abbas, & Abdullah, 2026; Shoaib, Shamraiz, Abdullah, & Shahzadi, 2026a, 2026b; Shoaib, Shamraiz, Baneen, & Abdullah, 2026a, 2026b, 2026c, 2026d). Correspondingly, the results of the study pointed out that social media was used for educational purposes, creating a community, relationship formation, and memory sharing (Shoaib, Shamraiz, Noor, & Abdullah, 2026; Shoaib, Srosh, Mobeen, & Abdullah, 2026a, 2026b; Shoaib & Ullah, 2026). Uniformly, the analysis of the study revealed that in higher education social media technologies had provided opportunities for networking and offered chances for cooperation (Shoaib, 2025a, 2025b, 2025c; Shoaib & Abdullah, 2025). Similarly, the study findings asserted that feminist thought takes consideration of the ignorance of equal legal rights and had reflected in education at tertiary level (Shoaib, 2024a, 2024b, 2024c, 2024d, 2024e). Moreover, the study findings reported that in higher education students worked together using social media by exchanging information without requiring to meet (Shoaib, 2021, 2023a, 2023b, 2023c; Shoaib & Abdullah, 2021; Shoaib & Ullah, 2021a, 2021b). Furthermore, the argument of the researcher conveyed that gender stereotypes in the social media and cultural practices pertained to equal status for females in higher education (Shoaib, Waris, Iqbal, & Abdullah, 2025; Shoaib, Waris, Zaman, & Abdullah, 2025a, 2025b; Shoaib & Zaman, 2025). Moreover, the study found that feminist reflection highlights individuals, groups, changes in law, and occasions had helped advance to expand females' possibilities in education at tertiary level (Shoaib, Waris, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Waris, & Iqbal, 2025a, 2025b). For instance, the conclusion of the study mentioned that the educational opportunities for females had changed over time and reflecting greater shifts in the roles of gender and equality in society (Shoaib, Rasool, & Iqbal, 2025a, 2025b, 2025c; Shoaib, Shamsher, & Iqbal, 2025; Shoaib, Tariq, & Iqbal,

2025a, 2025b). Specifically, the study findings indicated that social media made simpler for students to share information with professionals and move over the curriculum in higher education.

Data and Methods

This study employed a quantitative, cross-sectional survey design to examine gendered pathways, language, technology, and gendered narratives among tertiary-level students from a sociological perspective. The study was conducted at a public-sector university in Punjab, Pakistan. The target population comprised male and female students enrolled in BS programs within the Faculty of Social Sciences, including students from the 1st, 3rd, 5th, and 7th semesters. A proportionate random sampling technique was employed to ensure appropriate representation across departments. Using Yamane's (1967) formula, a sample of 397 students was selected and proportionately distributed. Data were collected through a structured questionnaire administered in classrooms over approximately one month. The instrument measured gendered pathways, language, technology, and gendered narratives using a four-point Likert scale. A pilot test involving 25 students established satisfactory reliability, with Cronbach's alpha values ranging from .708 to .867 and an overall reliability of .911. Data were coded, screened, and analyzed using frequencies and percentages, with findings presented in tabular form.

Results and Discussion

This section presents the results of the primary data collected from the students enrolled in public sector university in the Punjab, Pakistan. The details are as followings;

Reflection of Gendered Path Structures: Table 1 presented the frequency distribution of the students towards gendered path structures. The primary data dispersed the response of university students towards the students given in the table i.e. 'you use technology for increasing professional life'. The analysis had been distributed with in different response of the students and indicated 68.0 percent of items as strongly agree with the items mentioned in the tables as 'you use technology for increasing professional life'. Similarly, the response had also in favour of agree as 23.4 percent. It is noted that only 3.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you use technology for increasing professional life'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you use technology for increasing professional life'.

Table 1
Response of Students towards Reflection of Gendered Path Structures

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	You use technology for increasing professional life	03.8 (15)	04.8 (19)	23.4 (93)	68.0 (270)
ii	Males learn software skills quicker in contrast to females	03.3 (13)	07.6 (30)	23.4 (93)	65.7 (261)
iii	You face difficulties in technical education	03.8 (15)	06.5 (26)	25.9 (103)	63.7 (253)
iv	Males going onward on technological pathways	02.5 (10)	07.1 (28)	24.2 (96)	66.2 (263)
v	Females avoid to choosing programming subjects	03.5 (14)	06.8 (27)	25.4 (101)	64.2 (255)
vi	You determine technology for more opportunities	03.5 (14)	06.5 (26)	24.4 (97)	65.5 (260)
vii	You get benefits from modern technologies	01.8 (07)	06.0 (24)	24.7 (98)	67.5 (268)
viii	Males use technical skills with confidence	02.8 (11)	06.3 (25)	22.9 (91)	68.0 (270)

The primary data dispersed the response of university students towards the students given in the table i.e. 'males learn software skills quicker in contrast to females'. The analysis had been distributed with in different response of the students and indicated 65.7 percent of items as strongly agree with the items mentioned in the tables as 'males learn software skills quicker in contrast to females'. Similarly, the response had also in favour of agree as 23.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'males learn software skills quicker in contrast to females'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'males learn software skills quicker in contrast to females'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you face difficulties in technical education'. The analysis had been distributed with in different response of the students and indicated 63.7 percent of items as strongly agree with the items mentioned in the tables as 'you face difficulties in technical education'. Similarly, the response had also in favour of agree as 25.9 percent. It is noted that only 3.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you face difficulties in technical education'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you face difficulties in technical education'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'males going onward on technological pathways'. The analysis had been distributed with in different response of the students and indicated 66.2 percent of items as strongly agree with the items mentioned in the tables as 'males going onward on technological pathways'. Similarly, the response had also in favour of agree as 24.2 percent. It is noted that only 2.5 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'males going onward on technological pathways'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'males going onward on technological pathways'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you get benefits from modern technologies'. The analysis had been distributed with in different response of the students and indicated 67.5 percent of items as strongly agree with the items mentioned in the tables as 'you get benefits from modern technologies'. Similarly, the response had also in favour of agree as 24.7 percent. It is noted that only 1.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you get benefits from modern technologies'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you get benefits from modern technologies'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'males use technical skills with confidence'. The analysis had been distributed with in different response of the students and indicated 68.0 percent of items as strongly agree with the items mentioned in the tables as 'males use technical skills with confidence'. Similarly, the response had also in favour of agree as 22.9 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'males use technical skills with confidence'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'males use technical skills with confidence'.

Language Use and Technology: Table 2 presented the frequency distribution of the students towards language use and technology. The primary data dispersed the response of university students towards the students given in the table i.e. 'the English language has been preferred to use technology'. The analysis had been distributed with in different response of the students and indicated 67.5 percent of items as strongly agree with the items mentioned in the tables as 'the English language has been preferred to use technology'. Similarly, the response had also in favour of agree as 23.7 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'the English language has been preferred to use technology'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'the English language has been preferred to use technology'.

Table 2

Response of Students towards Language Use and Technology

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	The English language has been preferred to use technology	02.8 (11)	06.0 (24)	23.7 (94)	67.5 (268)
ii	Students are troubled to type in their mother language	03.8 (15)	06.8 (27)	23.7 (94)	65.7 (261)
iii	Technology has been linked with gender	03.0 (12)	05.0 (20)	21.7 (86)	70.3 (279)
iv	Students learn English by exploring informative websites	02.3 (09)	07.6 (30)	23.7 (94)	66.5 (264)
v	The English language has been promoted by technology	03.3 (13)	07.8 (31)	24.2 (96)	64.7 (257)
vi	Easy language has been used for communication on media	02.3 (09)	04.0 (16)	22.4 (89)	71.3 (283)
vii	Students use laptops to complete project in English	02.5 (10)	06.3 (25)	27.0 (107)	64.2 (255)
viii	Teachers use multimedia to deliver lectures in class	02.3 (09)	04.5 (18)	25.9 (103)	67.3 (267)

The primary data dispersed the response of university students towards the students given in the table i.e. 'students are troubled to type in their mother language'. The analysis had been distributed with in different response of the students and indicated 65.7 percent of items as strongly agree with the items mentioned in the tables as 'students are troubled to type in their mother language'. Similarly, the response had also in favour of agree as 23.7 percent. It is noted that only 3.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'students are troubled to type in their mother language'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'students are troubled to type in their mother language'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'technology has been linked with gender'. The analysis had been distributed with in different response of the students and indicated 70.3 percent of items as strongly agree with the items mentioned in the tables as 'technology has been linked with gender'. Similarly, the response had also in favour of agree as 21.7 percent. It is noted that only 3.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'technology has been linked with gender'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'technology has been linked with gender'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'the English language has been promoted by technology'. The analysis had been distributed with in different response of the students and indicated 64.7 percent of items as strongly agree with the items mentioned in the tables as 'the English language has been promoted by technology'. Similarly, the response had also in favour of agree as 24.2 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'the English language has been promoted by technology'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'the English language has been promoted by technology'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'easy language has been used for communication on media'. The analysis had been distributed with in different response of the students and indicated 71.3 percent of items as strongly agree with the items mentioned in the tables as 'easy language has been used for communication on media'. Similarly, the response had also in favour of agree as 22.4 percent. It is noted that only 2.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'easy language has been used for communication on media'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'easy language has been used for communication on media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'teachers use multimedia to deliver lectures in class'. The analysis had been distributed with in different response of the students and indicated 67.3 percent of items as strongly agree with the items mentioned in the tables as 'teachers use multimedia to deliver lectures in class'. Similarly, the response had also in favour of agree as 25.9 percent. It is noted that only 2.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'teachers use multimedia to deliver lectures in class'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'teachers use multimedia to deliver lectures in class'.

Gendered Narratives: Table 3 presented the frequency distribution of the students gendered narratives towards. The primary data dispersed the response of university students towards the students given in the table i.e. 'gendered prejudice exists in narratives in local culture'. The analysis had been distributed with in different response of the students and indicated 66.8 percent of items as strongly agree with the items mentioned in the tables as 'gendered prejudice exists in narratives in local culture'. Similarly, the response had also in favour of agree as 23.9 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'gendered prejudice exists in narratives in local culture'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'gendered prejudice exists in narratives in local culture'.

Table 3
Response of Students towards Gendered Narratives

SD=Strongly Disagree to SA=Strongly Agree

S. No.	Statement	SD % (f)	D % (f)	A % (f)	SA % (f)
i	Gendered prejudice exists in narratives in local culture	02.8 (11)	06.5 (26)	23.9 (95)	66.8 (265)
ii	You determine gendered stereotypes in comments	03.3 (13)	08.3 (33)	22.4 (89)	66.0 (262)
iii	Trust relations have been developed using media	04.0 (16)	06.5 (26)	20.2 (80)	69.3 (275)
iv	Males receive less criticism on comments	03.0 (12)	05.5 (22)	21.9 (87)	69.5 (276)
v	Females frequently face critique of them photographs	03.3 (13)	05.8 (23)	24.4 (97)	66.5 (264)
vi	Males lead popular narratives on social networking	02.5 (10)	04.8 (19)	18.9 (75)	73.8 (293)
vii	Females are judged for their physical characteristics	02.8 (11)	06.0 (24)	22.4 (89)	68.8 (273)
viii	You trust in your peers on social networks	04.0 (16)	06.8 (27)	21.4 (85)	67.8 (269)

The primary data dispersed the response of university students towards the students given in the table i.e. 'you determine gendered stereotypes in comments'. The analysis had been distributed with in different response of the students and indicated 66.0 percent of items as strongly agree with the items mentioned in the tables as 'you determine gendered stereotypes in comments'. Similarly, the response had also in favour of agree as 22.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you determine gendered stereotypes in comments'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you determine gendered stereotypes in comments'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'trust relations have been developed using media'. The analysis had been distributed with in different response of the students and indicated 69.3 percent of items as strongly agree with the items mentioned in the tables as 'trust relations have been developed using media'. Similarly, the response had also in favour of agree as 20.2 percent. It is noted that only 4.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'trust relations have been developed using media'. Consequently, the major proportion of

the unity students had been in favour of agreement towards the students 'trust relations have been developed using media'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'females frequently face critique of their photographs'. The analysis had been distributed with in different response of the students and indicated 66.5 percent of items as strongly agree with the items mentioned in the tables as 'females frequently face critique of their photographs'. Similarly, the response had also in favour of agree as 24.4 percent. It is noted that only 3.3 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'females frequently face critique of their photographs'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'females frequently face critique of their photographs'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'females are judged for their physical characteristics'. The analysis had been distributed with in different response of the students and indicated 68.8 percent of items as strongly agree with the items mentioned in the tables as 'females are judged for their physical characteristics'. Similarly, the response had also in favour of agree as 22.4 percent. It is noted that only 2.8 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'females are judged for their physical characteristics'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'females are judged for their physical characteristics'.

The primary data dispersed the response of university students towards the students given in the table i.e. 'you trust in your peers on social networks'. The analysis had been distributed with in different response of the students and indicated 67.8 percent of items as strongly agree with the items mentioned in the tables as 'you trust in your peers on social networks'. Similarly, the response had also in favour of agree as 21.4 percent. It is noted that only 4.0 percent of the university students in favour of strongly disagree with the items mentioned in the table as 'you trust in your peers on social networks'. Consequently, the major proportion of the unity students had been in favour of agreement towards the students 'you trust in your peers on social networks'.

Discussion

Reflection of Gendered Path Structures: The study summarized that university students used technology for increasing professional life at tertiary level. Likewise, the study repeated that males learnt software skills quicker in contrast to females at university level. Similarly, the study outlined that university students faced difficulties in technical education in higher education. Identically, the study findings pointed out that males went onward on technological pathways at higher education level. Comparably, the study argued that females avoided to choosing programming subjects at tertiary level. Closely, the study revealed that university students determined technology for more opportunities at university level. Uniformly, the study summarized that university students got benefits from modern technologies in higher education. Correspondingly, the study found that males used technical skills

with confidence at higher education level. In similar fashion, the argument of the study clinched that instructors address bias against females in advertisements, comedic posts or comments on social media platforms belong to the educational institution (Lahelma, 2011). Uniformly, the analysis of the study revealed that social media platforms helped students to interact fairly, trustworthy, and enjoyable digital well-being (Shain, 2013). Moreover, the study findings reported that social media updates concerning their academic achievements empowered students to formulate aspirations in educational settings (Carlbaum, 2016). Moreover, the study found that peer pressure was an essential element in encouraging students to collaborate and achieve greater academic success in higher education by using intellectual social networks. Specifically, the study findings indicated that curriculum contents, authoritarian institutions, and the lack of female advisors in higher education had an impacted on gendered technologies in specifically (Lahelma, 2011).

Language Use and Technology: The study summarized that the English language had been preferred to use technology at tertiary level. Likewise, the study repeated that students were troubled to type in their mother language at university level. Similarly, the study outlined that technology had been linked with gender in higher education. Identically, the study findings pointed out that students learnt English by exploring informative websites at higher education level. Comparably, the study argued that the English language had been promoted by technology at tertiary level. Closely, the study revealed that easy language had been used for communication on media at university level. Uniformly, the study summarized that students used laptops to complete project in English in higher education. Correspondingly, the study found that teachers used multimedia to delivered lectures in class at higher education level. In similar fashion, the argument of the study clinched that social media networks offered opportunities for analytical thinking, collaborative learning, interpersonal interaction, and students' engagement in learning environments (Coppock, 2011). Uniformly, the analysis of the study revealed that social networking, presentations, conceptual conversations, and project displays had assisted students become more confident in their ability to learn in higher educational institutions (Olmedo & Grau, 2013). Moreover, the study findings reported that the power of male in the development of technology had affected platform organization and had reduced female intellectual ideas in higher education. Moreover, the study found that female with disabilities to participate with digital feminist forums, accessible tools including audio readers, translations, and language features were essential in higher educational institutions (Schmidt, 2013). Specifically, the study findings indicated that feminist webinars offer students with a variety of viewpoints on past events, narratives, and motivations in higher educational institutions (Lahelma, 2011).

Gendered Narratives: The study summarized that gendered prejudiced exists in narratives in local culture at tertiary level. Likewise, the study repeated that university students determined gendered stereotypes in comments at university level. Similarly, the study outlined that trust relations had been developed using social media in higher

education. Identically, the study findings pointed out that males received less criticism on comments at higher education level. Comparably, the study argued that females frequently faced critique of their photographs at tertiary level. Closely, the study revealed that males led popular narratives on social networking at university level. Uniformly, the study summarized that females were judged for their physical characteristics in higher education. Correspondingly, the study found that university students trusted in their peer groups on social networks at higher education level. In similar fashion, the argument of the study clinched that building trust strategies had been demonstrated to be important in encouraging different groups of students to work together on electronic education at tertiary level (Wikberg, 2013). Uniformly, the analysis of the study revealed that students were monitored and judged for expressing their thoughts or personal information on social networks (Foster, 2011). Moreover, the study findings reported that social media use was recognized by institutions of learning as a socially and ethically effective way to promote polite discourse between all students in higher educational institutions. Moreover, the study found that feminist reflections among male and female students in higher education were affected by social media practices, gendered technology, and trust relationships (Kanagasabai, 2023). Specifically, the study findings indicated that access to equitable technologies in educational and analytical contexts facilitated appropriate use of social media platforms in educational settings (Lahelma, 2011).

Conclusion

The study concludes that gendered pathways, language, technology, and gendered narratives represent interconnected dimensions of students' experiences in contemporary higher education. The findings indicate that digital technologies and communication practices are embedded within broader social and cultural structures that influence how students perceive, express, and negotiate gender. Gendered pathways shape students' access to and engagement with technological resources, whereas language reproduce, negotiate, or challenge established gender norms and expectations. Similarly, gendered narratives developed through educational and digital interactions contribute to students' understandings of identity, relationships, and social roles. From a sociological perspective, these dimensions demonstrate that technology should not be viewed as socially neutral but as a space where existing gender relations reproduced or transformed. The study highlights the importance of promoting gender-sensitive digital environments, inclusive communication practices, and equitable technological opportunities within higher education. Such measures contribute to more inclusive educational experiences and support critical understanding of gender relations among tertiary-level students.

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